THE PURPOSE OF THIS BOOK

This book is intended as a resource book for teachers of English in primary schools. It contains a range of activities which will help you to vary or expand the materials provided by course books.

It is generally recognized that linguistic diversity is as vital a component of a civilization as economic activities and religious and civil customs. It is believed that the learning of language and content in conjunction provides many opportunities for learning language indirectly; it enables children to learn more quickly and to reach a higher level of knowledge than a traditional approach does. In recent years the recognition of the potential of Content and Language Integrated Learning (CLIL), whereby the children study a subject in a foreign language, has persuaded many researchers to carry out experimental projects whose aims may be summarized as follows:

• To learn not just to use a foreign language but to use a foreign language as a tool for learning.
• To increase motivation for learning a foreign language or for learning other subjects through that language.
• To improve the effectiveness of foreign language learning and to acquire a better knowledge of other subjects.
• To provide opportunities for using the foreign language in practical and motivating contexts, while stimulating comprehension, production, and interaction in a natural way.
• To economize on time by contextualizing learning and combining strands of different subjects in the same curricula.
• To use abilities, knowledge, and skills from other disciplines (not just the linguistic ones).
• To exploit the children's mixed abilities and learning styles.
• To develop the social skills of co-operation and taking turns.

Content and language integrated experiences in primary schools do not necessarily mean teaching a whole subject in a foreign language but selecting, within that subject, some significant areas to be exploited and developed in a foreign language. One can either develop language by choosing a topic the children are studying in their own language and then integrating it with activities in the foreign language, or use foreign language knowledge which they have already acquired to teach them new content of a subject in the foreign language. A subject can be initially introduced in mother tongue and later expanded on in the foreign language, or vice versa. What is important is that there should not be a simple transposition of activities from one language to another, but that the activities in the two languages complement one another. For some examples of CLIL projects around the world, taught through English, see http://www.factworld-info/.
HOW TO USE THIS BOOK

The book contains teaching plans which can be used in different contexts with children of various age groups. It is up to you to select activities and materials and to fit them into your own course syllabus, adapting them to your children's needs, and cognitive and linguistic competences.

Each teaching plan is structured according to a cross-curricular approach which makes it possible either to use all the activities or to select just some of them, in accordance with the needs of the class. An effective approach to CLIL at primary level can be summarized as follows:

a) Exploit the children's previous linguistic and subject knowledge.
b) Place the initial emphasis on listening and comprehension.
c) Facilitate foreign language comprehension by:
   • creating a reassuring environment in which the children can express themselves without anxiety
   • pre-teaching vocabulary
   • using age-appropriate vocabulary
   • reinforcing linguistic structures that have already been learnt
   • using visual supports (pictures, flashcards, PowerPoint presentations, etc.), miming, and gestures
   • code-switching (shifting from one language to another as a natural communicative strategy) to explain a concept, overcome a breakdown in communication, or introduce a complex topic
   • constantly checking progress and providing feedback
   • paraphrasing, reformulating, simplifying, and giving examples
d) Facilitate foreign language production by:
   • allowing children to answer in different ways (from non-verbal answers in the early stages to verbal answers, in both mother tongue and in the foreign language, before gradually progressing to the point where children only answer in the foreign language)
   • using role-play; group work; songs and games
   • making posters, booklets, tables and graphs
e) Use additional activities common to both the new subject and foreign language learning (investigations, making predictions, experiments, data collection, gap filling, matching games, listening, etc.).

ASSESSMENT, SELF-ASSESSMENT, AND PORTFOLIO

The content of this book is intended to promote a kind of learning which is an active and creative building up of the child's skills through practical experience, observation, conceptualization, and experimentation. In this context, assessment should be seen as careful observation with the aim of collecting significant data in order to assess the quality of the learning process. It is important to use different assessment tools in accordance with the progress of children's learning and the context in which the children are working. These are some suggestions:

1) Make teacher's notes based on observation of children's strategies and abilities. A model table with some indicators already filled in can be found in Appendix 1. You can also download a copy from the website: www.oup.com/elt/teacher/clil, which you can adapt for your classes.

2) Record the skills achieved by the children at the end of a topic or a significant activity. Suggestions are given in the section entitled Assessment at the end of each topic as to which skills may be tested. A sample form is shown in Appendix 2. You can also download and modify a copy from the website: www.oup.com/elt/teacher/clil
3) Children's own reflections and self-assessment. Appendix 3 provides a table which can be given to the children at the end of a topic or significant activity (some translated versions of the form can be found on the website: www.oup.com/elt/teacher/clilyl). Explain to the children that they have to reflect upon their learning processes and the skills they have learnt and fill in the tables in their mother tongue. You will find 'I can' statements for the 'What I can do' part of the sheet in the Assessment section at the end of each topic. These should be filled in on the form before you copy it and give it to the children. Children should then decide whether they can now do each skill described and tick the smiley face (fully achieved), straight face (achieved but not 100 per cent sure of it), or sad face (not yet fully achieved) accordingly.

4) Portfolio. This should be a collection of materials selected by the child to reflect his/her individual learning process. Children should fill in a description form to accompany any piece of work they include in their portfolio. An example of this form can be found in Appendix 4 and/or you can download a model from the website: www.oup.com/elt/teacher/clilyl.

5) For additional assessment task ideas, see Assessing Young Learners, Oxford Resource Books for Teachers series.

In the assessment of CLIL activities it is essential to work out assessment tasks that highlight the progress that has been made both at the linguistic and content level. It is therefore necessary to use different tools, some in the foreign language and some in mother tongue, taking care to make the content comprehensible at a linguistic level in order to avoid the possibility that a lack of linguistic comprehension may compromise the assessment of the content.

No less important is the assessment of the effect of the activities on cross-curricular learning. This can be achieved by the teacher reflecting on:

a) To what extent did each CLIL activity help to introduce, reinforce, and develop curricular learning?

<table>
<thead>
<tr>
<th>Aim</th>
<th>Activity</th>
<th>Activity</th>
<th>Activity</th>
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<tbody>
<tr>
<td>Introducing</td>
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<td>Reinforcing</td>
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<tr>
<td>Developing</td>
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</tbody>
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b) What would I change if I did this again?

c) Which activities did not work as well as I expected?
d) Which activities worked better than I expected?
e) Which linguistic skills were/were not effectively acquired or reinforced through the subject content?
f) Which subject content was/was not effectively acquired or developed through the vehicular use of the foreign language?
g) Which learning styles did I enable or disregard?
h) Which materials did/did not work or were lacking?
i) Did I use 'open' activities? (Activities which required children to make active choices rather than selecting between given options and/or activities which required them to work co-operatively with their classmates to find the answer.)
j) Did I have any help or feedback from colleagues who teach other subjects?
CONTENT AREA GROWING

TOPIC Plants

AIMS
- to do experiments, predict, make a record of observations, and interpret the results
- to identify the factors that influence the growth of plants
- to identify the different parts of a plant and their functions
- to describe the growth process of a plant
- to use ICT to present information in a bar chart

LANGUAGE
- to use appropriate vocabulary
- to talk about the conditions a plant needs to survive and grow healthily
- to describe the different parts of a plant and their functions
- to follow simple instructions
- to make comparisons
- to act out a simple story

VOCABULARY AND STRUCTURES
Use words and phrases relating to: plants (roots, stem, trunk, leaf, flower, branch); growth (seed, roots, shoot, no/little/good growth, water, light, air, good soil); instructions on how to do experiments (fill, make, put, cover, place, cut out, add, match); adjectives (big, small, tall, short); affirmative and negative questions and answers (What will happen? I think...; How tall? Has it got...? Is it...? It is/isn't; It has/hasn't got. He is... How many...?)

WHAT CHILDREN NEED TO KNOW ALREADY
- how to do an experiment (predict, observe, record data...)
- the life-cycle of a plant
- how to take simple measurements

MATERIALS
- flower pots, compost, sand, sunflower seeds, beans, water, a small clear plastic bag, a paper plate, a hyacinth bulb, cotton wool
- Worksheets P-1–P-5

CROSS-CURRICULAR ACTIVITIES
1. Discovering plants
2. What plants need to grow
3. Measuring growth
4. Story: Jack and the beanstalk
5. ICT (Information Technology)
6. Art
7. Assessment
1. DISCOVERING PLANTS

Time: 2 hours
Materials: food colouring, celery, a transparent container, Worksheets P-1 to P-2.1

1.1 PREPARATION
Organize a 'Plant Hunt' in the school garden or in the neighbourhood; ask the children to observe the plants and ask them questions to help them identify them: Do you know this plant? Can you see any flowers? What colour are they? Can you show me the trunk of this plant? The children may answer either in mother tongue or in English.

1.2 PLANT PARTS
Back in the classroom, ask the children to draw one of the plants or flowers they saw out in the garden. Once the children have finished their drawings, show them the 'Tree and Flower Pictures' (Worksheet P-1, enlarged and cut out) in order to introduce the vocabulary for the different parts of a tree or flower; get the children to point them out in their drawings: Point to the branches; point to the trunk; point to the petals, etc. Depending on the age of the class, repeat the activity using the 'Tree and Flower Words' [Worksheet P-1]. Show the words only, the children have to point to the corresponding part of the plant on their drawings.

1.3 PLANT AND FLOWER PUZZLE
Make a copy of Worksheet P-1 for each child. Explain to the children that they have to cut out the pictures along the dotted lines; make a tree and a flower; stick them in their exercise books and glue the labels next to the right part of each plant.

1.4 EACH PART OF A PLANT IS IMPORTANT
Discuss the functions of the different parts of a plant with the children and help them with vocabulary as necessary (for example, the roots fix it to the ground and suck water and nutrients from the soil; the stem allows water and minerals to rise from the roots to the rest of the plant, gives the plant support, and enables it to turn towards the light). Carry out a simple experiment to demonstrate how the stem and roots work: The roots take in water and minerals. The stem carries water and minerals from the roots to the rest of the plant.

WHAT TO DO

1. Half fill a container with water.

2. Add some drops of (food or flower) colouring.

3. Stir well.

4. Cut three stalks of celery and stand them in the coloured water (you can do this experiment with a flower too: a white carnation).

5. Leave the celery in the water all day.
Check it every hour.

6. What happened?

The stem has carried the water to the leaves. How many hours did it take?

The pictures can be photocopied, enlarged, and used to record the steps of the experiment.
Plant and flower puzzle

Cut out the pictures along the dotted lines. Make a tree and a flower. Glue the labels next to the right part.

Tree

Flower

Leaf

Trunk

Root

Stem

Root

Branch

Petal

Leaf
This is how a bean grows

The bean is in a jar with wet cotton. It takes in water.

After ___________ days, the bean cracks and a root grows.

After ___________ days, a shoot comes out and grows.

After ___________ days, green leaves grow.

Match the drawings to the words.
Jack and the beanstalk dominoes

START

Jack and his mother are very poor. They only have one cow.

Jack sells the cow for 5 magic beans.

Jack's mother throws the beans out of the window.

During the night a beanstalk grows and grows...

Jack climbs to the top of the beanstalk.

Jack is in the kitchen with a Giantess.

A Giant is coming. Jack hides in the oven.

CUT ALONG THE DOTTED LINES
**Funny maths**

**Draw 4 butterflies on a blue flower.**  
Draw 3 butterflies on a red flower.  
How many butterflies in all?

**A frog has 4 toes on a foot.**  
A frog has 4 feet.  
There are 2 frogs.  
How many feet in all? How many toes in all?

**A frog family is sitting on a log in the pond.**  
It's very hot. Mummy frog and daddy frog jump into the pond.  
How many frogs are there in the pond, now?  
How many frogs on the log, now?

**Draw 8 butterflies over the pond.**  
A frog is very hungry.  
The frog likes butterflies very much (a lot).  
The frog eats 5 butterflies.  
How many butterflies are left?