

«Применение методики CLIL на уроках английского языка»

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CLIL is about learning new language quickly

Что такое „CLIL“?

- ▶ CLIL= Content and Language Integrated Learning
- ▶ Концепция межпредметного языкового интегрирования
- ▶ Содержание предметного обучения, например биологии или искусства, объясняются с помощью иностранного языка

Практическое
применение методики
на примере УМК
«Spotlight 7»

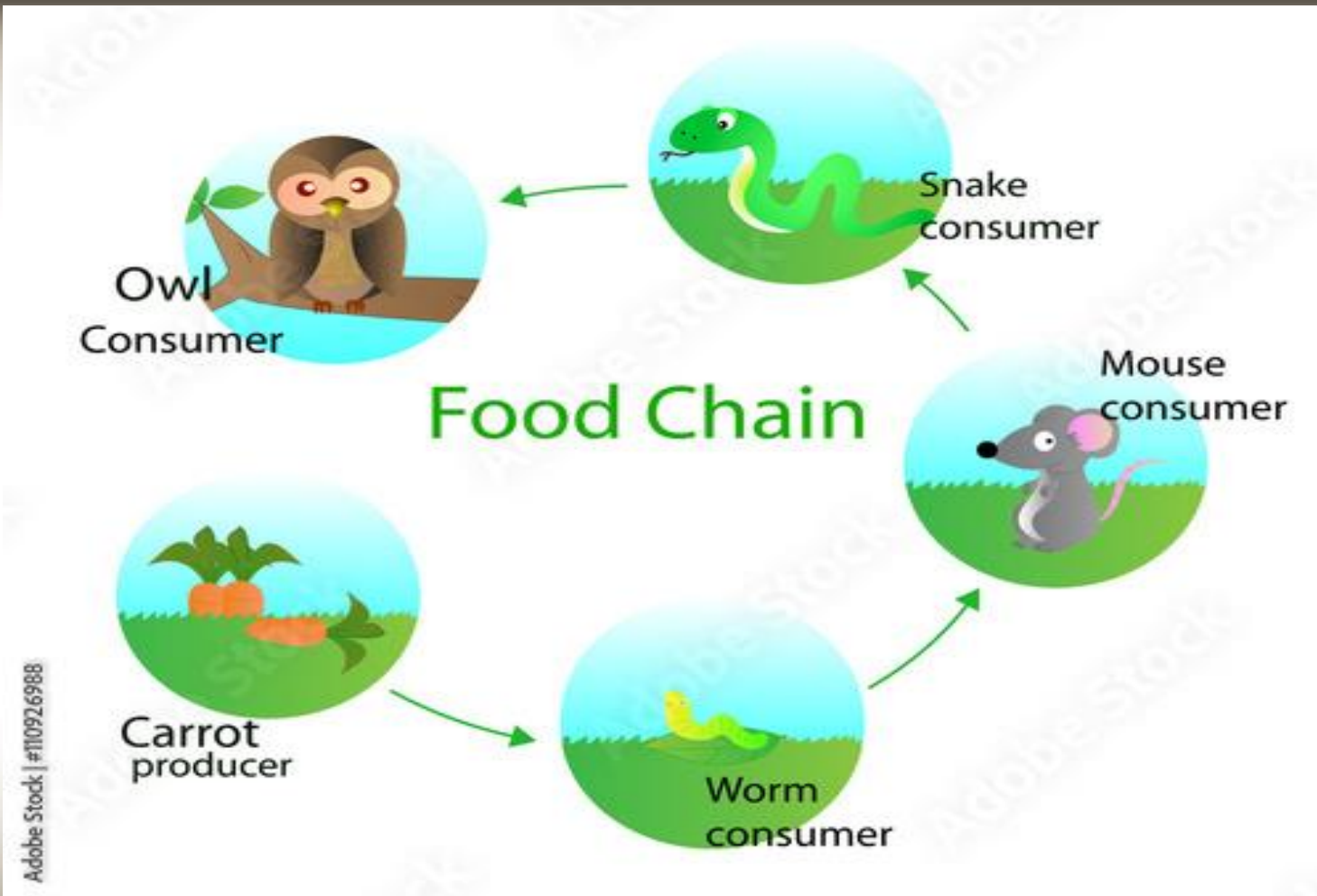
Разделы:
«Extensive Reading»
«Culture Corner»



План урока CLIL Spotlight 7

Extensive Reading - Module 8

Across the curriculum : Science



1st stage

Activating :

- *-Look the pictures*
- *What do they show?*
- *Pre-teach vocabulary*
- *(dictionary entry: “food chain”)*
- *KWL chart (Know/ Want /Learn)*

{SEE handout}

K.W.L. Chart

Topic: _____

K What I Already Know	W What I Want to Know	L What I Have Learned

Pre-teach vocabulary

herbivore

omnivore

carnivore



HERBIVORES

These are animals that eat mainly plants.

This includes leaves, grass, flowers, seeds, roots, fruits, bark, pollen and much more.

Some herbivores are:
deer horses rabbits
cows bees sheep
grasshoppers



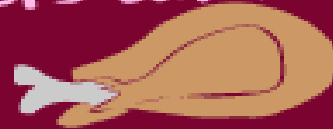


CARNIVORES

These are animals that eat mainly meat.
This includes insects and all animals.

Some carnivores are:

- felines (lions, tigers & all cats)
- birds of prey (eagles, hawks, owls etc.)
- sharks
- frogs
- spiders



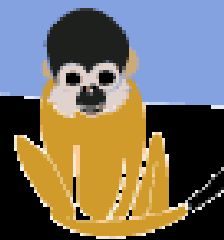
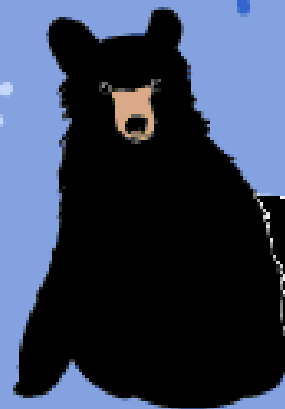


OMNIVORES

These are animals able to eat plants AND animals.

Some omnivores are:

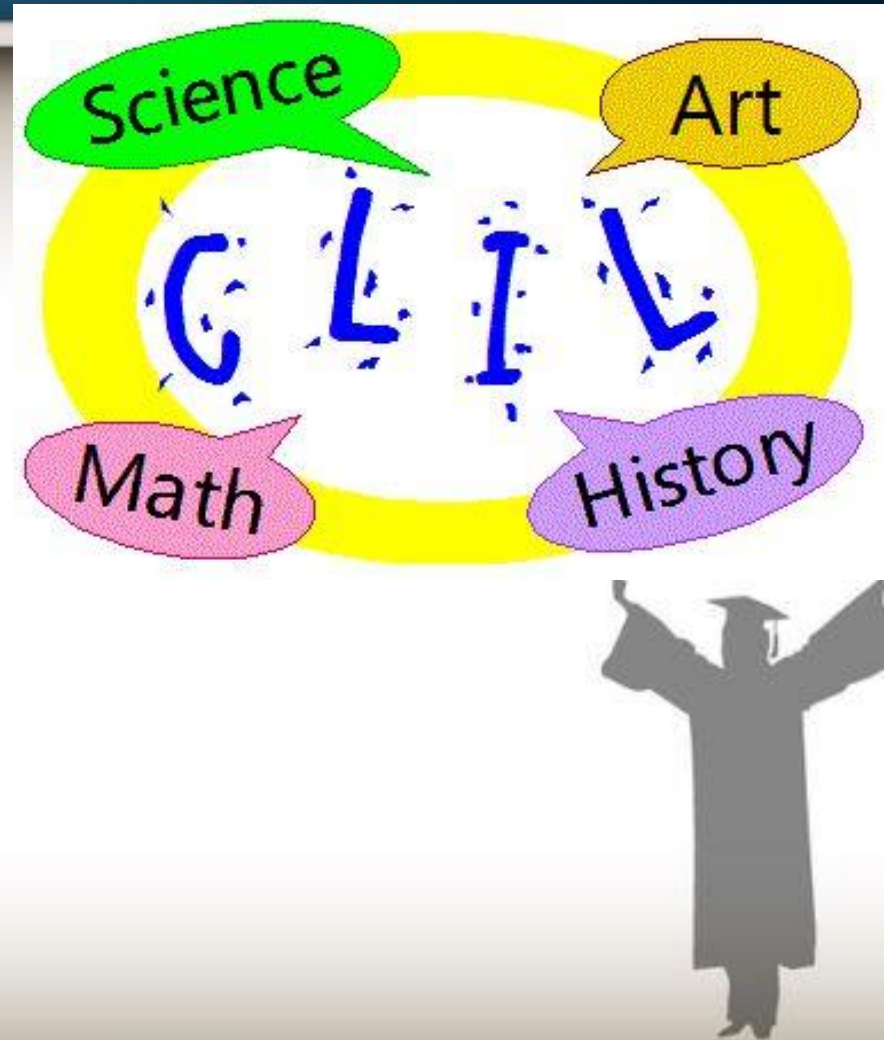
- humans
- most bears
- racoons
- most primates (apes & monkeys)
- seagulls & other birds



2nd stage

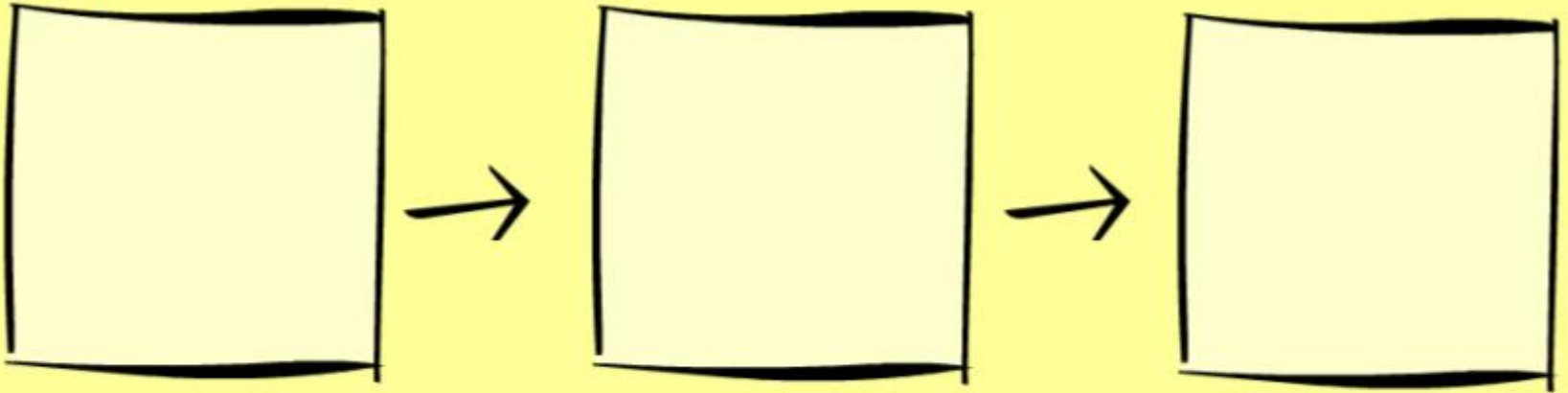
Input:

- Reading and Listening
- Providing support (vocabulary, subskills, graphic organizers)

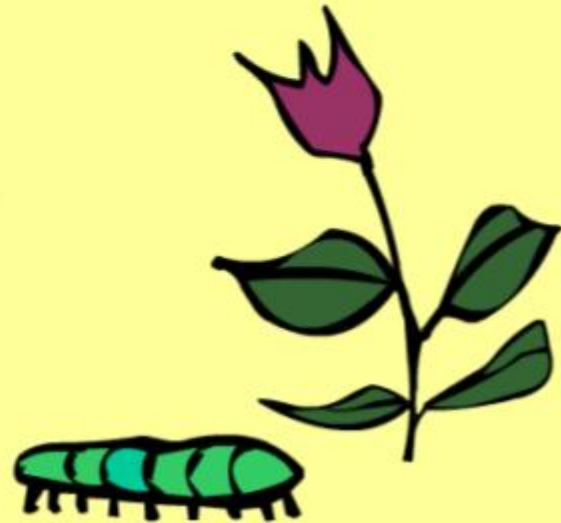


Food Chains

1: Simple Chain

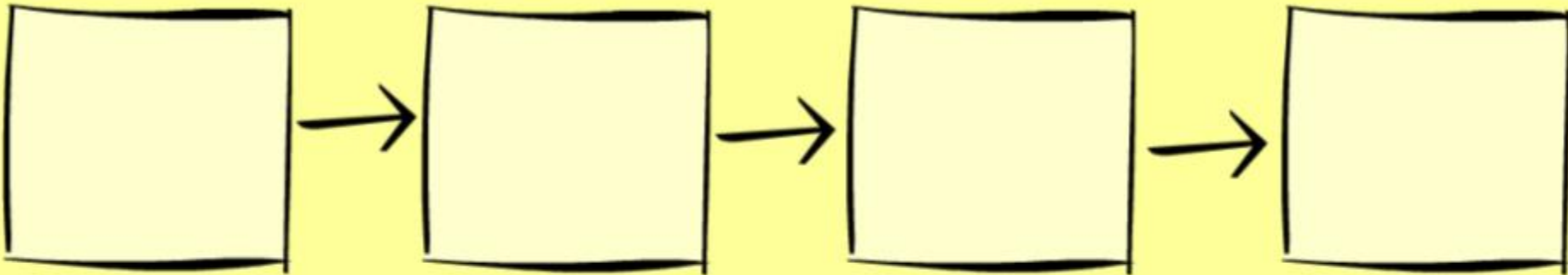


PARTS OF FOOD CHAIN: bird
flower
caterpillar



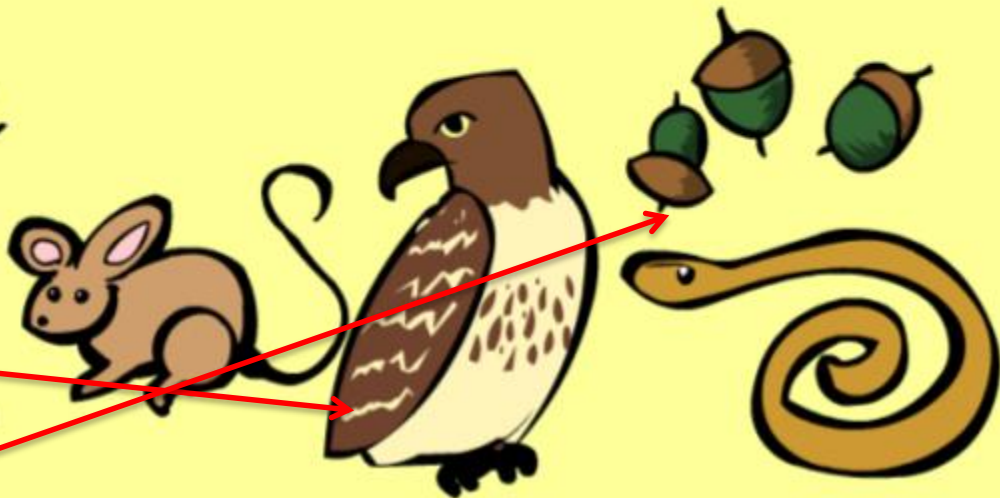
Food Chains

2: Bigger Chain



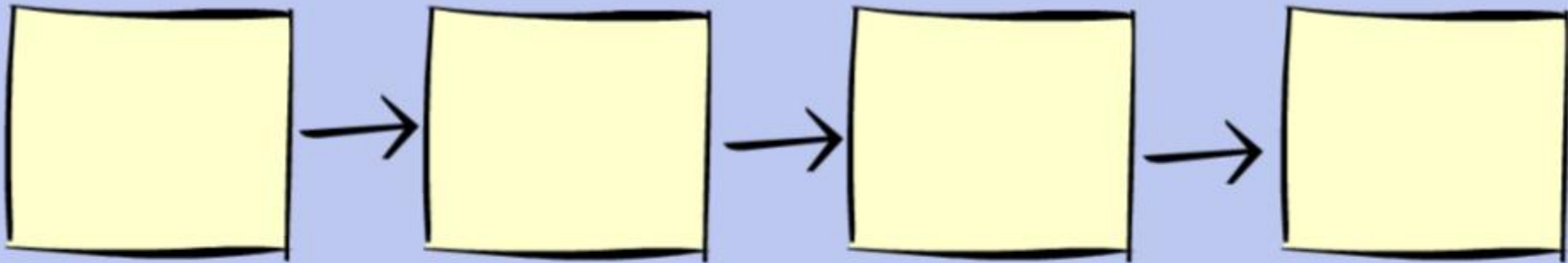
**PARTS
OF FOOD
CHAIN:**

snake
mouse
hawk
acorns



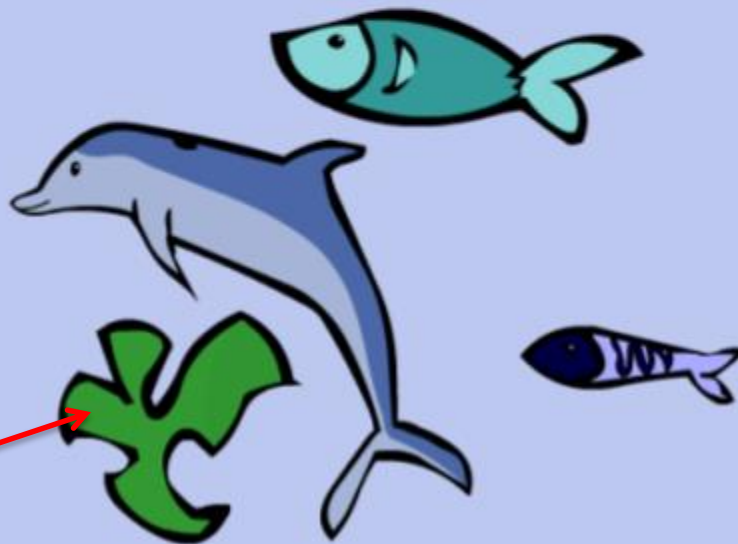
Food Chains

3: Marine Chain



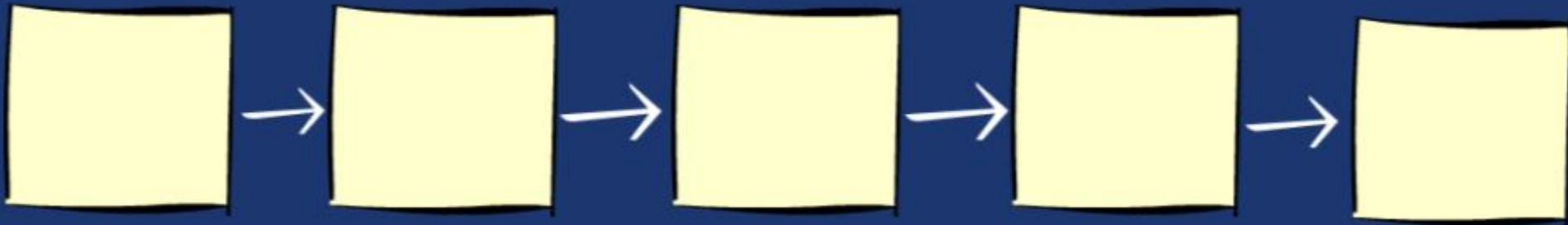
**PARTS
OF FOOD
CHAIN:**

big fish
small fish
dolphin
algae



Food Chains

4: Mixed chain

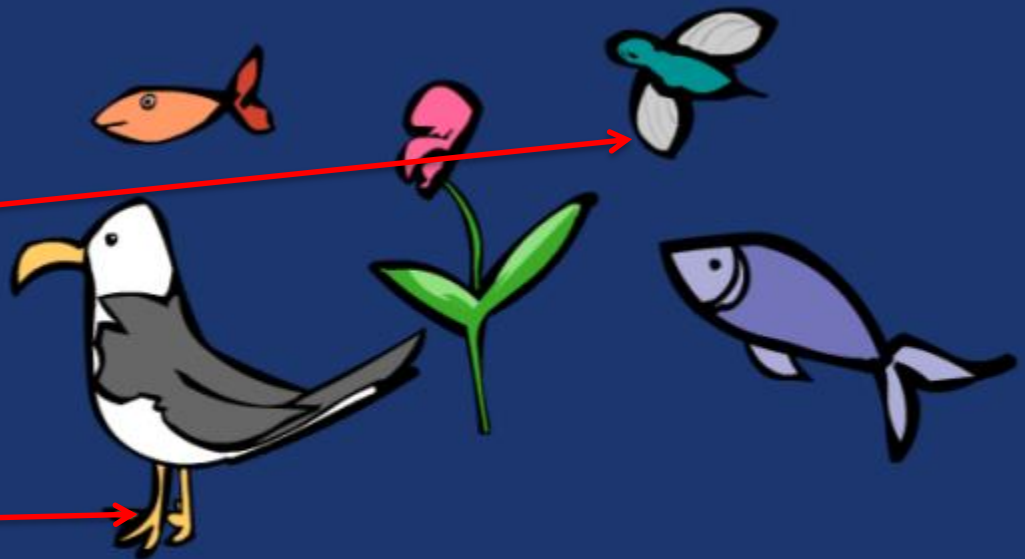


PARTS
OF FOOD
CHAIN:

flower
seagull

big fish
insect

small fish



3rd stage

Developing thinking skills :

Skinny Qs

e.g. Do all animals eat plants?

Fat Qs

e.g. Why is the food chain important?

(complete the gaps and listen: explain the words in bold)



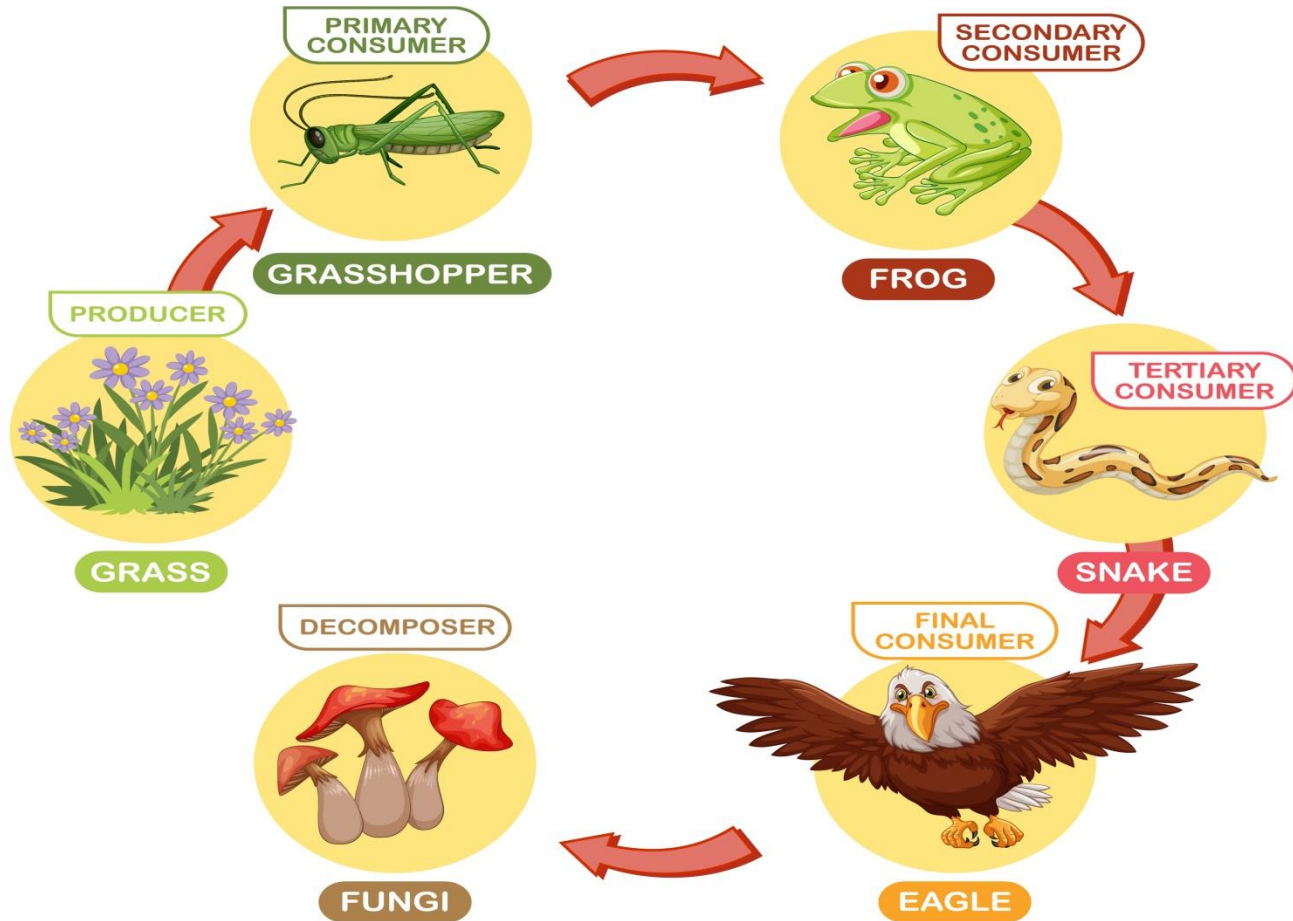
4th stage

Output

Providing support:

Speaking — show and

Writing — models, sent



Recourses

- УМК “Spotlight 7 ” Ю.Е. Ваулина, Д.Дули, О.Е. Подоляко, - 16 изд, Москва : Express Publishing : Просвещение, 2024

<https://yandex.ru/video/preview/4917046110354055187>

- Международный научный журнал
№ 50 (340) / 2020 © ООО «Издательство «Молодой ученый», 2020

-Workshop : “Teaching primary learners to get to grip with CLIL” 15/05/21 Pilot ELT Krasnodar

-David Marsh The relevance and potential of content and language integrated learning (CLIL) for achieving MT+2 in Europe submitted to European Commission DG EAC in September 2002. 2. Marsh, D. 2002. Content and Language Integrated Learning

-Лалетина, Т.А. Интегрированный подход и использование предметно-языковой интеграции при обучении иностранному языку. [Электронный ресурс].Режим доступа:http://conf.sfukras.ru/uploads/3_Laletina%20T%5B1%5D.A.pdf

-Mehisto, P., Marsh D., Frigols, M.J. (2008) Uncovering CLIL. Content and Language Integrated Learning in Bilingual and Multilingual Education. Macmillan Books for Teachers. Macmillan Education

Maljers A., Marsh D., Coyle D., Hartiala A.K., Marsland B., Pérez-Vidal C., Wolff D. (2002) The CLIL Compendium. [Электронный ресурс].- Режим доступа: <http://www.clilcompendium.com>

