Integrating CLIL course workbook

Module 2, part 2: Inspiration - Language and learning by doing

Please **print this work book and the separate CLIL observations document** before the lesson, or bring your laptop with you.

1. **Watch these** [**CLIL lessons**](https://www.youtube.com/watch?v=dFuCrxRobh0) **in action and make notes here**[CLIL lesson observations.docx](https://docs.google.com/document/d/1-VC6F8YUNjf2y7gaiq93L3fpERJknqx9/edit?usp=sharing&ouid=115194839094974432119&rtpof=true&sd=true)**.**
2. **Task-based learning**

| **Task 1** |  |
| --- | --- |
| **Content aims** |  |
| **Target language** (vocabulary and phrases) |  |
| How to **activate prior knowledge?** |  |
| **Scaffolding** ideas to help with language understanding |  |
| **Questions** to activate thinking skills |  |

* Will the activity engage learners’ interest?
* Is there a primary focus on meaning?
* Is there a goal or an outcome?
* Is success judged in terms of the result?
* Is completion a priority?
* Does the activity relate to real-world activities?

*Checklist taken from this article:*[*Introduction to Task-Based Learning (TBL)*](https://www.teacheracademy.eu/blog/task-based-learning/)

| Notes for improvements (e.g. how can you encourage more student communication, could it be more student-centred?) |
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| **Task 2** |  |
| --- | --- |
| **Content aims** |  |
| **Target language** (vocabulary and phrases) |  |
| How to **activate prior knowledge?** |  |
| **Scaffolding** ideas to help with language understanding |  |
| **Questions** to activating thinking skills |  |

* Will the activity engage learners’ interest?
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