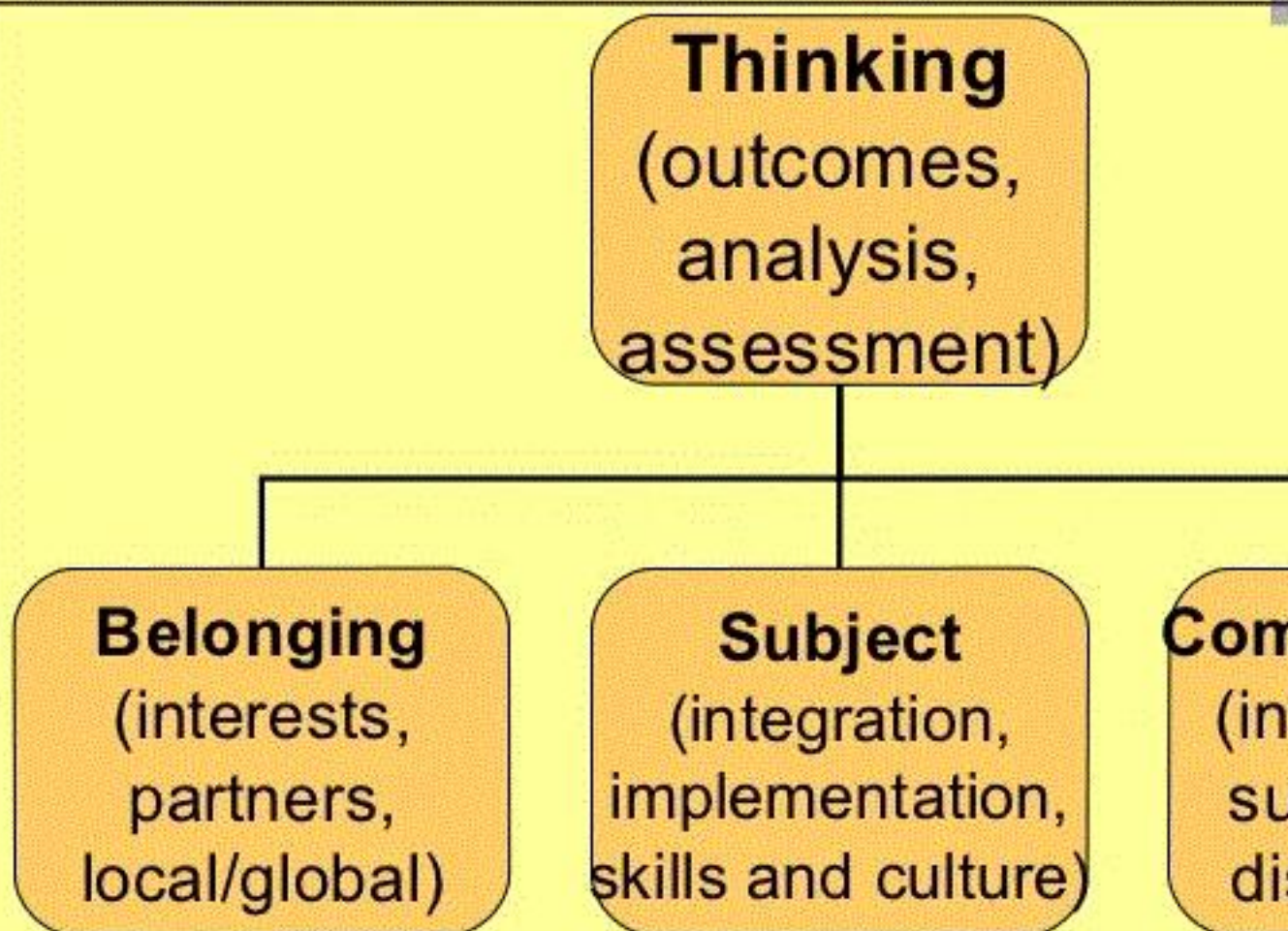


CEFR » CERF Content and language integrated learning (CLIL)

Lesson 4 - February 10th, 2025. Correction of coursis homework. Analysing pedagogical reflection on selected text for CLIL.

CLIL model



STEP 1

Example of a CLIL lesson ([Primary](#)) ([Middle](#))? to become aware of the following steps:

- Identify content and language to be learnt

- Identify objectives in terms of content and language (objectives should be precise in terms of students' performance)
- Organise content into distilled and significant parts: each step will pursue a specific goal in terms of concepts/info and language
- Design activities and tasks (individual - pair work - group work) for content/language practice (vocabulary - content - structures - functions)

STEP 2

CLIL LESSON PLANNING AND PREPARATION

A well-structured CLIL lesson typically **follows the steps below:**

1. Planning and Preparation

- **Define objectives:** Establish clear content and language goals (subject knowledge and language skills).
- **Select materials:** Choose appropriate subject content, visuals, and resources.
- **Plan tasks:** Design activities that integrate content learning with language practice.
- **Identify key vocabulary and structures:** Highlight subject-specific terminology and grammatical forms.

2. Warm-up / Introduction

- **Activate prior knowledge:** Use brainstorming, questioning, or visuals to connect with students' prior knowledge.
- **Introduce topic and objectives:** Present the lesson's theme, content goals, and language focus.
- **Set context:** Use videos, images, or realia to provide context and engage interest.

3. Presentation

- **Teach key content:** Use teacher input, multimedia, or hands-on demonstrations to present subject matter.
- **Highlight language:** Draw attention to relevant vocabulary, sentence structures

STEP 3

Analysis and discussion of [a trainee's CLIL perspective lesson](#) based on the [linked text](#)

HOMEWORK

Carry out the above points of reflection on the [linked text](#) addressed to a II Form Middle School with mixed ability students that have some difficulties with the English language but are mainly motivated about Ecological issues.