

**Praktické aktivity z mobility ETI Malta**

**29. 07. - 10. 08. 2019**

**CLIL - Practical Methodology for Teachers  
working with CLIL**

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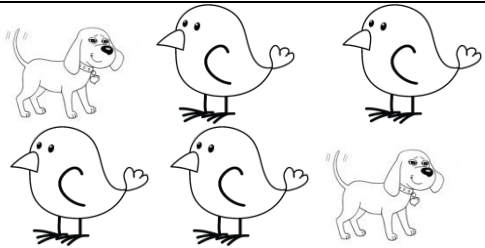
## THE PARK (writing, listening, speaking)

(práca vo dvojici)

1. Žiaci napíšu do 1.stĺpca 5-6 slov k danej téme + počet, potom to aj nakreslia

2. Vzájomne si diktujú, čo nakreslili, druhý žiak to kreslí do 2.stĺpca + napíše

3. Vzájomná kontrola.

Topic: _____	
I HAVE GOT	YOU HAVE GOT
Two dogs, four birds, . ....	
	

Topic: \_\_\_\_\_

I HAVE GOT

YOU HAVE GOT







Topic: \_\_\_\_\_

I HAVE GOT

YOU HAVE GOT

## FANNY FACES (drama)

Žiak si vyberie jednu kartičku (obrázok + slovo), dramaticky stvárni pocit na obrázku, ostatní hádajú, o aké vyjadrenie tváre ide.

<p><b>afraid</b></p> 	 <p><b>angry</b></p>
<p><b>confused</b></p> 	 <p><b>ill</b></p>
 <p><b>In love</b></p>	



thirsty



happy



sad



hot



cold



hungry



tired



angry



scared



scared



brave



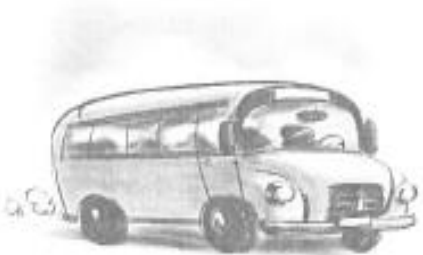


nervous

## DRAWING RACE CARDS (drawing)

Žiak si vyberie kartičku (obrázok + slovo), nakreslí obrázok na tabuľu, ostatní žiaci hádajú, čo to je. Ten, kto uhádne, príde slovo napísať na tabuľu.

## Drawing Race Cards

 <p><b>a garden</b></p>	 <p><b>a garage</b></p>
 <p><b>A car</b></p>	 <p><b>a bus</b></p>



Aa  
apple



Bb  
bird



Cc  
cat



Ff  
fig



Gg  
goat



Hh  
hat



Dd  
dog



Ee  
egg



Ii  
ink



Jj  
jam

## SHARKS ACROSS THE RIVER (speaking, activity)

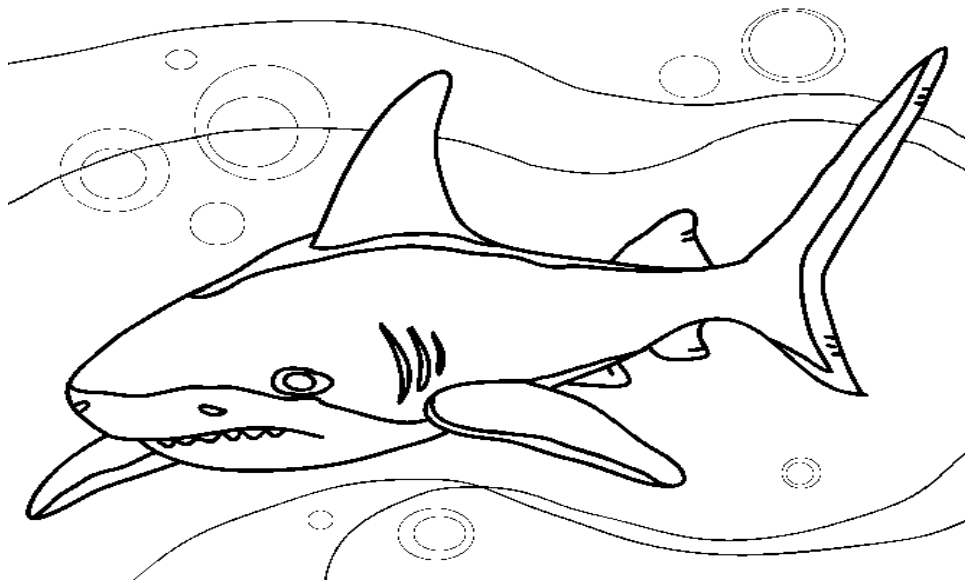
(2 skupiny)

Na podlahu rozložíme 5 obrázkov žralokov.

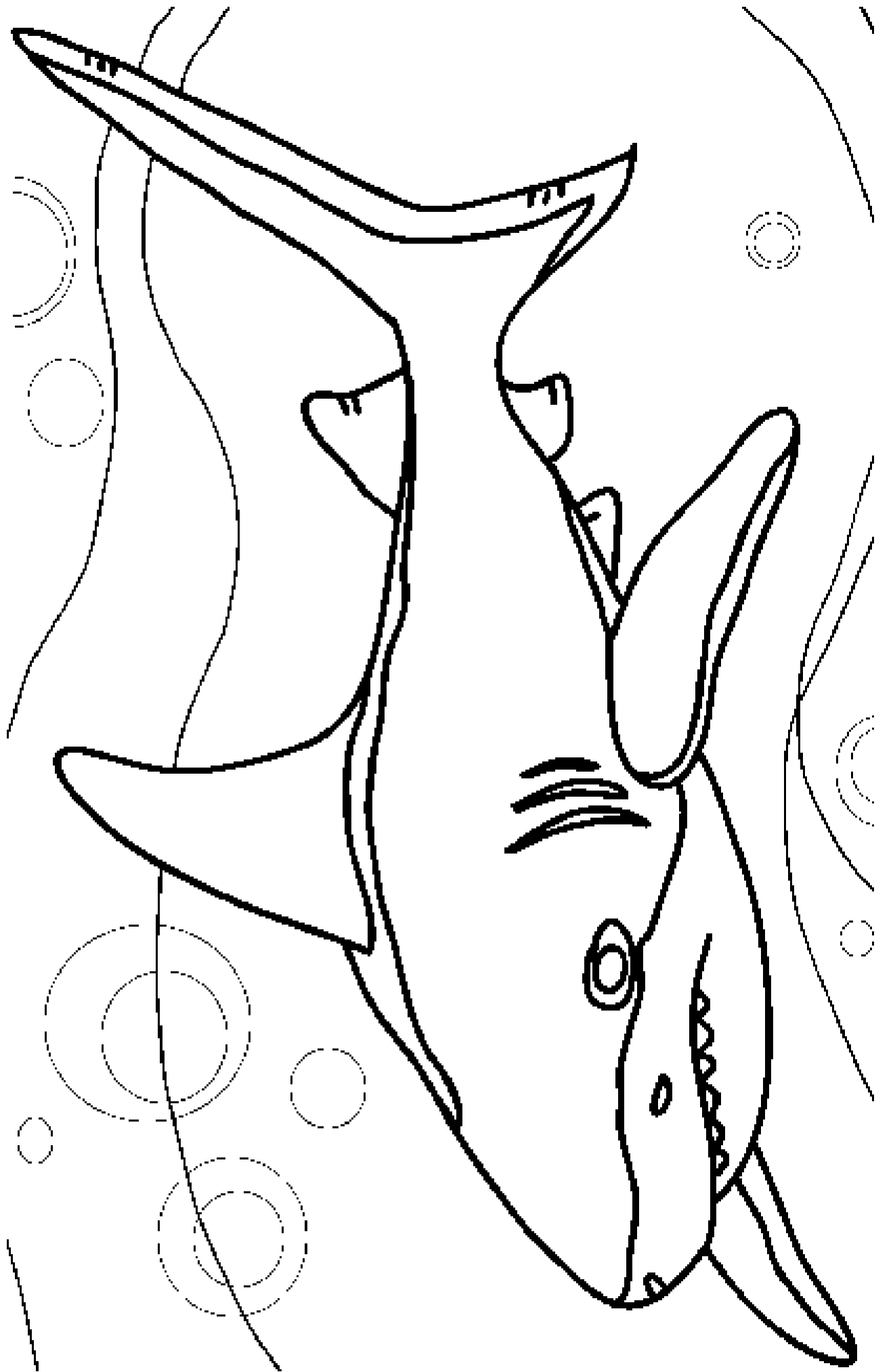
1 žiak z každej skupiny si zaviaže oči.

Ostatní ho usmerňujú: turn left, turn right, go straight on, stop.

Ak stúpi na žraloka, žralok ho zožral a skupina prehráva.





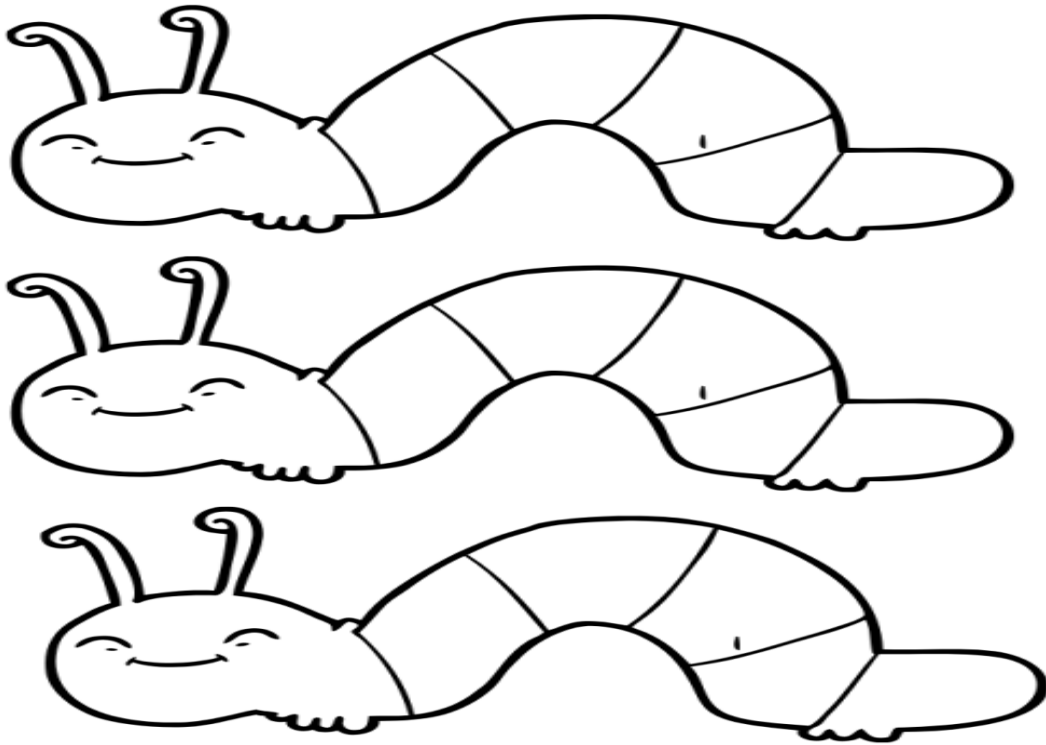


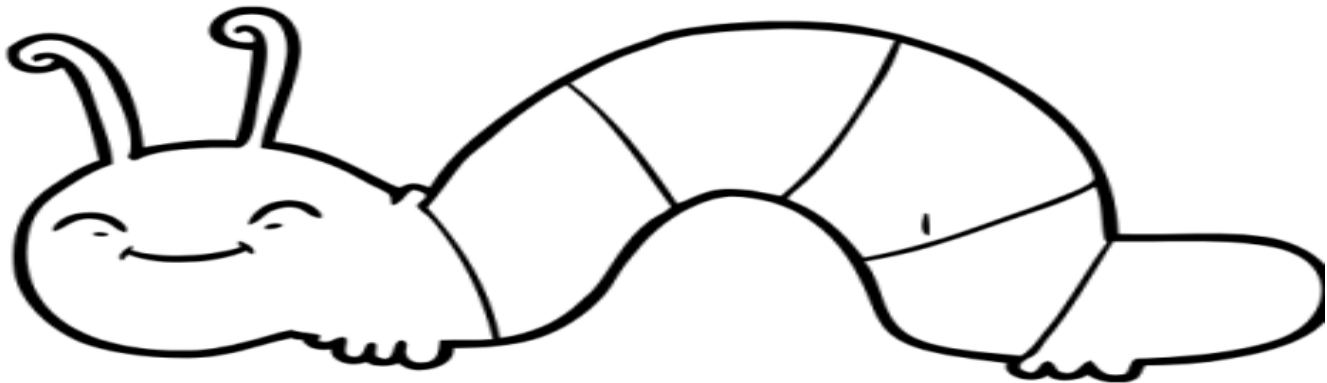
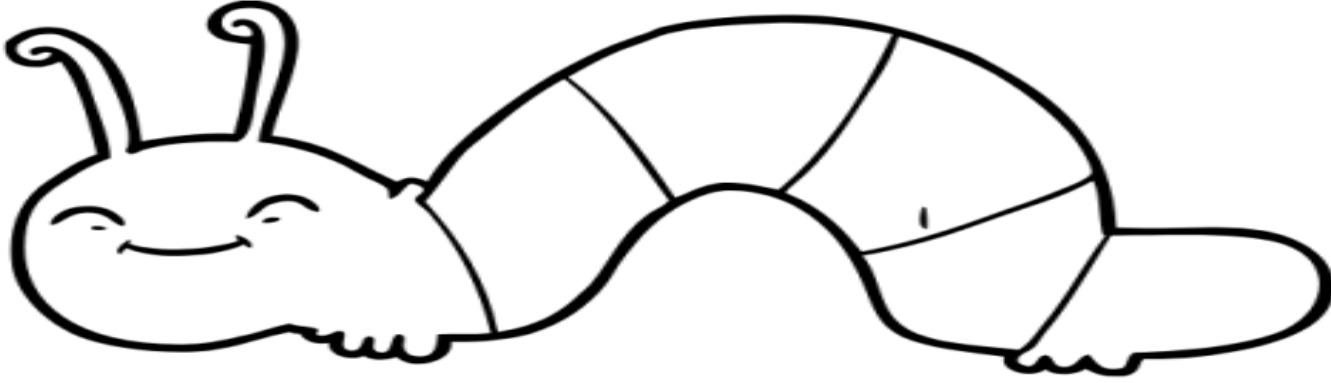
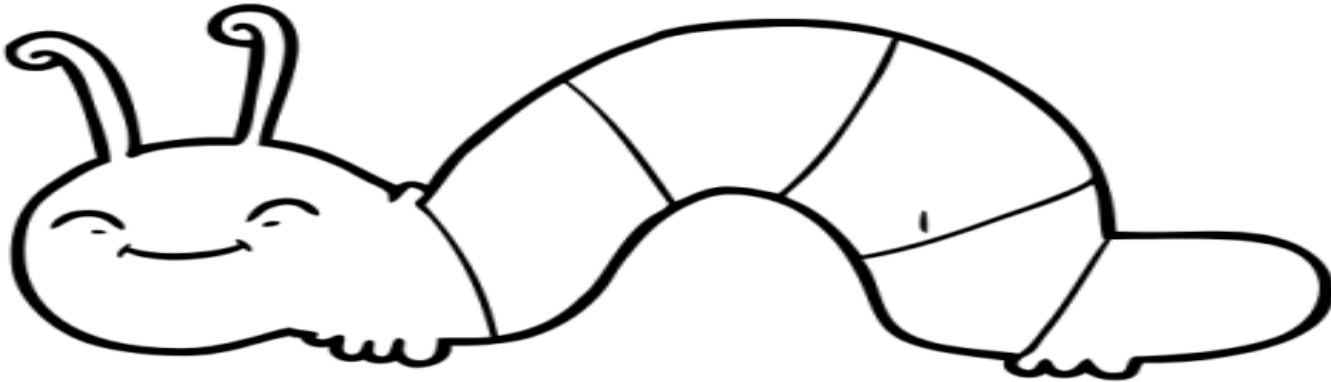
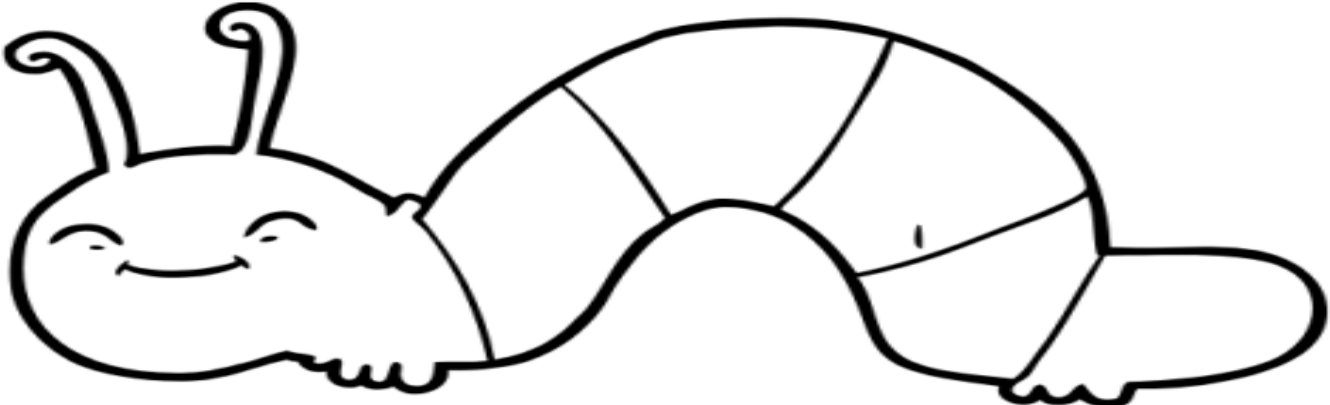
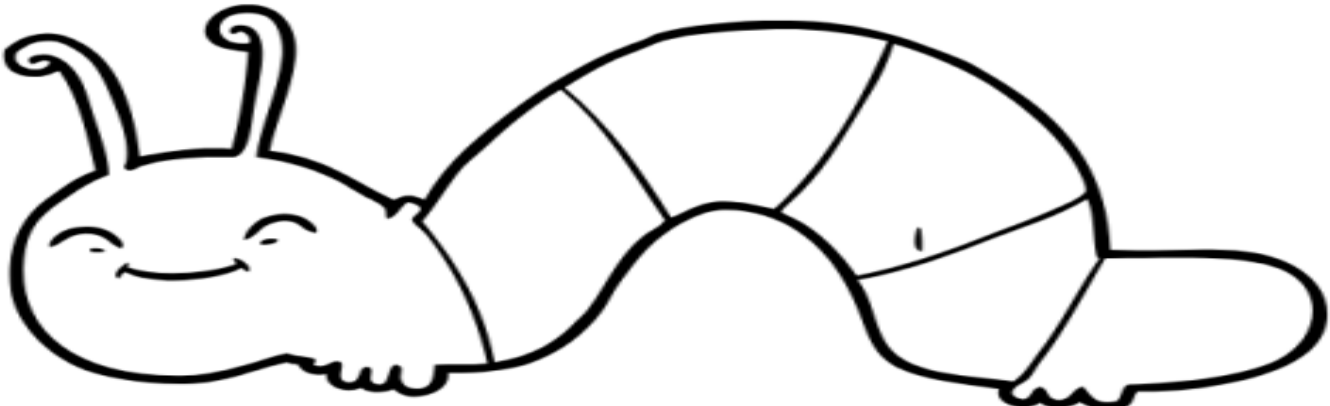
## THE CATERPILLAR GAME (motivation)

U: nakreslí húsenicu na tabuľu a zadá tému, napr. animals.

Ž: diktujú slová na danú tému tak, že každý ďalší žiak povie nové slovo na hlásku, akou predchádzajúce slovo skončilo (pig- goose- elephant- ,...).

Obmena: Žiaci to píšu na papier s húsenicou.

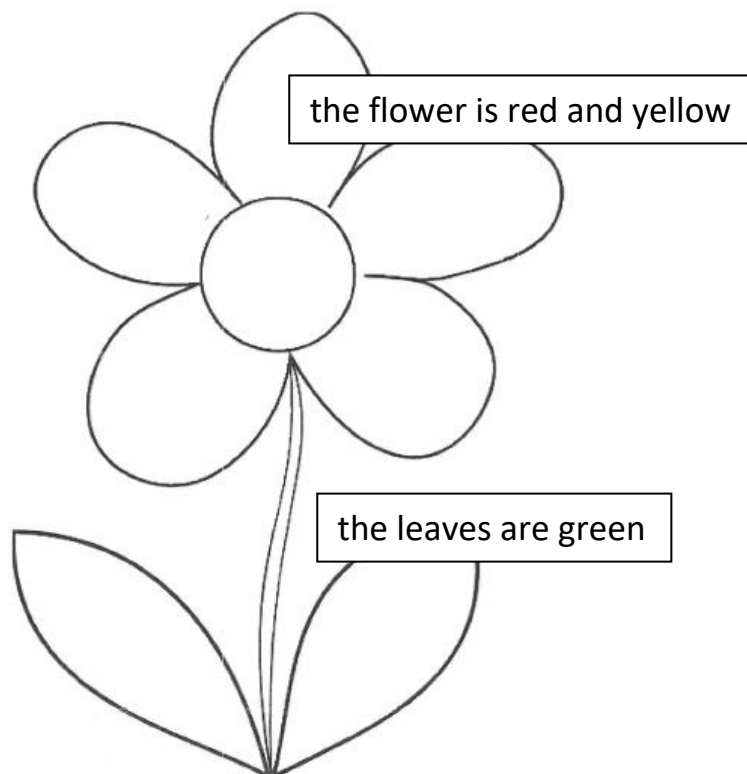
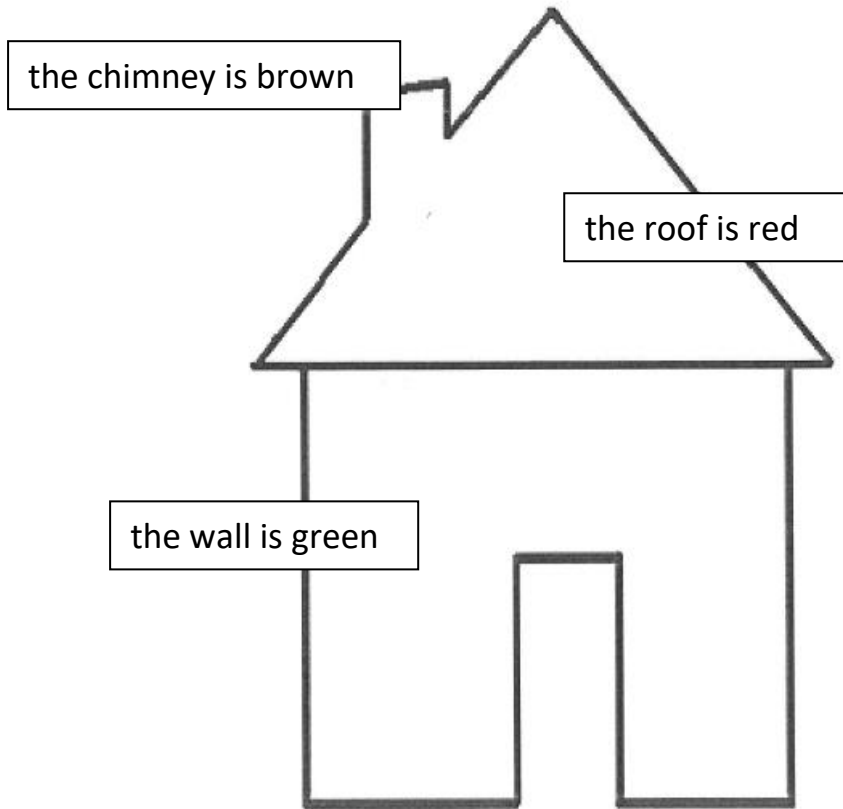


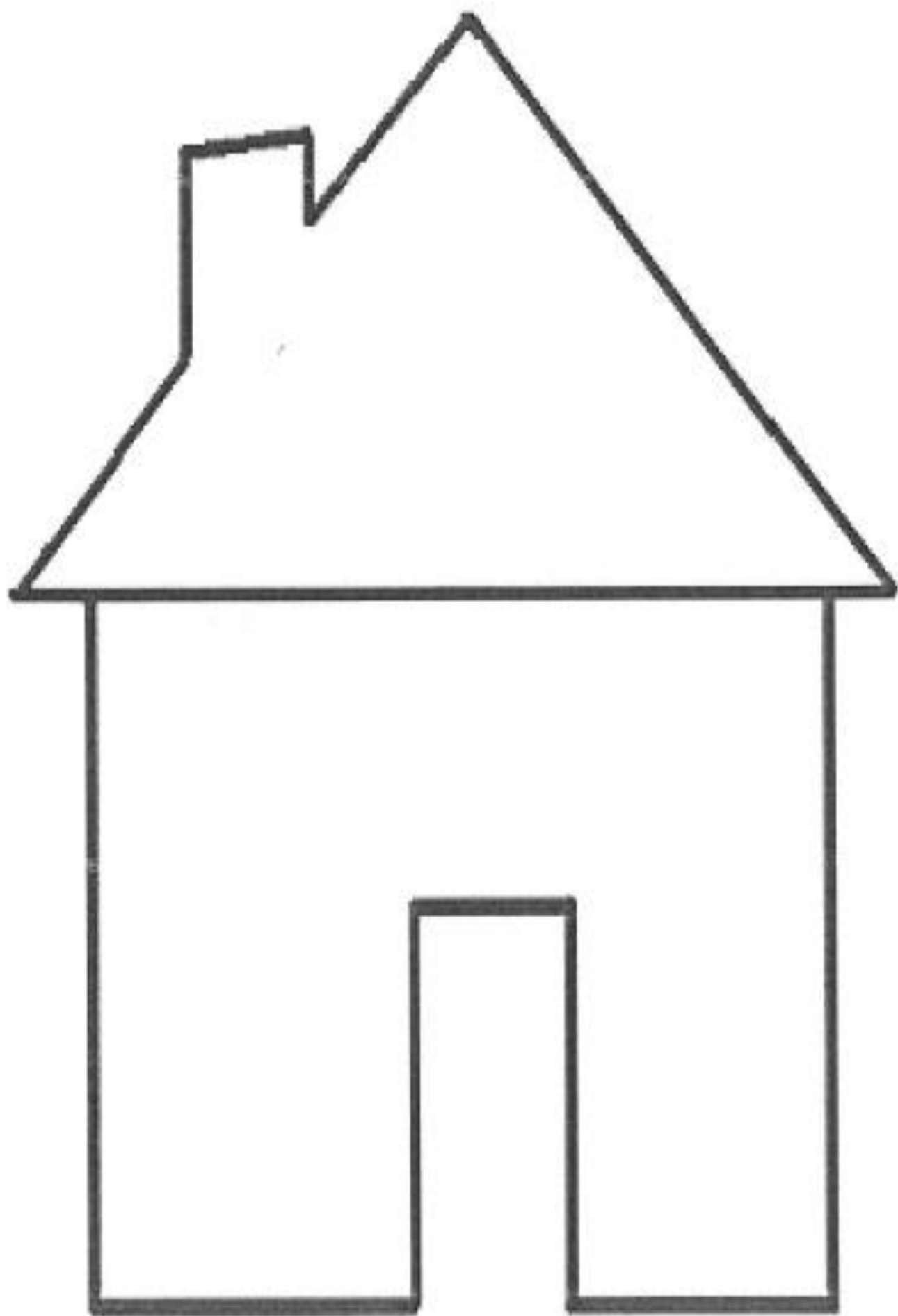


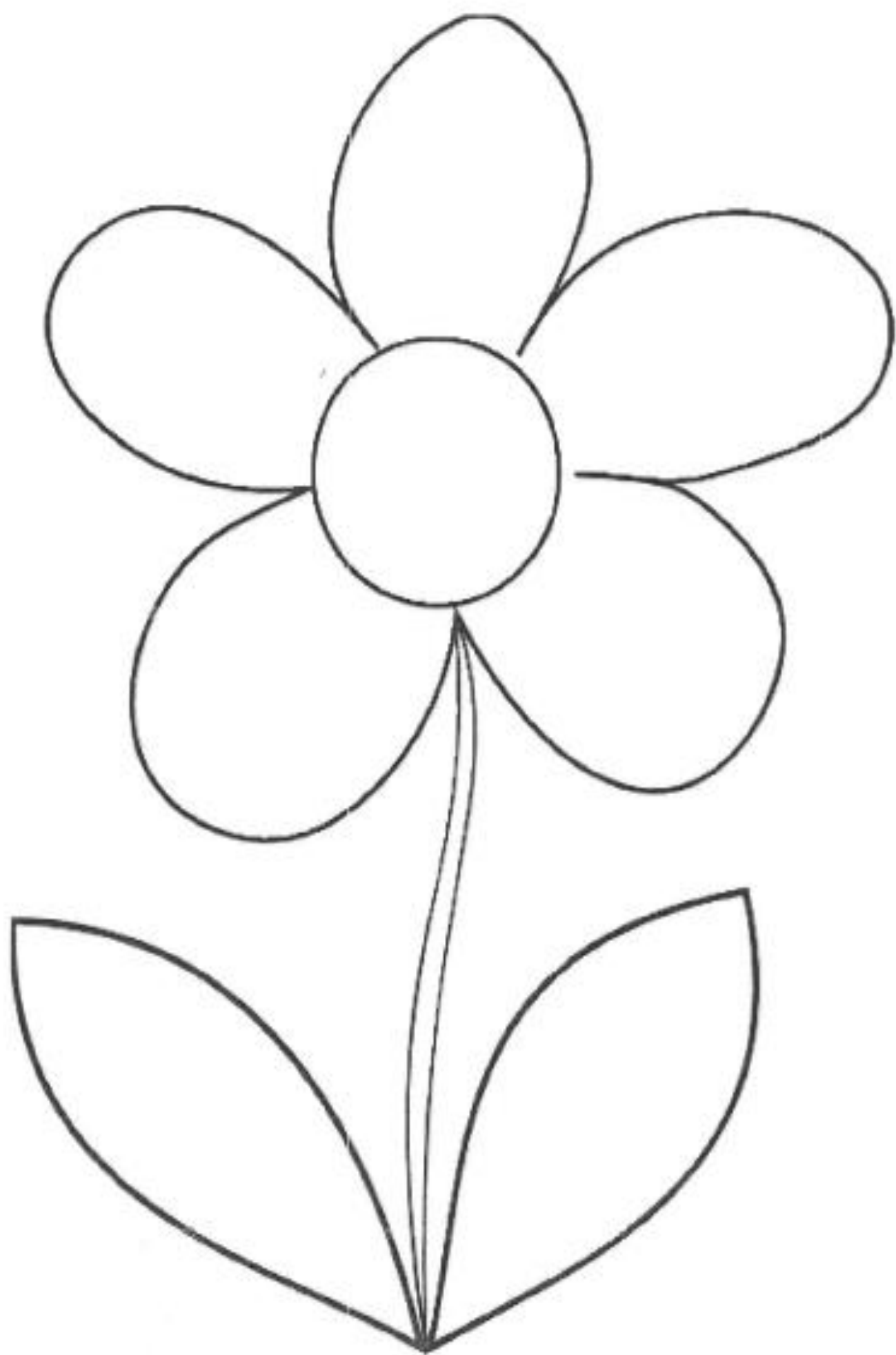
## SHAPED POEMS

Žiaci okolo obrázku (kvet, dom) vymýšľajú básničku, vety o tom, čo tam treba dokresliť a akou farbou.

Obrázok dajú spolužiakovi, ktorý ho dopĺňa a vyfarbuje podľa viet.







## HAMBURGER WRITING

Pri téme o jedle, žiaci vpisujú a vyfarbujú jednotlivé ingrediencie, ktoré by dali do hamburgeru. Obrázok dostanú od učiteľa.

Na záver spoločne v kruhu každý prezentuje svoj hamburger.

Name: \_\_\_\_\_

**Hamburger Writing**

Main Idea: \_\_\_\_\_  
\_\_\_\_\_

Detail #1: \_\_\_\_\_  
\_\_\_\_\_

Detail #2: \_\_\_\_\_  
\_\_\_\_\_

Detail #3: \_\_\_\_\_  
\_\_\_\_\_

Closing Sentence: \_\_\_\_\_  
\_\_\_\_\_

Name: \_\_\_\_\_

## Hamburger Writing

Main Idea: \_\_\_\_\_

Detail #1: \_\_\_\_\_

Detail #2: \_\_\_\_\_

Detail #3: \_\_\_\_\_

Closing Sentence: \_\_\_\_\_

Name: \_\_\_\_\_

## Hamburger Writing

Main Idea: \_\_\_\_\_

Detail #1: \_\_\_\_\_

Detail #2: \_\_\_\_\_

Detail #3: \_\_\_\_\_

Closing Sentence: \_\_\_\_\_



## **GIVE ME A LETTER**

(práca vo dvojici, v skupinách)

Vybraný žiak si hovorí potichu abecedu, ďalší povie STOP.

Na dané písmeno žiaci v skupinkách vymýšľajú a zapisujú, čo najviac slov.

Po kontrole ich triedia do kategórií (fruit, clothes, animals,...)- v skupine alebo na tabuľu spoločne.

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## **UNSCRAMBLE ME**

(samostatná práca, vo dvojici, v skupinách)

1. Na tabuli sú napísané skupinky písmen, z ktorých majú žiaci vytvoriť slovo. Kto ich usporiada v časovom limite najviac, je víťaz.

2. Slová ďalej usporiadajú do kategórií (fruit, clothes, animals,...).

3. Zo slov utvoria vety, príbeh.

Napr.

Blate = table

Kboo = book

Enlicp = pencil

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## **10 PICTURES IN 20 SECONDS: (CLIL)**

(práca vo dvojici)

U: premieta obrázky 10-tich zvierat, každý 20 sekúnd.

Žiaci si vzájomne vo dvojici rýchlo hovoria vety na daný obrázok.

Obmena: U: premietne 5 obrázkov naraz. Ž: napíše vetu na každý obrázok až po premietnutí. Na záver v kruhu čítajú svoje vety.

## THE POWER OF VIDEO

(práca vo dvojici)

U: zadá tému (swimming). Žiaci spoločne vypisujú na tabuľu aj do zošita slová súvisiace s témou.

2 žiaci sedia chrbtom k sebe, jeden z nich vidí na video.

U: pustí video na danú tému (Mr.Bean) <http://www.youtube.com/watch?v=ZujYUcY5xc>  
<https://www.youtube.com/watch?v=LiRtODv9cYg> .

Žiak, ktorý sa pozerá, diktuje slová, čo vidí v príbehu na videu. Druhý žiak odfajkuje slová, ktoré počuje.

Na záver si spoločne prečítame slová, ktoré sa vyskytli vo videu.

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## TABLE TENNIS WORD GROUP GAME (speaking)

(2 skupiny)

Oproti sebe sedia 2 žiaci (1 z každej skupiny).

U: zadá tému, napr. Fruit.

Žiaci, ktorí sedia, hovoria striedavo, čo najviac slov k danej téme, ostatní zo skupiny mu môžu potichu pomáhať.

Vyhráva skupina, ktorá povie viac slov.

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## FIND WORDS (listening) (CLIL)

1.U: zadá tému, žiaci píšú slová k danej téme na tabuľu, vyberieme 4 slová + odpíšu si ich na papier do stĺpca (papier je zatiaľ preložený na polovicu- text ešte nevidia)

2.U: číta text + Ž: značia si čiarkami počet, koľkokrát počuli dané slová v texte  
+ kontrola správnosti

3. Ž: papier otvorí, dané slová vyhľadá v texte a zakrúžkuje ich podľa zadania

4.U: kladie otázky k textu: Who? What? When? Where? Why? How many?

Teacher:

bike /////  
(6x)

wheels /////  
(4x)

ride /////  
(3x)

two /////  
(4x)

„This is a perfect **bike** for children aged 7 to 10. It has got big **two wheels**. You can **ride** a **bike** on grass or sand. **Bike** is red, orange or black.

Your swing is next to **bike**. It's green and white. Swing has got **two** seats.

This skate have four **wheels**. **Two** skates have got eight **wheels**. Skates are in front of **bike**.

Scooter has got **two** small **wheels**. I can **ride** a scooter, but I can't **ride** a **bike**. My fast scooter is blue.“

Circle word:

bike – blue,      wheels - red,      ride - green,      two - yellow

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This is a perfect bike for children aged 7 to 10. It has got big two wheels. You can ride a bike on grass or sand. Bike is red, orange or black.

Your swing is next to bike. It's green and white. Swing has got two seats.

This skate have four wheels. Two skates have got eight wheels. Skates are in front of bike.

Scooter has got two small wheels. I can ride a scooter, but I can't ride a bike. My fast scooter is blue.

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Circle word:

bike – blue,      wheels - red,      ride - green,      two - yellow

## JUMPING THE LINE

Niekoľko žiakov stojí na štartovacej čiare.

Učiteľ hovorí vety na danú tému. Ak je veta pravdivá, žiak spraví krok dopredu. Ak je veta nepravdivá, žiak zostane stáť. Ak sa žiak pomýli, vráti sa na štart. Kto prvý dosiahne cieľ, je víťaz.

**The sun is yellow. This board is red. My shoes is green. I've got two eyes. Snake has got four legs. Here is table and chair. Elephant has got two big ears. Birds can't fly. You have got one nose.**

**I've got two arms. The sun is blue. Here is board and door. This wall is red. My shoes is purple. Snake hasn't got ears. Spider has got eight legs. Butterfly can't fly. You have got one head.**

## **RUN THE MONSTER (reading, drawing, speaking)**

(2-4 skupiny)

U: rozmiestni po triede papiere, na ktorých je opis monstera. Každá skupina má svoje miesto ďalej od papiera. Jeden žiak zo skupiny kreslí, to čo mu príde nadiktovať iný zo skupiny. Každý žiak zo skupiny si ide prečítať k papieru vetu, zapamätá si ju a príde ju povedať kresliacemu žiakovi. Ihneď potom ide ďalší žiak čítať nasledujúcu vetu. (Ktorá veta nasleduje vie podľa toho, čo už žiak nakreslil.)

Kontrola: všetci spolu alebo skupiny si vymenia text s vyhotoveným obrázkom a odľakujú, čo je dobré.

### **MONSTER 1**

Monster one has got big red body. Monster one has got four blue eyes. Monster one has got short curly brown hair. Monster one has got two orange ears. Monster one has got three black arms. Monster one has got seven green legs. Monster one has got one yellow mouth. Monster one has got two pink noses.

### **MONSTER 2**

Monster two has got big orange body. Monster two has got three red eyes. Monster two has got long straight blond hair. Monster two has got four yellow ears. Monster two has got two blue arms. Monster two has got six pink legs. Monster two has got two green mouths. Monster two has got three brown noses.

### **MONSTER 3**

Monster three has got big blue body. Monster three has got five orange eyes. Monster three has got short straight green hair. Monster three has got two red ears. Monster three has got six yellow arms. Monster three has got four brown legs. Monster three has got three pink mouths. Monster three has got two black noses.

### **MONSTER 1**

Monster one has got big red body.

Monster one has got four blue eyes.

Monster one has got short curly brown hair.

Monster one has got two orange ears.

Monster one has got three black arms.

Monster one has got seven green legs.

Monster one has got one yellow mouth.

Monster one has got two pink noses.

### **MONSTER 2**

Monster two has got big orange body.

Monster two has got three red eyes.

Monster two has got long straight blond hair.

Monster two has got four yellow ears.

Monster two has got two blue arms.

Monster two has got six pink legs.

Monster two has got two green mouths.

Monster two has got three brown noses.

### **MONSTER 3**

Monster three has got big blue body.

Monster three has got five orange eyes.

Monster three has got short straight green hair.

Monster three has got two red ears.

Monster three has got six yellow arms.

Monster three has got four brown legs.

Monster three has got three pink mouths.

Monster three has got two black noses.

## **PASS THE PARCEL (reading, activity)**

Žiaci sedia v kruhu a podávajú si balíček z farebného papiera. U: púšťa hudbu, keď ju zastaví, žiak, ktorý má balíček ho otvorí. V ňom je druhá vrstva balíčku, tretia, štvrtá... Vo vnútri balíčka je posledný papier, na ktorom je zadanie, čo má žiak spraviť a musí to splniť.

**Do four jumps, please.**

**Open the door, please.**

**Put your arms up, please.**

**Put your leg up, please.**

**What time is it, please?**

**Turn your head to the left, please.**

**Do three steps straight, please.**

**Turn your body to the right, please.**

**Count:  $12 + 7 = \dots\dots\dots$  .**

**Name the clothes you are wearing now.**



## **METÓDA: SCAFFOLDING (stavať lešenie): (CLIL)**

-uľahčiť učenie žiakom pomocou pomôcok a metód

-využívať kľúčové slová, brainstorming, myšlienkové mapy, diagramy, video, pantomímu, parafrázovanie,...

-zadávať pomocné otázky, hádanky

-zjednodušiť text zvýraznením nadpisov a kľúčových slov, farebným rozlíšením slovných spojení, pridaním obrázkov, ...

## CLIL – tools and applications for teachers working with CLIL

### Making texts accessible

How the Teacher can help learners understand texts in L2

Highlight the important content words in which you would like your students to know.

Underline "difficult" vocabulary and grammatical constructions; decide how you can replace these with simpler words and grammar.

Look at the length of the sentences. Can you replace one long sentence with two or three shorter ones?

Is it possible to split the text into shorter sections? Choose a short side heading for each section.

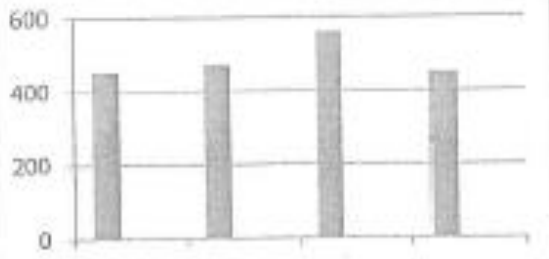

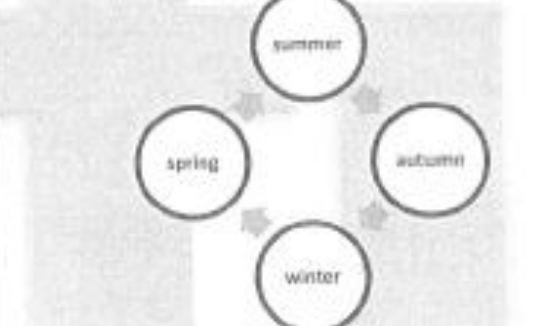
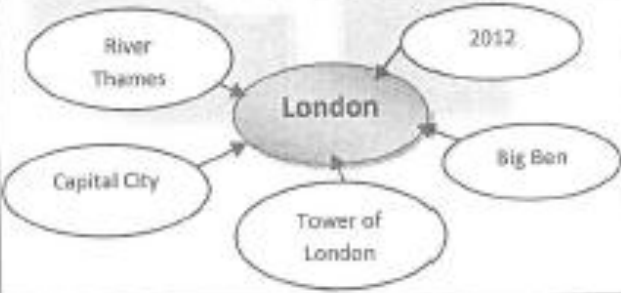
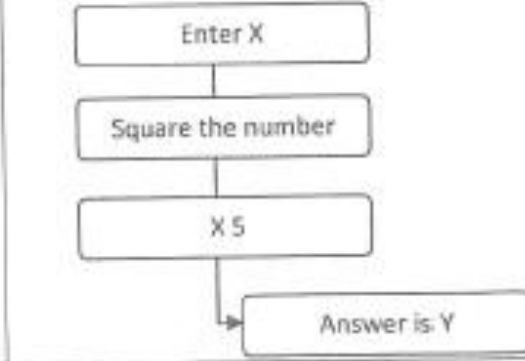
Put the text into bullet points.


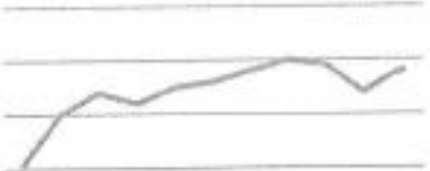

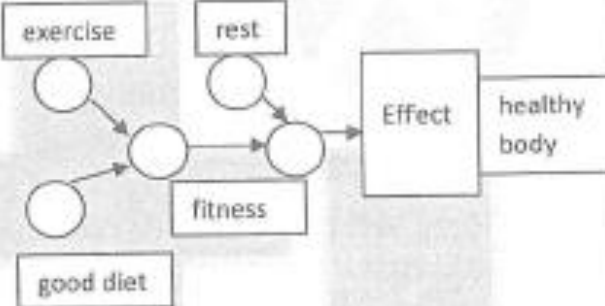
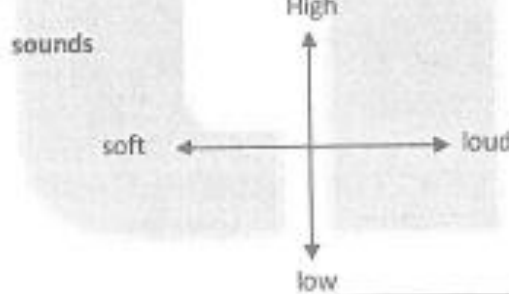
Would an illustration, diagram or map help your students understand the text better? (Use stick figures or an outline sketch if you can't find something suitable ready-made)

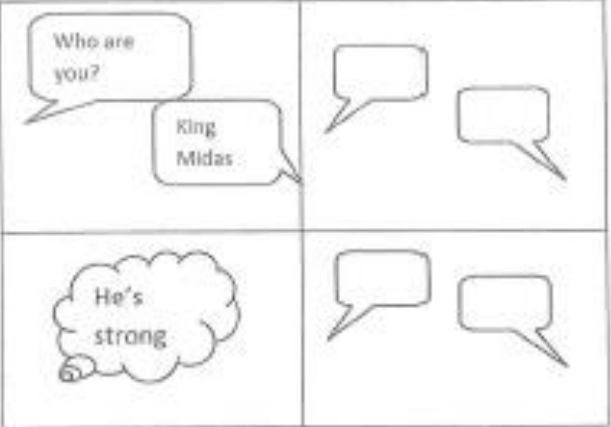

Chose a suitable graphic organiser to assist the students in extracting information from the text.

Some graphic organiser

Name	Type of task and examples of language used	Visual organiser
tree diagram	to classify words and show their relationships; often with examples <b>Language</b> under, below, above, at the top, on the same level, an example is	<pre> graph TD     MD[Marketing Director] --&gt; FD[Finance Director]     MD --&gt; MKD[Marketing Director]     MD --&gt; HRD[HR Director]     FD --&gt; ACC[Accountant]     MKD --&gt; AM[Advertising Manager]         </pre>
Venn diagram 1	to show similarities and differences – similarities are in the intersection between the circles; differences are in the parts of the circles which do not intersect <b>Language</b> such as, the same, different	
Venn diagram 2	to show part of a larger group <b>Language</b> subject vocabulary	

bar chart	to show frequency or quantity using rectangles which are the same width, but different heights										
binary key	to divide information into two parts using a series of questions, each of which has only two possible answers Language closed questions										
Carroll diagram	to sort yes/no information according to two sets of opposite criteria Language for example, such as Subject vocabulary	<table border="1" data-bbox="853 840 1420 952"> <tr> <td></td> <td>living</td> <td>non-living</td> </tr> <tr> <td>natural</td> <td>tree</td> <td>stone</td> </tr> <tr> <td>manufactured</td> <td></td> <td>computer</td> </tr> </table>		living	non-living	natural	tree	stone	manufactured		computer
	living	non-living									
natural	tree	stone									
manufactured		computer									
cycle	to show a series of events which happen again and again in the same order Language then, next, after that, later										
mind map	to show facts and their relationships about specific people, places, objects or events – the information does not need to be in any particular order Language and, also, in addition, as well as, too										
flow diagram or flow chart	to show the order of a process or the order of how decisions are made Language then, next, after that, later, eventually, finally										

<p><b>grid</b> (squares set out in rows and columns)</p>	<p>to show locations of places, e.g. on maps</p>	
<p><b>line graph</b></p>	<p>to show a trend or data using x and y axes</p>	
<p><b>pie chart</b></p>	<p>to show different amounts or frequencies as parts of a circle</p>	
<p><b>process/ cause-effect diagram</b></p>	<p>to show a cause-effect network which leads to a specific outcome or to show a sequence of steps leading to a product Language as a result, because of, therefore so</p>	 <pre> graph LR     exercise((exercise)) --&gt; fitness((fitness))     rest((rest)) --&gt; fitness     diet[good diet] --&gt; fitness     fitness --&gt; effect[Effect]     effect --&gt; body[healthy body]     </pre>
<p><b>quadrants</b></p>	<p>to show connections between concepts, e.g. a sound can be high and soft, high and loud, low and soft, low and loud; sounds can also vary within these quadrants Language and, but not, quite, not very</p>	 <p>sounds</p> <p>High</p> <p>soft ← → loud</p> <p>low</p>

<b>storyboard</b>	to plan and write a draft of events in a story, sometimes with speech and thought bubbles Language direct speech											
<b>T-chart</b>	to show two sides of a topic such as: for and against an argument; the advantages and disadvantages of something; facts and opinions	<table border="1" style="width: 100%;"> <tr> <td style="width: 50%; text-align: center;">for</td> <td style="width: 50%; text-align: center;">against</td> </tr> <tr> <td style="height: 50px;"></td> <td style="height: 50px;"></td> </tr> </table>	for	against								
for	against											
<b>table</b>	to categorise information or for summarising Language Subject vocabulary or phrases	<table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 20%;">temperature</td> <td style="width: 20%;">wind direction</td> <td style="width: 20%;">wind speed</td> <td style="width: 20%;">rainfall</td> <td style="width: 20%;">sky</td> </tr> <tr> <td style="height: 20px;"></td> <td style="height: 20px;"></td> <td style="height: 20px;"></td> <td style="height: 20px;"></td> <td style="height: 20px;"></td> </tr> </table>	temperature	wind direction	wind speed	rainfall	sky					
temperature	wind direction	wind speed	rainfall	sky								
<b>time-line</b>	to show events, usually in chronological order Language dates, times, notes	<p>The leaf Was eaten By a snail.</p> <p style="text-align: center;">Then a bird ate the snail.</p> <p style="text-align: right;">Later a cat ate the bird.</p> 										

## DOPLŇOVAČKA TEXTU: (CLIL)

U: pripraví text s chýbajúcimi slovami, ktoré sú ale pod čiarou. Tieto slová žiaci vpisujú do textu podľa rôznych indícií, napr. podľa očíslovania, farebnosti, počtu písmen,...

Učiteľ:

It's six o'clock in the morning. It's raining now. Don't forget your umbrellas and your raincoats.

It's nine o'clock. Here is the weather news. It's very cold outside. Wear coats and hats. Have a nice morning.

It's two o'clock in the afternoon and here is the weather. The weather is sunny and hot. Don't forget your sun hats.

It's seven o'clock in the evening and here is the weather. It's windy outside now. It's a good time to fly a kite.

Žiaci:

It's six o'clock in the morning. It's \_\_\_\_\_ now.

Don't forget your \_\_\_\_\_ and your raincoats.

It's nine o'clock. Here is the \_\_\_\_\_ news.

It's very cold outside. Wear \_\_\_\_\_ and hats. Have a nice morning.

It's two o'clock in the \_\_\_\_\_ and here is the weather. The weather is sunny and \_\_\_\_\_. Don't forget your sun hats.

It's \_\_\_\_\_ o'clock in the evening and here is the weather. It's windy outside now. It's a good time to fly a \_\_\_\_\_.

---

umbrellas   coats   kite   weather   afternoon   seven   hot   raining

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It's \_\_\_\_\_ o'clock in the evening and here is the weather. It's windy outside now. It's a good time to fly a \_\_\_\_\_.

---

umbrellas   coats   kite   weather   afternoon   seven   hot   raining

---

## CARDS: (CLIL)

(skupinová práca, práca vo dvojici)

U: rozdá žiakom kartičky s kľúčovými slovami (oranžové) a kartičky s vetami, ktoré opisujú tieto slová (zelené). Ž: správne usporiadajú dvojice oranžová + zelená.

Ďalej každá skupina napíše príbeh z daných slov a viet.

Každý zo skupiny môže nakresliť svoj príbeh a znova ho prerozprávať.

Giraffe	It has got long neck.
Tree leaves	They are green.
Elephant	Has it got big grey ears?
Thomas	He has got short brown hair.
Snake	It hasn't got legs.
Flower	Has it got green leaves?
Toy box	Here are cars, dolls and trains.
Bike	It has got two big wheells.
Parrot	It can fly and sing.
Kate	She has got long blond hair.
Peter	He has got blue trousers.
Skateboard	It has got four small whells.
Salad	Has it got an apple, orange, banana?
Milk	It is white.
Blue car	This is Peter's favourite toy.



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## **METÓDA: CLIL**

**THE 5 C's:** Content, Communication, Cognition, Competence, Community/culture

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### **CAR RACE: (CLIL)**

Skupinová práca, Pomôcky: kartičky s obrázkami, panáčky, kocka

Žiaci si uložia kartičky do tvaru hada, obrázkom dole. Panáčky začínajú na štarte. Jeden hráč hodí kocku, podľa počtu prejde s panáčikom k obrázku a vymyslí k nemu vetu. Pokračuje ďalší hráč. Víťazom je ten, kto prvý príde do cieľa.

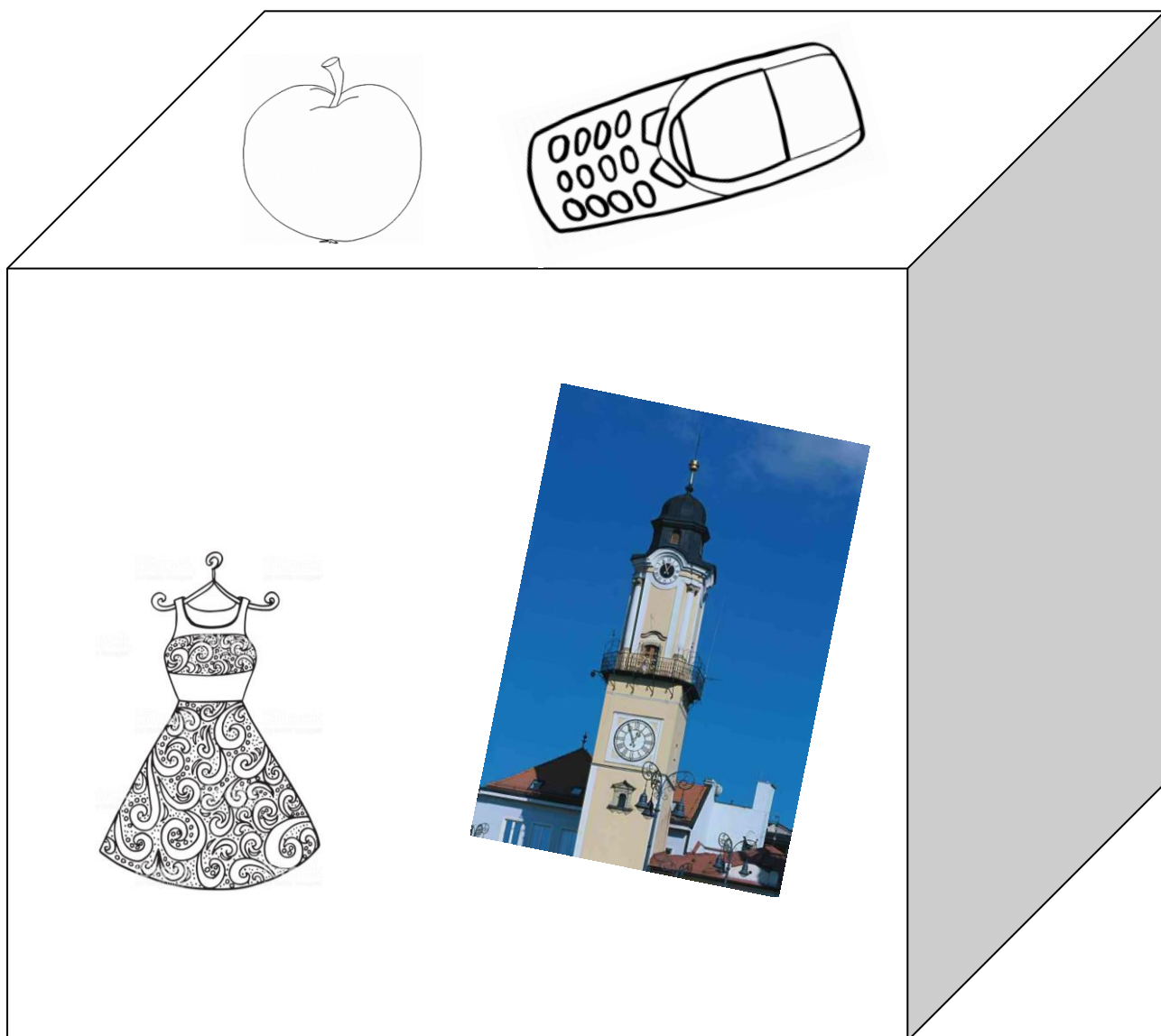
Učiteľ počúva a usmerňuje žiakov, aby vymyslené vety boli primerané ich vedomostiam.

## TIME CAPSULE: (CLIL)

Máme časovú kapsulu, do ktorej potrebujeme dať typické veci a informácie z nášho obdobia, na našom území. Predstavte si, že časová kapsula bude otvorená o tisíc rokov. Čo v nej nájdu ľudia budúcnosti?

V skupine premyslite, čo by tam mohlo byť podľa zadania a prezentujte to:

- Významná budova (Hodinová veža v BB)
- Oblečenie, móda (kroj)
- Jedlo (jablko)
- Technológie (mobil)
- Výnimoční ľudia: politik, športovec, umelec
- Literatúra, film
- Sviatky.



# TIME CAPSULE

Name: \_\_\_\_\_

## Capsules categories:

- Significant building: \_\_\_\_\_

- Clothing, fashion: \_\_\_\_\_

- Meal: \_\_\_\_\_

- Technologies: \_\_\_\_\_

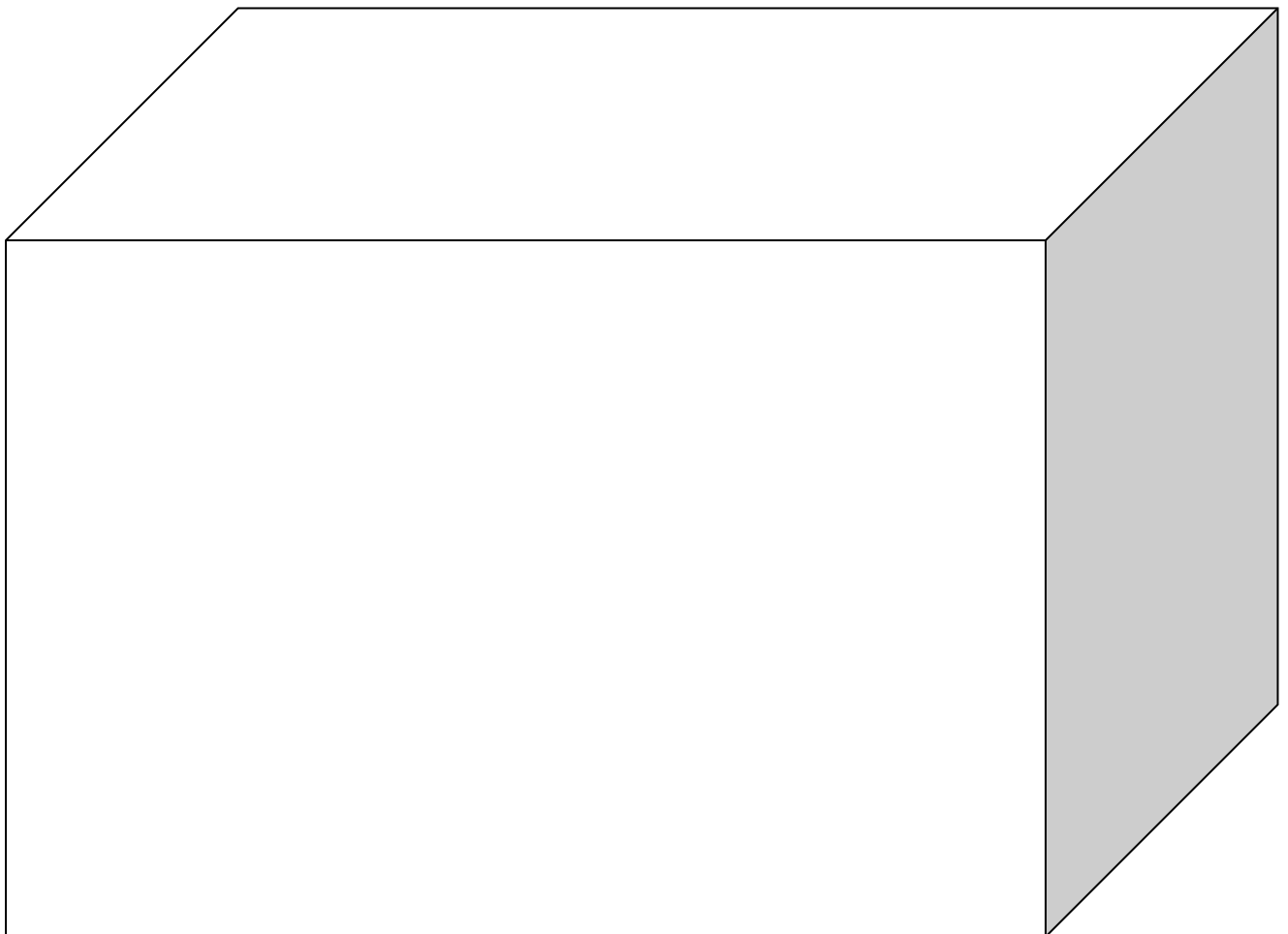
- Extraordinary people: Politician- \_\_\_\_\_

Athlete- \_\_\_\_\_

Artist- \_\_\_\_\_

- Literature, a movie: \_\_\_\_\_

- Holidays: \_\_\_\_\_



## WEBSTRÁNKY:

[www.voki.com](http://www.voki.com) (tvorba testov, prezentácií, ako Alf)

<http://puzzlemaker.discoveryeducation.com> (puzzle, krížovky, osemsmerniky, criss-cross, labyrint, kryptogramy)

<http://halfacrossword.com/> (bingo, krížovky, uprav vety, puzzle, vyhľadavanie slov)

<https://www.sparklebox.co.uk/> (rôzne hry, bingo)

<https://rubric-maker.com/> (ako pracovať v tíme)

<https://www.gocongr.com/> (pojmové mapy, kvízy, notes, kartičky, ako zborovňa.sk)

<http://rubistar.4teachers.org/> (podľa predmetov, tém)

<https://www.academia.edu/> (dokumenty pre pedagógov)

<https://www.cambridge.org/> (akademická literatúra, knihy)

<https://www.languages.dk/> (CLIL, rôzne, aj v SK)

## THINK UP THE WORDS FOR LETTER B: (CLIL)

- 1 žiak vyberie z kartičiek abecedy jedno písmeno, napr. B
- Všetci žiaci vymýšľajú a zapisujú čo najviac slov, ktoré začínajú na dané písmeno (obsahuje ho)
- Potom ich zapisujú na tabuľu
- Roztriedia ich podľa kategórií: zvieratá, osoby, farby, čísla, ...
- Vymyslia vetu s použitím čo najviac daných slov.

Farby	Jedlo	Veci	Zvieratá
Bledomodrá	Banán	Balón	Byvol
Béžová	Jablko	Bazén	Bažant
Bordová	Kaleráb	Búda	Býk
<b>Veta:</b> Bordový bažant jedol v bazéne béžový banán.			

Letter: \_\_\_\_\_

Words: \_\_\_\_\_

\_\_\_\_\_


Letter: \_\_\_\_\_

Words: \_\_\_\_\_

\_\_\_\_\_


Letter: \_\_\_\_\_

Words: \_\_\_\_\_

\_\_\_\_\_
