



TKT: CLIL Part 2: Planning a lesson or a series of lessons – trainer's notes

Description

Participants discuss the different components of a CLIL lesson plan and also consider how learning outcomes can benefit teachers and learners. They then complete a sample plan by identifying different components. They compare ideas about lesson planning and do a sample task from TKT: CLIL Part 2.

Time required: 50 minutes

Materials required:

- *Participant's Worksheet 1 (one for each participant)*
- *Participant's Worksheet 2 (one for each group of three participants cut up)*
- *Sample Task for each participant*

Aims:

- *to know how to plan a CLIL lesson*
- *to be able to identify parts of a CLIL lesson*
- *to be able to describe learning outcomes*

Procedure

1. Before the session, copy **Participant's Worksheet 1** for each participant. Copy **Participant's Worksheet 2** so there are enough for one for each group of three participants, then cut these up into strips. Copy the **Sample Task** for each participant.
2. Write on the board:
 - *to know about food chains and give examples of them*
 - *to be able to represent food chains in diagrams*
 - *to be able to make impersonal statements using passive forms*

Elicit or establish that these are called learning outcomes. They were written by a science teacher for a CLIL lesson plan.
3. Put participants into groups of three. Write up or dictate the following three questions:
 - *What is the purpose of learning outcomes?*
 - *Why are learning outcomes useful for teachers?*
 - *Why are learning outcomes useful for learners?*

Tell them they have 5 minutes to discuss the questions about learning outcomes and to make some notes about the questions. Take feedback and check answers (**see Key below**).

4. Explain that CLIL lesson plans are different from those used in ELT because they often show learning outcomes or statement of goals, planning for content, communication, cognition and learning skills as well as procedure, activities,



interaction, personal teaching aims, resources needed for the lesson and guidance for assessment. Tell participants they are going to look at six examples of lesson plan headings and the components for three different lessons: history, geography and science.

- Put participants in groups of three and number each participant A, B or C. Hand out **Participant's Worksheet 1** and **Participant's Worksheet 2**, cut into strips.

Participants read the strips then:

- participant A decides which parts are from a history lesson
- participant B decides which parts are from a geography lesson
- participant C decides which parts are from a science lesson.

They record the lesson parts on **Participant's Worksheet 1**.

- Each group checks with another group of three. Take feedback and then check answers (**see Key below**).
- Give out **the Sample Task**. Ask participants to complete the sample task on their own then compare answers with a partner. Check answers with the whole group. (**See Key below**).
- Plenary to summarise points covered. Ask participants:
 - What is the TKT: CLIL Module syllabus area for this lesson?** (planning a lesson and a series of lessons)
 - What are candidates being tested on?** (Candidates are tested on their knowledge of the components of a CLIL lesson plan and their ability to describe and identify different components of plans, including learning outcomes.)
 - How can candidates prepare for this area of the syllabus?** (Candidates can read about the components of lesson plans in the **TKT: CLIL Handbook** which is on the Cambridge ESOL website).

Additional information

- Learning outcomes may include: knowledge – to know; understanding – to *understand*; ability – to *be able to*; awareness – to *be aware of*.
- See **TKT: CLIL Handbook** for a further example of a test from Part 2: Planning a lesson or a series of lessons.
- For more on communication skills, cognitive skills and learning skills across the curriculum, see the Teacher Support website resources: *TKT CLIL Part 1 Communication skills*; *TKT CLIL Part 1 Cognitive skills*; *TKT CLIL Part 1 Learning skills*.
- The **TKT: CLIL Handbook** and the **TKT: CLIL Glossary** are available to download at <http://www.cambridgeenglish.org/exams-and-qualifications/tkt/how-to-prepare/>
- See also link to further TKT: CLIL materials at www.cambridge.org/elt/tktclil



TKT: CLIL Part 2: Planning a lesson or a series of lessons – answer keys

Key to Procedure Step 3

1. What is the purpose of learning outcomes?	<ul style="list-style-type: none"> • They focus on what most learners should know and be able to do at the end of a lesson, series of lessons or unit of work. • Most learners should be able to achieve them.
2. Why are learning outcomes useful for teachers?	<ul style="list-style-type: none"> • They are one way of describing course content. • They guide the design of tasks. • They can be used as a checklist for giving feedback to learners. • They make assessment clear.
3. Why are learning outcomes useful for learners?	<ul style="list-style-type: none"> • They show learners what should be achieved. • They give learners goals so they can check progress.

Key to Participant's Worksheets 1 and 2

A History lesson

1 learning outcomes	to know that sculptures are an important source of information about Roman life to be able to find historical information in pictures
2 activate prior knowledge	In small groups, brainstorm what you remember about Roman cities.
3 language focus	It's based on...; The features represent...; It was designed by....
4 communicative and cognitive skills	analyse scenes from history, identify details, compare and contrast styles
5 resources	photographs from museums and Roman cities, descriptions of reliefs
6 assessment	<i>Can learners:</i> use images to gather evidence; analyse reliefs in detail



B Geography lesson

1 learning outcomes	to know about the main physical features and climates of Europe to be able to report facts about different landscapes and climates
2 activate prior knowledge	Without looking at the map, tell me the names of six European rivers you can think of.
3 language focus	is/ are found/ located..., consists mainly of..., such as/ for example
4 communicative and cognitive skills	interpret data, organise information into tables
5 resources	maps of Europe, tables with headings, information texts on rivers and climates
6 assessment	<i>Can learners:</i> report facts about a location; describe places; give examples

C Science lesson

1 learning outcomes	to know how to prepare a germinator to be able to carry out an experiment safely
2 activate prior knowledge	Imagine a plant then put up your hand if you can say what seeds need to grow well.
3 language focus	First we...; Next...; Later...; If the roots..., they will...
4 communicative and cognitive skills	With a partner, agree on your prediction about what will happen to the plants.
5 resources	glass jar, cotton wool, different seeds, water
6 assessment	<i>Can learners:</i> make a prediction; set up an experiment; write accurate notes

Key to Sample Task

1 C 2 B 3 A 4 A 5 B 6 C 7 D



**TKT: CLIL Part 2: Planning a lesson or a series of lessons –
Participant’s Worksheet 1**

Lesson plan headings	Examples
1 learning outcomes	
2 activate prior knowledge	
3 language focus	
4 communicative and cognitive skills	
5 resources	
6 assessment	



TKT: CLIL Part 2: Planning a lesson or a series of lessons – Participant’s Worksheet 2

to know that sculptures are an important source of information about Roman life
Without looking at the map, tell me the names of six European rivers you can think of.
Imagine a plant then put up your hand if you can say what seeds need to grow well.
to be able to find historical information in pictures
glass jar, cotton wool, different seeds, water
to know how to prepare a germinator
to know about the main physical features and climates of Europe
In small groups, brainstorm what you remember about Roman cities.
With a partner, agree on your prediction about what will happen to the plants.
analyse scenes from history, identify details, compare and contrast styles
to be able to report facts about different world landscapes and climates
<i>Can learners:</i> use images to gather evidence; analyse reliefs in detail
interpret data, organise information into tables
maps of Europe, tables with headings, information texts on rivers and climates
is/ are found/ located..., consists mainly of..., such as/ for example
photographs from museums and Roman cities; descriptions of reliefs
First we...; Next...; Later...; If the roots..., they will...
<i>Can learners:</i> report facts about a location; describe places; give examples
<i>Can learners:</i> make a prediction; set up an experiment; write accurate notes
It’s based on...; The features represent...; It was designed by....
to be able to carry out an experiment safely



TKT: CLIL Part 2: Planning a lesson or a series of lessons – Sample Task

For questions 1 – 7, match the teachers' comments about what their learners did during an art lesson with the lesson plan headings listed **A – D**.

Mark the correct letter (**A – D**) on your answer sheet.

You will need to use some of the options more than once.

Lesson plan headings

- | |
|--|
| <p>A learning outcomes</p> <p>B language support</p> <p>C communication skills</p> <p>D cognitive skills</p> |
|--|

Teachers' comments

1. The learners looked at pictures first then asked and answered questions about techniques which 19th century artists had used.
2. The sentence starters helped the learners to prepare their ideas about the artists' work.
3. I wanted the learners to know about a range of different painting techniques used in the 19th century.
4. The learners were all able to paint in the style of a 19th century artist.
5. I encouraged the learners to look at the word bank of technical art words on the board.
6. The learners took turns to say something about a painting so the others could identify which one was being described.
7. Imagining what 19th century artists would think of art today encouraged learners' creativity.