



Erasmus+ KA1 projekta “Satura un valodas integrētās apguves pieejas īstenošana projektu darbībā” rezultātu un labas prakses piemēru apkopojums

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Satura un valodas integrētā apguve – drošs solis pretī panākumiem!

Izglītības sistēmā ir nepieciešamas nopietnas pārmaiņas – to dzirdam arvien biežāk izglītības iestādēs, konferencēs un medijos. Laimīgā kārtā skolotāji ir tie cilvēki, kuri vienmēr ir gatavi mācīties, pilnveidoties un meklēt jaunus risinājumus, bet kas ir tie instrumenti, kuri varētu palīdzēt jebkuram pedagogam paaugstināt mācību procesa efektivitāti?

Bez šaubām, instrumenti var būt daudz un dažādi. Mums gribētos īpaši izcelt joprojām nepietiekami izpētīto *Satura un valodas integrēto apguvi (SVIA)* jeb *Content and Language Integrated Learning pieeju* un dalīties pieredzē, kuru Rīgas Klasiskās ģimnāzijas skolotāji guva, darbojoties Eiropas mūžizglītības projektā *Erasmus+KA1 Satura un valodas integrētās apguves pieejas īstenošana projektu darbībā* jeb *Implementing CLIL in Project Work* no 02.09.2014. līdz 31.05.2016.

Projekta mērķis bija izglītēt skolotājus *CLIL* un Informācijas Tehnoloģiju jomā, lai paaugstinātu Latvijas skolēnu konkurētspēju, attīstot nepieciešamās svešvalodu un IKT prasmes un iesaistot skolēnus projektu darbībā, kā arī nodrošinot tiem centrēto pieeju, izmantojot Moodle vidi.

Projekta norise: pedagogu apmācība norisinājās trīs darbības virzienos: 1) *CLIL* skolotāju apmācība Čeltenhemā Lielbritānijā; 2) *Moodle* sistēmas apgūšana Prāgā Čehijā un 3) IKT un iPad izmantošana mācību procesā Grācā Austrijā. Turklāt *CLIL* kursus izgāja gan eksakto, gan humanitāro zinātņu, gan angļu valodas skolotāji, jo tie bija 3 dažādi kursi, katrs ar savu specifiku, kas palīdz akcentēt aktuālāko savā priekšmetā un efektīvi veidot sadarbību ar kolēģiem.

Jāatzīmē, ka kombinācija *CLIL*, IKT un *Moodle* ir trīs cieši saistītas lietas, kas it īpaši efektīvi strādā, ja skolotājs labi orientējas visās trijās. IKT zināšanas un *CLIL* paver plašas iespējas izmantot un adaptēt internetā pieejamus mācību resursus, kas savukārt vēl vairāk bagātina mācību procesu, ja skolēni var papildus lietot iPadus un Moodle vidi.

Erasmus+KA1 projekts deva mums iespēju mācīties no *CLIL* mācību grāmatu autoriem un vērot stundas labākajās Eiropas skolās, iepazīties ar modernākajām tehnoloģijām un metodēm citās valstīs, satikties un veidot kontaktus ar kolēģiem no dažādām Eiropas valstīm. Par ļoti pozitīvu faktoru kļuva arī tas, ka paralēli *Erasmus+KA1* projektam *CLIL pieejas īstenošana projektu darbībā*, kas fokusējās uz skolotāju profesionālo pilnveidi *CLIL* jomā, tika apstiprināts arī *Erasmus+KA2* skolu partnerības projekts *CLIL kā instruments mācību procesa pārmaiņām sākumskolā*, kuru koordinēja Olga Caplina. Mūsu partneriem no Spānijas un Lielbritānijas bija pietiekami liela pieredze *CLIL* jomā, un mēs varējām mācīties cits no cita. Skolēnu

mobilitātes un CLIL stundu vērošana Spānijā, Lielbritānijā un pie mums Latvijā deva papildu stimulu arī visiem sākumskolas skolotājiem vēl vairāk iedziļināties un izmantot CLIL pieeju savās stundās. Tāpēc var teikt, ka divu gadu laikā visa ģimnāzija no 1. līdz 12. klasei ļoti intensīvi pētīja un izmantoja *CLIL* pieeju un tas, bez šaubām, deva pozitīvus rezultātus.

Par vienu no papildu ieguvumiem *Erasmus+KA1* projektā kļuva iesaistīšanās Rīgas informatīvi metodiskā centra (RIIMC) projektā *Izglītība izaugsmei 2016*. Ņemot vērā to, ka video veidošanas un rediģēšanas pamati bija aktuāli ne tikai *Erasmus* projekta skolotājiem, bet arī daudziem citiem pedagogiem, Rīgas Klasiskā ģimnāzija iesaistījās RIIMC aktivitātēs ar savu projektu *Video kā inovāciju ieviešanas un izglītības kvalitātes celšanas instruments*, kura rezultātā tapa video kursi skolotājiem un vairāki pedagogi iemācījās ne tikai kvalitatīvi veidot savus mācību video, bet arī rediģēt plaši pieejamus mācību videoklipus no *YouTube*, saīsinot vai apvienojot, ja nepieciešams, tulkojot un pievienojot savu tekstu vai jautājumus. Viss kursa saturs bija pieejams arī *Moodle* vidē, tāpēc mācīties bija daudz vieglāk, jo, pildot mājas uzdevumus, vienmēr varēja ieskatīties *Moodle*. Prasme ne tikai atlasīt, bet arī rediģēt mācību video ir ļoti aktuāla visiem un it īpaši *CLIL* skolotājiem, jo ir labi, ja skolotājs orientējas un var atlasīt mācību materiālu no milzīga video resursu klāsta, bet vēl labāk, ja viņš prot rediģēt un pielāgot šo materiālu tieši savu skolēnu vajadzībām.

Gribam sirsnīgi pateikties par atbalstu visiem, kuri padarīja šo projektu par iespējamu: Valsts izglītības attīstības aģentūras (VIAA) speciālistiem, Rīgas Domes Izglītības un Finanšu departamentu speciālistiem, RIIMC speciālistiem un, protams, Rīgas Klasiskās ģimnāzijas direktoram Dr. Romanam Alijevam.

Šis rakstu un Labas Prakses piemēru krājums apkopo projekta materiālus un CLIL skolotāju LP piemērus, kas ir tapuši pateicoties Rīgas Klasiskās ģimnāzijas dalībai ES mūžizglītības projekta Erasmus+ KA1 *Satura un valodas integrētās apguves pieejas īstenošana projektu darbībā*.

Rakstu un LP piemēru krājuma redaktore Erasmus+KA1 projekta "Satura un valodas integrētās apguves pieejas īstenošana projektu darbībā" koordinatore (2014.-2016.)
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Erasmus+ KA1 projekta “SVIA pieejas pielietošana projektu darbībā” dalībnieku atziņas

Satura un Valodas Integrētās Apguves (SVIA) jeb CLIL pieejas īstenošana tiek



izvirzīta kā viena no svarīgākām ģimnāzijas prioritātēm jau vairāk nekā 10 gadus. Veiksmīgā bilingvālā modeļa ieviešana pierādīja, ka vienlaicīgās priekšmeta un valodas apgūšanas laikā mācīšanās process tiek ievērojami bagātināts un kļūst radošāks, interesantāks un arī daudz produktīvāks. Attiecībā uz bažām, kuras joprojām dažreiz nākas dzirdēt, ka CLIL pieeja varētu kavēt latviešu valodas apgūšanu nacionālo minoritāšu skolās, gribas atzīmēt, ka patiesībā viss notiek tieši otrādi un bilingvālās izglītības speciālisti noteikti to saprot. Mēs skaidri apzināmies kādi ir mūsu mērķi un darām visu lai skolēni nevis zaudētu, bet iegūtu pēc iespējas vairāk, un jā papildus pie latviešu terminoloģijas skolēni apspriež vārdus vai arī lasa tekstus angļu

valodā, mēs visi no tā tikai vinnējam un nodrošinām mūsu skolēniem drošu fundamentu panākumiem augstskolā un karjerā. Domāju, ka Latvijā vajadzētu pat plašāk izmantot CLIL pieeju mācoties no citam Eiropas valstīm. Šobrīd mūsu izglītības sistēma atrodas pārmaiņu laikā un mēs uzskatam par nepieciešamu sekmēt mācību procesa transformāciju multilingvālisma, integrācijas un moderno tehnoloģiju lietderīgās izmantošanas virzienā.

Dr. Romans Alijevs Rīgas Klasiskās ģimnāzijas direktors



“Mēs dzīvojam multilingvālā pasaulē un mūsu metodēm ir jāatbilst mūsdienu prasībām. Gan īstenojot Bilingvālo izglītības modeli, gan ieviešot CLIL, sākotnēji ir jāpārvar zināmās grūtības, tomēr skatoties uz skolēnu rezultātiem, mēs redzam, ka izdarījām pareizo izvēli. CLIL metodikas pielietošana palīdz paaugstināt mūsu skolēnu konkurent spēju, motivē sasniegt daudz vairāk un atver durvis plašajā zinātnes pasaulē. Kopā ar mūsu skolēniem mēs esam vienmēr ceļā uz izaugsmi un pilnību, ceļā pie sevis un, kā jau zināms, šīm ceļam nekad nebūs gala!”

Gaļina Rafaļsone, direktora vietniece izglītības jomā.



“CLIL nav domāts tikai vecāko klašu skolēniem, arī sākumskolā stundas var kļūt daudz interesantākas pateicoties satura un valodas integrācijai un mēs darām to rotaļājoties un spēlējot kopā. Spānijā daudzvalodība nav jaunums un mums arī ir ko pamācīties. CLIL ir tiešam pārmaiņu instruments, gan sākumskolā, gan izglītībā vispār”

Olga Caplina, angļu valodas skolotāja, Erasmus + KA2 projekta “CLIL kā instruments mācību procesa pārmaiņām sākumskolā” 2014.-2016. koordinatore



“Es pielietuju CLIL ķīmijas stundās jau 2 gadus un sapratu, ka bez tā vairs vienkārši nevar. Plaši pielietuju video klipus no youtube ar eksperimentiem, kurus būtu pārāk bīstami vai arī neiespējami īstenot klasē. Tas ļoti motivē un palīdz mācībās. Atcerējos savu mīļo angļu valodu un turpinu to pilnveidot, jo mācīties nekad nav par vēlu!”

Nadežda Usačova, ķīmijas skolotāja



“Es domāju, ka veiksmīgā darba noslēpums ir mācīties no mūsu skolēniem! Ir jāatzīst, ka bērni vienmēr ir soli mums priekšā, un mums vajag viņus cienīt un ieklausīties, noliekot malā savas ambīcijas. Tad viss noteikti sanāks! CLIL metode dod iespēju ieraudzīt pasauli tādu kādu to redz cilvēki angļiski runājošās valstīs, kā arī

mācīt mūsu skolēnus izmantojot mūsdienu metodes un resursus no Lielbritānijas, Amerikas Savienotajām Valstīm, Kanādas... Tādējādi, mēs izglītojam cilvēkus ar pasaules mēroga redzesloku. Domāju, ka tas ir tā vērts! Padoms CLIL iesācējiem – neķerieties uzreiz pie visa, atlasiet tieši to kas Jūs interesē. Materiālu ir neskaitāmi daudz, palasiet un Jūs noteikti atradīsiet to, kas ir vajadzīgs tieši Jums un Jūsu skolēniem. Skolēniem ļoti patīk CLIL, jo šādi viņi iegūst daudz vairāk un intuitīvi saprot, ka iegūtās zināšanās viņiem patiesi noderēs dzīvē”

Marija Konovalova, vēstures skolotāja

“Kāpēc izmantot CLIL? Ņemot vērā pieaugošo pieprasījumu pēc komunikatīvām prasmēm zinātnē, mākslā un tehnoloģijās, mūsu pienākums ir maksimāli sagatavot skolēnus globālas pasaulēs izaicinājumiem. CLIL principi palīdz gan skolēniem, gan skolotājiem augt un pilnveidoties kopā, un es ar prieku izmantoju šo iespēju savās vēstures un politoloģijas stundās.”



Aelita Komsa, vēstures un politoloģijas skolotāja

“Trīs manas veiksmes sastāvdaļas darbam ar CLIL :

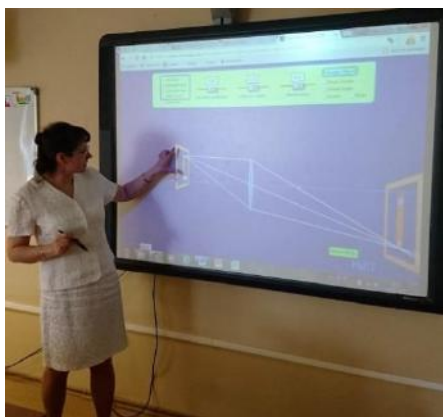


1. Man ir lieliskā ciešā sadarbība ar priekšmeta kolēģiem
2. Es jūtu, ka šī mācību pieeja ļoti bagātina mani. Man ir vienkārši interesanti strādāt!
3. Mani skolēni ir augsti motivēti, jo labi saprot, ka CLIL un ESP palīdzēs viņiem sagatavoties studijām universitātē un darba

tirgum”

Inna Pivovare, angļu valodas skolotāja

Mūsdienu pasaule strauji mainās, mainās arī skolēnu vajadzības un prasības un skolotājam ir nepieciešams meklēt jaunas iespējas un izaicinājumus, lai padarītu mācību procesu, lietderīgāku un interesantāku. Es izmantoju CLIL pieeju fizikas stundās jau divus gadus un uz savas pieredzes pārlicinājos, ka šīs pieejas izmantošana veicina gan valodas kompetences līmeņa paaugstināšanu, gan priekšmeta dziļāku izpēti. CLIL ļauj ievērojami paplašināt mācību materiāla izmantošanās iespējas. Skolēni ar lielu ieinteresētību iesaistās stundās, un viņiem veidojas patiesa interese un pozitīva attieksme pret fiziku.



Svetlana Sokolova, fizikas skolotāja

Es izmantoju papildus angļu valodu informātikas stundās no savas pirmās darba dienas, jo programnodrošinājums parasti ir angļu valodā un angļu valoda ir ne tikai biznesa, bet protams, arī programmēšanas valoda. Var teikt, ka CLIL vide mūsu stundās ir parasta lieta. Mūsdienu skolēnus ir viegli aizraut ar datoriem, jo šī ir tā saucamā *digital natives* paaudze. Viņi, pēta tehnoloģijas un izmanto svešvalodas neapzināti jau no pašas bērnības. Pateicoties CLIL



kursiem, es daudz drošāk pielietoju integrācijas principu IKT stundās un mēs tagad bieži veidojam starp-priekšmetu saiknes ar citiem skolotājiem.

Oksana Ivanova, Informātikas skolotāja

Erasmus projekti iedvesmo! Es redzu, cik ļoti mainījāmie mēs visi- daudzi kolēģi projekta laikā ievērojami pilnveidoja savas angļu valodas zināšanas, jūtas daudz pārliecinātāki, vada seminārus un palīdz citiem kā jaunu pieeju un metožu multiplikatori. Pateicoties Erasmus+ projektam un CLIL pieejas ieviešanai mūsu skola pārvērtās zinātniskā vidē, kur skolotāji mācās kopā ar skolēniem. Ir izveidota radošā CLIL darba grupa, CLIL labas prakses piemēru krājums, projekta mājas lapa un mācību video klipi, un nekad nav garlaicīgi, jo starpbrīžos apspriežam elektriskās ķēdes, oksidācijas īpatnības, Anglijas karaļus un jaunas pieejas. Esmu pārliecināta, ka ne tikai skolēnu, bet arī skolotāju dzīve kļuva daudz interesantāka!



Nadežda Polianoviča, Erasmus +KA1 projekta 'Satura un valodas integrētās apguves pielietošana projektu darbībā' koordinatore 2014.-2016.

Theoretical insight into CLIL

What is CLIL?

Working in the immersion programme with primary students, I have understood how much they are interested in finding out something new about the World, painting, counting and making experiments in English. That was my first experience in CLIL (Content and Language Integrated Learning). I was teaching children elements of Math, Science, and Arts in English using authentic materials – course books from Britain. However, I faced the difficulty that these books did not fit our school Curriculum and they were too difficult for young learners. I started to look for materials on the Internet, designed my own materials for CLIL lessons and conducted a research about speaking skill development through CLIL at my groups of students. That is how CLIL became the most important part of my professional life and my favourite method in EFL teaching. Amongst numerous definitions of CLIL I have chosen three, which emphasize the most important aspects of this method.

- Coyle et al. (2010) describe CLIL as a dual-focused educational approach in which an additional language is used for learning and teaching of both – content and language.
- “An approach...that may concern languages; intercultural knowledge, understanding and skills; preparation for internationalisation and improvement of education itself.” (Marsh, 2006 in Bentley, 2010)
- “There is no doubt that CLIL as a global project will prosper. Arguments will be sought to back it, and counter- arguments will be brushed off as “teasing problems”.” (Andrews, 2006: 52)

The most significant aspect is that in CLIL the subjects are taught in a non-native language. However, we can see that this approach focuses on both - the subject and the language. Despite CLIL is subject-led and the subject dictates the content, the vocabulary and what language is needed, the linguistic aspects are emphasized as well. In CLIL the language is a tool rather than the aim. The language is used for solving problems in the different spheres of knowledge. I believe that this approach towards language learning is more natural than just simple language learning. We learn our first language the same way – we learn about the World, do things, explore and by this we learn new words and new constructions. Teaching a foreign language empty of a special content could be less effective than bringing a meaning to it with a specific subject matter. Such approach could prepare students much better for future studies and professional work. It develops cognitive skills, logic, and memory and

implies more project work and collaboration. Teachers and other professionals in the sphere of education see the perspectives in CLIL and believe that it will develop and become more popular in the World.

Historical Background

CLIL is not a new form of language or subject education. It is an innovative fusion of both. Actually education in a language which is not the first language of the learner is as old as education itself. As individuals from different language groups have lived together, some have been educated in an additional language. Deller and Price (2007) mention the fact that the example of CLIL dates many years ago when Roman Empire expanded and absorbed Greek territory, language and culture. Families in Rome educated their children in Greek to ensure that they would have access not only to the language, but also to the social and professional opportunities it would provide for them in their future lives, including Greek-speaking educational communities. Mehisto et al. (2008) point out that the first known CLIL-type practice dates back 5000 years to what is now modern-day Iraq. The Akkadians, who conquered the Sumerians, wanted to learn the local language. To this end, Sumerian was used as a medium of instruction to teach several subjects to the Akkadians, including theology, botany and zoology.

We can conclude that CLIL is not a new method and there are many examples in history of situations when CLIL-like approach was used. Reasons can be different – geographic, demographic or economic conditions. We can track these examples all through the world history. For instance, when Latin was used as a language of instruction in European universities and became the primary language of law, medicine, theology, science and philosophy. Another example is when in 1965 English children in Canada started to learn subjects in French because their parents regarded that standard second-language teaching at school would not lead to fluency.

Therefore, they encouraged local authorities to establish language-immersion programme. CLIL is a natural approach in teaching and learning, which originates from certain historical and cultural conditions and gives the opportunity to learners to study in a language that is not native for them.

Teachers of CLIL

In teaching and learning a meaningful point is a teacher, a person who has all necessary skills to teach students exact things through the most appropriate methods. Deller and Price (2007) claim that there are two kinds of CLIL teachers: subject teachers who find they need to teach their subject in a foreign language and language teachers who are assigned to teach their subject in a foreign language. I regard that the problem which the teachers of the first kind can face is that they might have a lack of proficiency in a foreign language in which they are going to teach as well as the knowledge of language teaching methodology. However, the second kind of CLIL teachers might face another problem which is unfamiliarity with the subject areas.

Baidak et al. (2006) admit that in CLIL type provision teachers are generally fully qualified for one or more educational levels at which they work. In most cases, they are specialists in one or more non-language subjects or have two areas of specialisation, one in a language subject and the other in a non-language subject. Certified evidence of further particular skills in addition to their teaching qualification is a firm requirement in only a minority of countries. Undoubtedly, it is not easy to be a CLIL teacher, as one has to be aware of many aspects of teaching at the same time: subject matter, language matter, subject teaching methodology, language teaching methodology, assessment, finding or creating appropriate materials and finding appropriate techniques to teach CLIL.

Mehisto et al. (2008) notice that as the programme expands from primary into middle school or secondary school, the material becomes more difficult and there are less teachers who can teach both language and subject at a high level. In spite of this, teacher training institutions in many countries do not yet specifically prepare teachers of CLIL. I believe that maybe in the future in Latvia there will be special educational programmes preparing teachers of CLIL. Now there is a possibility to get two qualifications, for instance, a language teacher's and a subject teacher's qualification. But these are two separate qualifications and they don't teach how to make interconnections between them, how to integrate one in another. In CLIL programme it would be necessary to emphasize how to teach the subject in a foreign language.

Mehisto et al. (2008) emphasize several obstacles that teachers of CLIL might meet. One of them is that teaching in CLIL requires more preparation and co-operation with other teachers. Also it takes huge effort to set content, language and learning skill a goal for every lesson. Moreover, due to the fact that CLIL materials are in a shorter supply, teachers often have to spend much time on developing or adapting existing learning resources. One of the most important problems concerning CLIL teachers it is a lack of them. For instance, in Latvia there are not many teachers who can teach both the language and the subject in this language. However, there are ways how to solve this problem and find a decision.

Mehisto et al (2008) offer to co-operate with other teachers, who are professionals in the subjects the CLIL teacher is teaching. This kind of co-operation can relieve stress, save time and bring considerable personal and professional rewards. In case of successful co-operation, the CLIL teacher does not have to “reinvent the wheel”. However, as we understand such work implies a greater workload and enthusiasm from the teachers; School leaders have to encourage this activity, if they want to move in the direction of multilingualism. At the same time they need to provide the opportunities for the teachers to do this extra work. To sum up, being a CLIL teacher is not an easy job; however, it can bring useful experience to the teacher and to the students.

The Advantages of CLIL

There are numerous methods and approaches for teaching English. Each method draws on either any particular skills or the peculiarities of target students or cultural and other settings. When the teacher chooses a method, she or he is sure that this method is the best in this situation for particular students and it really meets their needs. Now we will talk about advantages of CLIL – what is so special and irreplaceable in this method. I have studied what is educators' and other professionals' opinion on CLIL advantages analysed my personal experience and summed up this information in the list of CLIL advantages. I hope they will encourage other teachers to try CLIL in their classrooms.

- CLIL prepares students for life in a more internationalised society and offers them better study and job opportunities.

- CLIL supports the variety of cultures and languages and encourages students to develop cross-culturally as it draws on the ability to use a foreign language on daily basis. It also conveys to pupils' values of tolerance and respect of other cultures.
- The content is ready-made. This takes away the need to spend a lot of time thinking how to make the topics from the EFL course books more interesting.
- The students are more motivated when they are learning through English something that is the part of their school learning and thinking, rather than just learning the language, which may not seem to them to have any obvious purpose. Many children start learning English at a very young age so when they reach secondary school they do not want to repeat the same language lessons. CLIL brings something new, the purpose why do they have to learn the language.
- Concerning the theory of Multiple Intelligences by Howard Gardner, it is highly relevant in the CLIL case. When we are teaching another subject through the foreign language it is likely that we will draw on more of the intelligences and this is likely to be helpful to our learners. The linguistic intelligence that we use in language teaching is supported by the intelligences that are required for particular subjects, for instance, the musical, kinaesthetic, logical/mathematical or visual/special intelligences.
- CLIL can easily fit in to the parameters established by the national or regional curriculum. CLIL practice meets the need of European standards of education and personality development. Moreover, it cannot be separated from standard good practice in education.
- It gives the opportunity to co-operate with other teachers and to fulfil each other's knowledge and experience.
- CLIL improves learners' performance in both curricular subjects and the target language.
- CLIL increases learners' confidence in the target language.
- Students that have attended CLIL classes have more extensive and varied vocabulary.
- CLIL transforms the classroom into research laboratory where students work independently and co-operatively on important real-life topics, what leads to more learner autonomy which is regarded as a key educational aim.

- CLIL clearly reveals the gap between what students already know and what they do not know yet. That helps to set clear goals of what has to be learnt. CLIL activates students' prior knowledge which can raise their motivation, activate their memory and think logically.
- CLIL provides opportunities for using the foreign language in practical and motivating contexts, while stimulating comprehension, production, and interaction in a natural way.
- CLIL makes a connection between real life and real-world skills.

We can conclude that CLIL is a highly effective method in teaching a foreign language, as it draws on not only the language skills, but also many other skills that helps to make interconnections and better memorize language and subject items as they are full of meaning. CLIL is engaging – it involves learners through the entire lesson; productive – learners are proud of the outcome; sociable – learners work and discover together and humanistic – the work that has been done is important and relevant to all children in the class.

CLIL really activates students to work and to be responsible for their knowledge. It is a very topical skill in the contemporary society, as approximately 30 years ago it was important to possess the information; however, now it is more important to be able to find the information and be able to analyse it critically. It is important to find qualitative information that will satisfy the exact task. The form, “shape” and quality have become more important than the amount. CLIL teaches the skill of critical thinking, as learners do not understand everything in the foreign language; however they make interconnections between what they already know about the subject matter in their native language and use this knowledge to understand what they cannot understand in the foreign language. They fill in these gaps with the items that they find in their passive or active knowledge “reservoir”.

CLIL encourages using different learning styles during the lesson: audio, visual and bodily- kinaesthetic. That happens because many multiple intelligences are involved. This diversity can satisfy the most learners than in an ordinary English class. CLIL provides clear and faster links with the outside world. When learners are exposed to the target language without any specific content they often cannot understand why they need this language for. However, in CLIL learners can clearly

understand why they need to use any particular language construction right now or learn by heart the new vocabulary. They have to do that to better succeed in the knowledge of the content. In this case language is a tool, rather than an aim and this is the real purpose of the language – to communicate and to deal with different kinds of information and content.

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CLIL LESSONS AND ACTIVITIES FOR HUMANITARIAN SCIENCES

**Erasmus + KA1 project “Implementing CLIL in project work”
“The Martin’s Day Rooster”**

Author	English language teacher Olga Capļina	
Age group/form	16 students from 3 rd form. Level of English Elementary.	
Time (min)	40 min	
Integration of subjects	English, Latvian and Crafts	
Timetable fit	<p>The lesson was developed in the framework of two Erasmus projects “CLIL as a tool for change in Primary classroom” and “Implementing CLIL in project work”.</p> <ul style="list-style-type: none"> • The pupils have learnt about the Martin’s Day during the lessons of the Latvian language. They have learned about the traditions of ‘Martīndiena /Martin’s Day’ celebration. • During the Crafts lesson they have done the Martin’s Day Rooster made of pieces of paper. • During their English language lesson, the pupils have read the instructions of making the Rooster on Crafts lesson. 	
Aim	To deepen the knowledge and understanding of Latvian traditions through integrated learning. To give the students opportunity to discuss one theme in three different languages.	
Objectives	<ul style="list-style-type: none"> • to introduce the theme of Latvian customs and traditions; • to teach the students understanding instructions for the Crafts lesson in English; • to enrich students’ vocabulary in Latvian and English about traditions (Martin’s Day); • to organise creative group work during their Crafts lesson in English. 	
Real life context	Traditions play an important role in our life and we can learn a lot about our local traditions and compare them with traditions in other countries. Later students can write to their penfriends from abroad about celebrations in Latvia.	
Planned results	Content	Students understand what is Martin’s Day, and how it is celebrated. They can discuss how to make the Martin’s Day Rooster and name its parts of the body.
	Language	Pupils acquire new vocabulary. They can work in pairs, read and translate instructions of making the Martin’s Day Rooster.
	Communication	Pupils improve their group work and practice speaking in pairs.
	Cognition	Understanding instructions English, applying and explaining the rules.

In what way CLIL is implemented in project work?

Knowing the story of the Martin's Day in Latvian, pupils are using worksheet in English during their Crafts lesson to learn about Martin's Day in English. As a result, they create a rooster; can name all the body parts and explain how and why to make it in English.

Procedure of the Crafts lesson

Pre-task (warm-up)

Activity1- vocabulary materials for Crafts lesson.

Pupils get their worksheets, name and show the materials and actions they are going to use during their Crafts lesson.

Materials: *Worksheet 1.*

Tasks (main part)

Activity2 – reading the instructions of making Martin's Day Rooster.

Pupils look at the pictures in their worksheets and read the instructions below, then they show what each instruction means and if necessary translate some words into Latvian and Russian.

Activity 3- Reading the text and reflecting. Pupils read the text about Martin's Day and get information about Latvian traditions of celebrating Martin's Day and reflect on what they have learnt about the Martiņdiena in Latvian.

(Worksheet 1 – the text).

Activity 4 – Examining the rooster. Pupils look at the pictures, read the names of the parts of a rooster and write them in the correct places.

(Worksheet 2- naming the parts of the rooster's body).

Finally, students can start making their own roosters individually or in groups.

Post task (revision and reflection)

Activity 5 – Presenting the rooster and describing the process of creation.

Students work in pairs or groups presenting and describing to each other the process of making the rooster and naming parts of the body. They can use the worksheet and read the sentences. Students are asked to name other holidays they know and say everything they can about Martin's Day.

(Worksheet 1- reading the instructions under the pictures).

Resources

Text: <http://www.cookinglatvia.com/blog/10-nov-martins-day>

Presentations: Crafts work – a rooster.

St.Martin's Day Rooster

Materials:



coloured paper



scissors



a rubber



a pencil

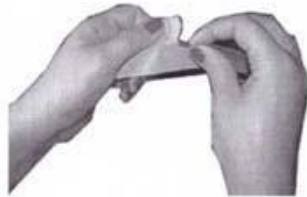


glue

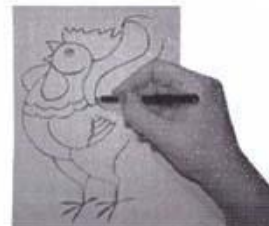
Instructions:



Cut the paper.



Tear up a piece of paper.



Draw a rooster.



Use the glue stick.



Stick a piece of paper to a rooster.

Martin's Day is an old Latvian celebration of welcoming the winter. This feast marks the end of the field work. latvians celebrate the name days and the 10th of November is the name day of Martin.

The traditional meal of Martin's Day is a Rooster or a Martin's Goose.

<http://www.cookinglatvia.com/blog/10-nov-martins-day>

Gaiļa ķermeņa daļas:

sekste, knābis, pasekste, spārns, nagi, aste

Parts of a Rooster



a comb



a beak



a wattle



a wing

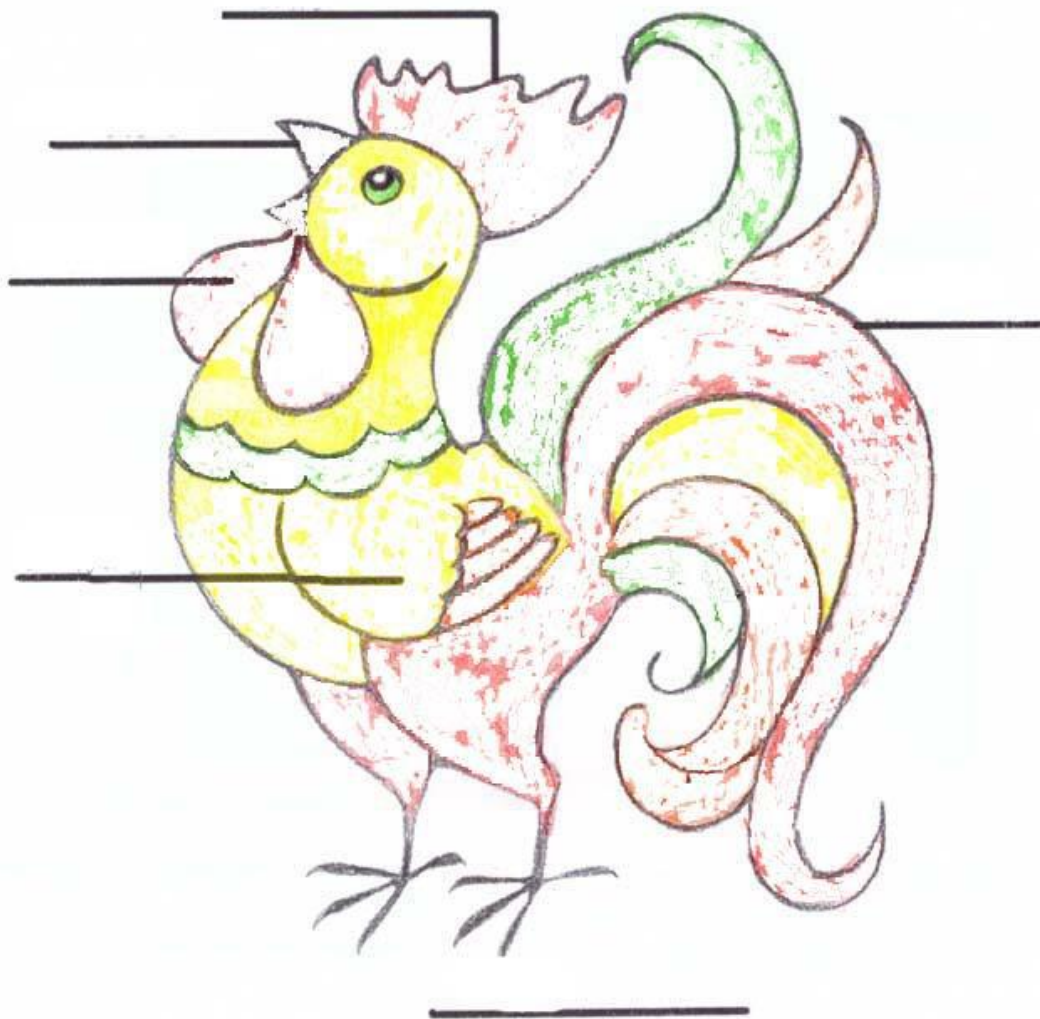


claws



a tail

1 Write the parts of the rooster and colour it.



Final products – Roosters

At the end of the lesson students present their works, can name the body parts of the roosters in English and in Latvian, describe it and say why rooster is a symbol of Martin's Day.



**Erasmus + KA1 project “Implementing CLIL in project work”
“Types of Winds”**

Author	Mg.pedag. Alina Kibina	
Age group/form	16 students from 5th form. Level of English Pre-intermediate	
Time (min)	80 min	
Integration of subjects	Geography and English	
Timetable fit	The main theme learners are working on at the moment is types of winds; they have learnt a lot about the weather and climate in the previous geography lessons and now will get acquainted with the types of winds.	
Aim	To introduce the types of winds using task based approach and develop different reading skills and speaking skills.	
Objectives	<ul style="list-style-type: none"> • to organise students project-work in pairs and groups; • to introduce new vocabulary through guessing and inferencing strategies; • to practice skimming and scanning strategies in reading; • to improve students' discussion skills 	
Real life context and culture	Winds can play positive or negative role in our life and be useful or damaging. Very often damaging winds are connected with the global warming. Winds may be calm, gentle, moderate, strong or gale. There are different names for each of them, and basic classification of winds is important to know to call them correctly in your own or foreign language.	
Planned results	Content	Learners understand the wind nature and can differentiate the types of winds.
	Language	Learners have enriched vocabulary and terminology on wind types and weather;
	Communication	Learners have improved communication strategies in groups and peer-assessment techniques
	Cognition	Learners can apply inferencing and guessing strategies

In what way CLIL is implemented in project work?

Students are using authentic materials in English to investigate the types of winds and then to develop a micro-project - presentation about the winds from the weakest to the strongest in groups.

Procedure

Pre-task (warm-up)

Activity1- predicting from pictures.

Students in pairs brainstorm what makes the wind using the given variants in the presentation, then the correct variant and a picture are presented. Students in pairs translate the names of different types of winds using their previous knowledge and some similar names of winds from their native language. Then they are shown the pictures of different winds in the presentation and they try to guess the name of the wind according to the picture.

Support materials 1: Power Point presentation or photographs

Tasks (main part)

Activity2- skimming the text, working with glossary and finding the definition.

Teacher gives each student a slip of paper with a short text about wind and students read the text, translate all the new words using glossary and write down the asked definition connected with wind from the text. Then those students who had the same texts, come together and compare their answers and make the common glossary words' translation from their text on the blackboard.

Scaffolding1: teacher asks students in each group to read out their glossary translation and definitions. (*Handout 1 – adopted texts about winds; Support materials 2: online or paper dictionary*)

Activity 3- Pair work on new vocabulary Teacher makes pairs (A+B) and (C+D), gives students exercises on the vocabulary from the texts they have just read. Students work with the glossary and write down the correct answers.

Peer- assessment: students exchange their works and discuss the differences; finally they receive answers and check their works. (*Handout 2 – task 2*)

Activity 4- Discussion in a group. Students A and B get the questions for C and D. Students C and D get the questions for A and B. They make groups (A+B+C+D) and try to get the answers to their questions. Teacher explains the task and gives the questions.

Peer- assessment: students exchange their works and discuss the differences; finally they receive answers and check their works
(*Handout 3 – task 3*)

Activity 5- Group work making a line and a short presentation

Students get the task to complete the line with different wind names from the weakest to the strongest. Teacher gives each group A-4 paper to do the task, and then they present it.

Peer-assessment of presentation (*Handout 3– task 4; A4 paper*)

Post task (revision and reflection)

Activity 6- Self-assessment: students answer the questions:

What have I learned today? What new words do I remember? What types of winds do I know? Teacher gives her feedback for the lesson and guides the self-assessment.

Resources

Reading: picture The Beaufort Scale: <http://voodookiteboarding.com/beaufort-scale.html>

Texts : adopted materials from:

<http://education.nationalgeographic.org/encyclopedia/wind/>

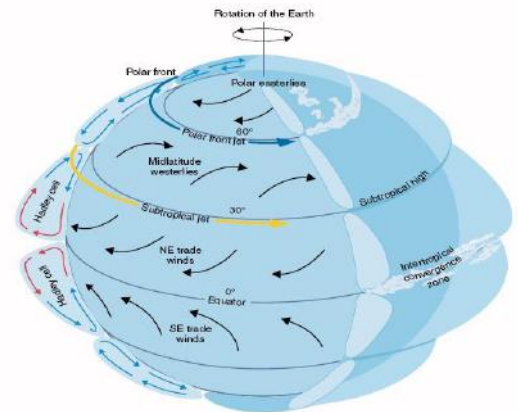
Presentations: A-4 paper

WARMER (POWER POINT PRESENTATION)

What makes the wind?

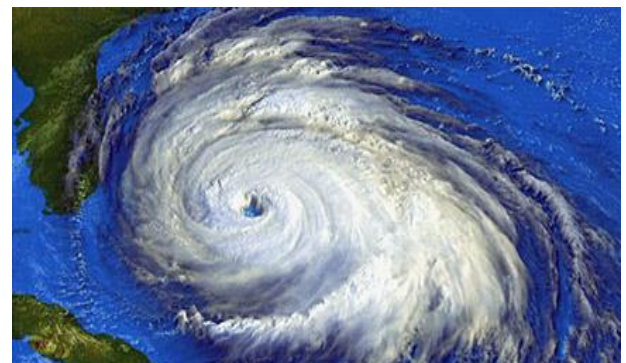
- the sun heating
- the earth moving
- the clouds going

As Earth moves, air moves with it. Warm air rises and cool air takes its place. **Wind** is the movement of air caused by the uneven heating of the Earth by the sun.



Types of winds

- Storm
- Gale
- Breeze
- Hurricane
- Tornado
- Thunderstorm



Handout 1(skimming the texts and searching for the definitions)**Task 1.Read the text and write down what the hurricane is.****A****Storm wind**

Storm winds are called **hurricanes** over the Atlantic Ocean, **cyclones** over the Indian Ocean, and **typhoons** over the Pacific Ocean. A hurricane starts as a thunderstorm over the ocean. The warm, wet air rises quickly and as Earth moves, it makes the storm spin upward. The center of a hurricane is called the eye - here the weather is calm, but around it there is heavy rain, and winds of up to 350 kilometers per hour. It's difficult to predict where hurricanes will go because they can change *speed* and direction very quickly. Hurricanes can last for a week!

Task 1.Read the text and write down what the tornado is.**B****Tornadoes**

Tornadoes, or twisters, are the fastest winds on Earth. The storm clouds are a **funnel** shape, and they spin down from thunderclouds. When the tornado touches the ground, it starts to move like a vacuum cleaner, sucking up things from the ground. Tornadoes move quite slowly, at about 40 kilometers per hour, but winds inside the funnel can have speeds of up to 800 kilometers per hour! Tornadoes are much smaller than hurricanes and they usually only last a few minutes, but they are very strong!

Task 1.Read the text and write what the wind energy is.**C****Wind Energy**

Today, most wind energy is used to generate electricity for homes, businesses, hospitals, schools, and industry. Wind energy comes through powerful turbines. Wind turbines have a tall tubular tower with two or three propellers. When the wind turns the propellers, they create electricity. Often, wind turbines are built in windy areas known as **wind farms**. Many wind farms have been established on mountains, in valleys, and on the ocean shores.













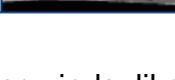
Some people think wind turbines are ugly and complain about the noise they make. The propellers can also kill birds and bats—but not as many as cars, power lines, and high-rise buildings.

Task 1. Read the text and write why we need to measure the speed of the wind.

Measuring the Wind

A British man called Francis Beaufort found a way to record the strength of the wind. This is called the Beaufort scale.

Beaufort Scale

Beaufort number	Wind Speed (mph)	Seaman's term		Effects on Land
0	Under 1	Calm		Calm; smoke rises vertically.
1	1-3	Light Air		Smoke drift indicates wind direction; vanes do not move.
2	4-7	Light Breeze		Wind felt on face; leaves rustle; vanes begin to move.
3	8-12	Gentle Breeze		Leaves, small twigs in constant motion; light flags extended.
4	13-18	Moderate Breeze		Dust, leaves and loose paper raised up; small branches move.
5	19-24	Fresh Breeze		Small trees begin to sway.
6	25-31	Strong Breeze		Large branches of trees in motion; whistling heard in wires.
7	32-38	Moderate Gale		Whole trees in motion; resistance felt in walking against the wind.
8	39-46	Fresh Gale		Twigs and small branches broken off trees.
9	47-54	Strong Gale		Slight structural damage occurs; slate blown from roofs.
10	55-63	Whole Gale		Seldom experienced on land; trees broken; structural damage occurs.
11	64-72	Storm		Very rarely experienced on land; usually with widespread damage.
12	73 or higher	Hurricane Force		Violence and destruction.

There are different scales to measure stronger winds, like tornadoes and hurricanes. These scales go from 1 to 5. Level 1 tornadoes can push cars off the road, and level 5 tornadoes can lift a house off the ground! Level 5 hurricanes can damage a lot of things, for example, they can pull up trees and destroy buildings. A really big hurricane can be as big as Australia!

Glossary:

blow to move (for wind)

breeze a light wind

damage to make something bad or weak

destroy to damage something very badly

direction the position something or someone moves toward

electricity a type of energy

energy we need energy to move and grow

far not near

fresh strong and cold (for wind)

funnel



gale a strong wind

hurricane a very strong wind

lightning a flash of very bright light in the sky, made by electricity

measure to find out how big or small something is

power to use energy to make something move or work

push down to make something move down

record to write down what happens

spin to turn around quickly

storm very bad weather

suck up to lift something up into the air

Handout 2(pair work on vocabulary)

Task 2. Discuss in pairs and write **hurricane** or **tornado**. (A and B)

- 1 starts as a thunderstorm _____
- 2 spins down from a thundercloud _____
- 3 is also called a twister _____
- 4 is also called a cyclone _____
- 5 can last for a week _____
- 6 only lasts a few minutes _____
- 7 the fastest winds on Earth _____
- 8 has a center called an eye _____
- 9 is like a funnel _____
- 10 can change direction very quickly _____

Then answer the question: What is the difference between the hurricane and tornado? _____

Task 2. Discuss in pairs and complete the sentences. (C and D)

buildings ground things bats 62-74 Australia homes schools hospitals mountains

cars house birds 102-120 damage road valleys ocean shores

- 1 Strong winds can _____ a lot of _____
2. Wind energy is used to generate electricity for _____, _____, _____
- 3 A level 1 tornado can push _____ off the _____.
4. Many wind farms have been established on _____, in _____, and on the _____
- 5 A level 5 tornado can lift a _____ off the _____
6. The propellers can also kill _____ and _____
7. Level 5 hurricanes can destroy _____
8. Gale's speed is about _____ km/h
9. A big hurricane can be as big as _____
10. Storm speed is about _____ km/h.

Then answer the question: What are the pluses and minuses of the winds? _____

Handout 3(Group work A, B, C,D- discussing)

Task 3. Ask the questions to A, B and write down the answers in the table.

Questions to A,B	Answers
1)What is a typhoon?	
2) How is the center of a hurricane called?	
3)What is the speed of tornado?	
4)What is the speed inside the tornado?	
5) How does the hurricane start?	
6)What is the difference between the hurricane and tornado?	

Task 3. Ask the questions to C,D and write down the answers in the table.

Questions to C,D	Answers
1)What is breeze?	
2)What is gale?	
3)How big can be the hurricane?	
4)How many propellers does the wind turbine have?	
5)Where are the wind farms usually built?	
6)What are the pluses and minuses of the winds?	

Group work A, B, C,D- discussing and summing up the information

Task 4.Work in groups of four (A, B, C, D) and make a line with the names of the winds (from the weakest to the strongest wind)- Storm -Gale –Breeze- Hurricane- Tornado - Thunderstorm. Use A-4 paper to draw the line and do the task. Present and prove your opinion.



Erasmus + KA1 project “Implementing CLIL in project work” “My Healthy Plate“

Author	Mg.pedag. Alina Kibina	
Age group/form	16 students from 6th form. Level of English Pre-intermediate to Intermediate	
Time (min)	80 min	
Integration of subjects	Social studies and English	
Timetable fit	The main theme learners are working on at the moment is healthy food; they have learnt a lot about the food theme in the previous lessons and now will get acquainted with the healthy plate components and food categories.	
Aim	To introduce the healthy food plate using task based approach and develop reading and speaking skills.	
Objectives	<ul style="list-style-type: none"> • to organise students project-work in pairs and groups; • to introduce new vocabulary through guessing and inferencing strategies; • to practice skimming and scanning strategies in reading • to develop students’ speaking skills by giving presentations 	
Real life context and culture	Culture of healthy eating is very important. The Healthy Eating Plate provides detailed guidance, in a simple format, to help people make the best eating choices. It is developed with the latest science-based recommendations on healthy eating habits and aims to provide an easy-to-understand visual representation of a balanced and healthy diet.	
Planned results	Content	Learners understand the healthy plate components and can differentiate the categories of food.
	Language	Learners have enriched vocabulary and terminology on various food categories.
	Communication	Learners have improved communication in groups and presentation strategies
	Cognition	Learners can apply inferencing and guessing strategies

In what way CLIL is implemented in project work?

Students are using authentic materials in English to investigate the healthy plate components and then to develop a micro-project - presentation about their healthy plate components.

Procedure

Pre-task (warm-up)

Activity1- brainstorming from the video.

Students brainstorm what products they usually have on their plate every day and study the names of food categories. Teacher shows a short video with the presentation of My Plate and students get the blank sheet to draw the plate components in pairs.

Support materials 1: video from the internet, blank paper-handout 1

Tasks (main part)

Activity2- Pair work on food vocabulary. Teacher makes pairs, gives students exercises on the vocabulary they have already learnt. Students work in pairs and write the names of fruit and vegetables according to the colour. Then the teacher starts a class discussion. Have each student list his or her favourite fruit and vegetable. Ask the students how much of their plates are normally taken up by fruits and vegetables. Students get the questions about fruit and vegetables to discuss in pairs or groups.

Peer- assessment: students exchange their works and correct the spelling of the words in the tables (task 2); finally they discuss the answers to the given questions and get the correct answers.

Scaffolding1: teacher asks students in each group to read out the names of vegetables and fruit they have written in pairs.

(Handout 2 –task 2 and task 3)

Activity 3- skimming and scanning the text.

Students get worksheets with the text about grains, read it out and do True/False exercise. Then they have to correct all the False sentences.

Peer- assessment: students exchange their works and discuss the differences; finally they receive answers and check their works

(Handout 3 – task 4)

Activity 4- Pair work on food vocabulary. Teacher explains the task and gives the worksheet about dairy and protein products. Students work in pairs, discuss and draw an X through the food that doesn't belong in each row, and circle protein or dairy to indicate which food group is best represented in that row. Then they write healthy examples of their favourite proteins and dairy products.

Formative assessment: teacher asks students in each pair to explain their guesses, comments and gives students the correct answer.

(Handout 4 – task 5)

Activity 5- Group work or pair work making a healthy plate and a short presentation of it

Students get the task to create their healthy plate using the information they have learnt about healthy food and pictures of different food. Teacher gives each group or pair A-4 paper to do the task or students can use a plate from handout 1, and then they present it.

Peer-assessment of presentation

(Handout 1; A4 paper)

Post task (revision and reflection)

Activity 6- Self-assessment: students answer the questions:
What have I learned today? What new words do I remember? What categories of food do I know?
Teacher gives her feedback for the lesson and guides the self-assessment.

Resources

- My Plate worksheet <http://hubpages.com/education/plate-coloring-page>

Texts : adopted materials from:

<http://www.learningzonexpress.com/media/wysiwyg/documents/EnergyEverydayforEveryone/MyPlateLessonPlans.pdf>

Video: Choose My Plate Dietary Guidelines: <https://www.youtube.com/watch?v=-J1hmmy1OB4>

Presentations: A-4 paper and pictures/photos of food

Handout1

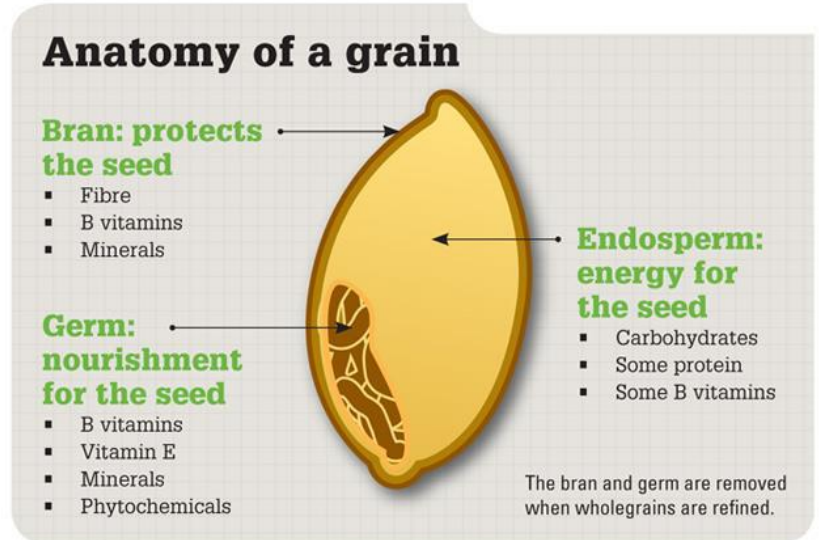
Task1. Warmer. Divide the plate into the correct parts and write the names of food categories for each part.



Handout 3

Task 4. Reading-skimming and scanning. Read the text and write if the sentences below are True or False (correct all False sentences):

Grains are a part of a special type of a plant. A whole grain is made up of three parts. There is the outside part (bran), the middle part (endosperm) that gives the new plant energy, and the inside part (germ) that becomes the new plant. When we eat foods with grains in them – bread, cereal, rice, and pasta – at least half of it should have the whole grain in it. For example, when we eat whole grain bread, there



are all three parts of the grain in the bread. But, when we eat white bread, only the middle part of the grain is in it. Foods made from grains (wheat, rice, and oats) help form the **basis** of a good diet. They **provide** vitamins, minerals, carbohydrates, and other substances that are important for good health. Grain products are low in fat, unless fat is added in processing, in preparation, or at the table. **Grains:** Bread, cereal, rice, wheat, barley, buckwheat, bulgur, pasta. Whole-grain products such as whole-wheat bread, oatmeal, and brown rice are recommended because they have more fiber and help you feel full.

1. A whole grain is made up of two parts.
2. When we eat whole grain bread, there are all three parts of the grain in the bread.
3. When we eat white bread, only the inside part of the grain is in it.
4. Grains provide vitamins, minerals, carbohydrates etc.
5. Bran is rich in vitamin C.
6. Grain products are oats, rice, wheat, buckwheat etc.
7. Whole-grain products have little fibre and help you feel full.

Handout 4

Task 5. Vocabulary Draw an X through the food that doesn't belong in each row, and circle protein or dairy to indicate which food group is best represented in that row.

milk	rice	cheese	yogurt	These foods are examples of: Protein/Dairy
grapes	fish	beans	ham	These foods are examples of: Protein/Dairy
egg	tofu cheese	corn	sunflower seeds	These foods are examples of: Protein/Dairy
low- fat frozen yogurt	cheddar cheese	low-fat cottage cheese	hummus	These foods are examples of: Protein/Dairy

Write or draw your answers to the following questions:

What is your favourite healthy source of protein?	What is your favourite healthy source of dairy?
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Erasmus + KA1 project “Implementing CLIL in project work” “Food Chain“

Author	Mg.paed. Alina Kibina	
Age group/form	16 students from 6th form. Level of English Pre-intermediate to Intermediate	
Time (min)	80 min	
Integration of subjects	Natural Science and English	
Timetable fit	The main theme learners are working on at the moment is food chain and its components; they have learnt Latvian animal names in Latvian and English in the previous lessons and now repeat them and get acquainted with the food chain components.	
Aim	To introduce the food chain components using task based approach and develop speaking skills. The instructional sequence guides students from an understanding of food chain terminology to the independent creation of a food chain using the names of the animals which live in Latvia.	
Objectives	<ul style="list-style-type: none"> • to organise students project-work in pairs; • to introduce new vocabulary through guessing and inferencing strategies; • to practice scanning strategies in reading • to develop speaking skills 	
Real life context and culture	Natural chains and cycles can be observed in many subjects. The food chain is a part of the broader sixth grade study of ecosystems in which the students have constructed an ‘eco-column’. This allows them to observe a live ecosystem and, consequently, a food chain in action.	
Planned results	Content	The students understand animal eating patterns and the importance of the sun to produce food.
	Language	Learners have enriched vocabulary and terminology on food chain components and Latvian animal names.
	Communication	Learners have improved communication strategies in pairs and peer-assessment techniques
	Cognition	Learners can apply inferencing and guessing strategies

In what way CLIL is implemented in project work?

Students are using authentic materials in English to investigate the food chain components and then to develop a micro-project - presentation of 2 food chains of Latvian animals.

Procedure

Pre-task (warm-up)

Activity 1- brainstorming the vocabulary

Students get the slips of paper with pictures of Latvian animals and their names in English. They work in pairs and try to match the pictures with the names. Then they get a spelling worksheet to check if they remember the spelling of the Latvian animals.

Peer- assessment: students exchange their works and correct the spelling of the words. (*Handout 1- task 1(cut into mixed slips) and task 2*)

Tasks (main part)

Activity 2 – guessing game(speaking)

Students get worksheets with questions and possible answers to play the guessing game. The teacher gives students small slips of paper where they have to write the animal name and glue to the forehead of his/her partner, then using the questions and answers from the worksheet they try to guess the name of the animal.

(*Handout 2 – task 3*)

Activity 3- brainstorming from the video

Teacher shows a video Food Chain Mystery with the presentation of Food chain system and students watch it. Teacher puts cards on the blackboard with components of the food chain in the incorrect order (Ex: Decomposer, Consumer, the Sun, Producer) and students have to give the correct order giving the examples of Latvian animals to the categories.

Support materials 1: video from the internet, handout 3

Activity4- Pair work on food chain components. Teacher makes pairs, gives students exercises on the food chain components. Students get the worksheet on the food chain components, read the definitions and complete the task with necessary words from the text. Then students get the next worksheet and circle the Producers, cross **X** the Decomposers and box the Consumers.

Peer- assessment: students exchange their works and correct the components of the food chain; finally they discuss the answers as a whole class and get the correct answers. (*Handout 4 –task 4 and task 5*)

Activity 5- Pair work making a final assessment work on the food chain

Students get the task to do the final assessment exercises on the food chain components and create their 2 food chains on the A-4 paper using the names and pictures of the Latvian animals.

Peer-assessment: students exchange their works and correct the components of the food chain; finally they discuss the answers as a whole class and get the correct answers. Pairs present their food chains and get peer- assessment.

(*Handout 5; A4 paper*)

Post task (revision and reflection)

Activity 6- Self-assessment: students answer the questions:

What have I learned today? What new words do I remember? What components of food chain do I know?

Teacher gives her feedback for the lesson and guides the self-assessment.






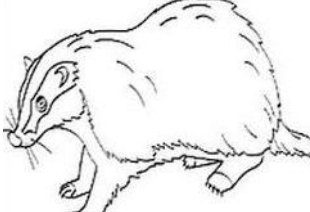
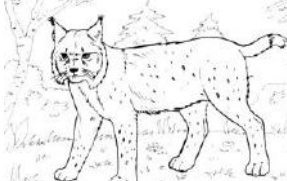

Resources

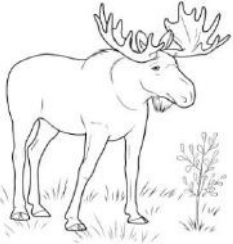
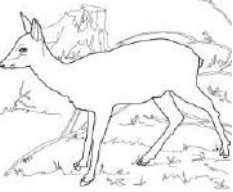


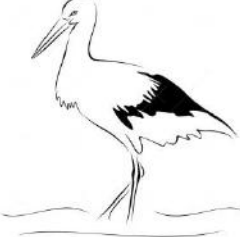
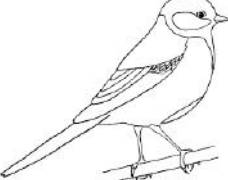

Texts : adopted definitions from: <http://www.dictionary.com/browse/food-chain>





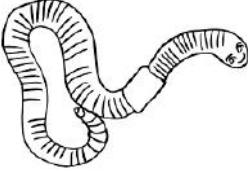
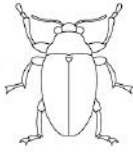


Video: Food Chain Mystery: <https://www.youtube.com/watch?v=8HK4ak1em0w>



Presentations: A-4 paper and pictures/photos of Latvian animals and organisms

*Handout 1(revising pre-taught vocabulary)***Task 1. Match the Latvian animal names with the pictures (cut into mixed slips).**

	hedgehog
	mole
 <small>www.solkids.ru</small>	hare
	squirrel
	beaver
	badger
	lynx
	wild boar

	elk
	roe deer
	red deer
	heron
	white stork
	tit
	crow

	swan
	otter
	owl
	woodpecker
	worm
	beetle
	mosquito
	ant

	<p>wolf</p>
	<p>fox</p>

Task 2. Work in pairs and write the missing letters for the names of the animals.

1. Mo_e
2. H_r_
3. Be_v_r
4. Mos_ui_o
5. O_t_r
6. He_g_h_g
7. E_k
8. S_ui_r_l
9. D__r
10. L_nx
11. H_r_n
12. B_dg_r
13. Wo_dp_cker
14. W_ld bo_r
15. Sw_n
16. Cr_w
17. B_et_e
18. A_t
19. O_l
20. T_t

Handout 2 (speaking)

Task 3. Use these questions to guess what animal you are.

What can I do?

run	crawl	swim	fly	hop
sit	lie	dig	walk	jump

Where do I live?

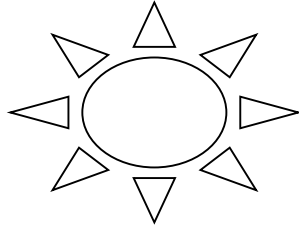
in the forest	in the tree	in the hole	in the nest
in the ground	in the hollow	in the den	in the river

Can you describe me?

Big	small	fluffy	slim	fat	long	strong	red	green	black
grey	nice								

Handout 3 (food chain cards)

The Sun



Consumer

Decomposer

Producer

Handout 4

Food chain – Series of steps by which energy is obtained, used, and changed by living things. Example – sunlight helps grain to grow, the grain feeds cattle, and humans eat the cattle

Producer – Organism that takes non-living matter (energy from the sun, water, minerals, carbon dioxide) and uses it to produce food (energy) for itself with surplus for other organisms. Example – plants

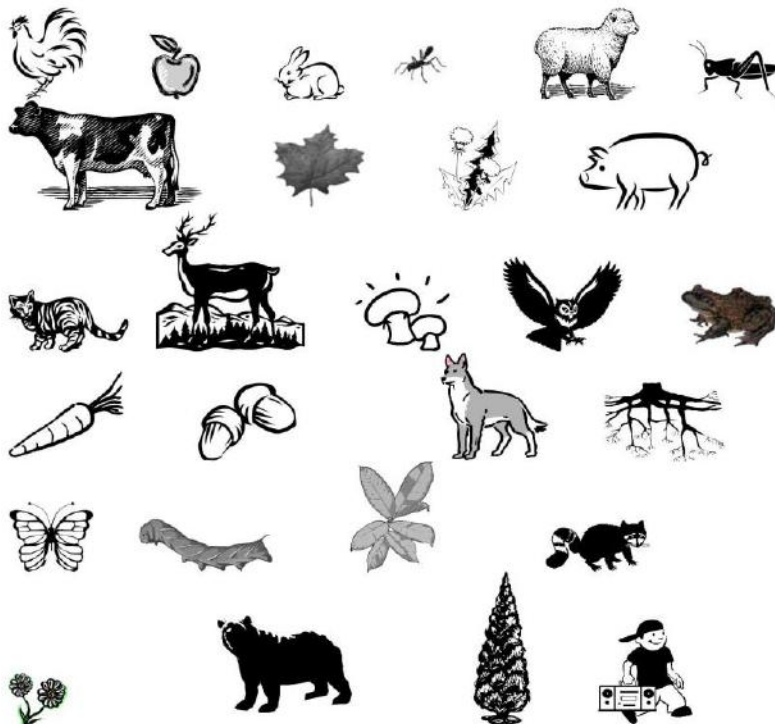
Consumer – Does not produce own food. Example – animals

Decomposer – Organism which feeds off dead plants and animals and reduces their remains to minerals and gases again. Examples – worms, bacteria

Task 4. Read the above definitions, then fill in the blanks. One term is used twice as an answer.

1. The first link in a food chain, which uses non-living matter to produce food (energy), is called a _____.
2. _____ feed off dead plants and animals.
3. The sequence of events where food (energy) is passed from one organism to another is called a _____.
4. A _____ is the process by which energy is obtained, used, and changed by organisms.
5. An organism that does not produce its own food is a _____.

Task 5. Circle the Producers, Cross X the Decomposers, Box the Consumers



Handout 5**Food Chain Assessment****1. Draw a line from a food chain term to its definition.**

sun	does not produce own food
producer	necessary source of energy for producers
food chain	living organism which feeds off dead plants and animals
decomposer	living organism that takes non-living matter and uses it to produce food (energy) for itself with surplus for other living organisms
consumer	series of steps by which energy is obtained, used, and changed by living organisms

2. Put the following 11 living organisms into their proper categories.

Hedgehog, dogs, ants, mushrooms, deer, chickens, grass, flowers, carrots, bears, worms

Producers	Consumers	Decomposers

3. Make your 2 food chains using the names of Latvian animals. Your food chain should include at least 4 organisms. Use A-4 paper and pictures of animals.

The sun → grass → grasshopper → frog → heron

Erasmus + KA1 project “Implementing CLIL in project work”

“The Crusades“

Author	Marija Konovalova	
Age group/form	7 th form, 30 students	
Time (min)	40 min x 4 lessons (160 min)	
Integration of subjects	History and English	
Timetable fit	The main theme pupils are working on at the moment is Christian Church in the Middle Ages; they know about the role of Church in people’s life, and now will get acquainted with the crusades. After that they will learn about plague.	
Aim	To deepen the students understanding about religion and develop both creativity and language.	
Real life context and culture	Understanding the roots of the problems between Christians and Muslims in the modern world.	
Planned results	Content	Pupils understand the main events of crusades and can speak about the consequences.
	Language	Pupils will use Past Indefinite and key words to explain what was crusade.
	Communication	Learners will improve communication skills working in groups.
	Cognition	Learners can apply knowledge, analysis, critical thinking and creativity.

In what way CLIL is implemented in project work?

Students investigate a text in English about crusades and use the information for making a screenplay for a movie about crusades, which is the final product.

Afterwards they present their screenplays to the groupmates.

Procedure

Pre-task (warm-up)

Activity1- Teacher tells to the class that they will learn about Crusades in a creative way. To make a creative work we need some new words. Pupils read the words, connected to Crusades. The task is to find a translation from English to Russian/Latvian

Time: 10-15 min.

Materials 1. Each student gets the Crusade Word bank

Tasks (main part)

Activity2- Analytic reading of the text 'The Crusade'.

Students read the text about crusades, using the Word bank. They can do it independently or in pairs. The task is to formulate the main idea for each paragraph.

Pupils choose the language for this task: Eng/ Rus /LV Time: 30 min.

Materials 2. Each student gets a Work sheet with the text.

Activity 3- Work in groups.

Pupils divide into groups of 4. They get a task to make a screenplay for movie about Crusades. Time: 60 min.

Materials 3. Each group of students gets a detailed description of the task; sheet A3; markers, colour pencils, scissors, and glue. To make this screenplay students use their worksheets, word bank, and others sources of information. They can use two languages -Eng/Rus or Eng/LV.

Activity 4- Presentation. Each group presents their screenplay. It would be very good to use the gallery method for this presentation. We hang the screenplay posters on the walls in the classroom. Two students from each group become spokesmen, two others become "sponsors" and go to watch the presentations of others groups. After 20 min. students may change. While presenting their screenplays, students should tell what main events they want to be shown in the movie. During the presentation students can use 3 languages ENG/LV/RUS. Encourage pupils speak foreign languages! Time: 40 min.

Materials 4. Stick tape for hanging of A3

Post task (revision and reflection)

Activity 5- Conclusions and self-assessment. All students take their sits and discuss the the questions:

How did you like the presentation? What was especially successful? What was wrong? Which screenplay did you like best? Why? What were the main consequences of the Crusade? What do you think about it?

Teacher guides the discussion and gives his/her feedback for the lesson.

Don't forget to prise the pupils for this work!

Resources

Text about Crusades: www.medievaleurope.mrdonn.org.

Handouts

Key words: Cross, Crusades, Jesus Christ, Muslims ,Holy Land, Mediterranean Sea, Jerusalem, Christians, Pilgrims, Turkish Muslims, Pope Urban II, Christendom, Castles, Saladin , Richard the Lion heart.

THE CRUSADES - Text for reading. Teacher's worksheet.

The cross that appears on the shield was common during the Crusades as it represented God and the righteous beliefs with which the Crusaders fought their campaign. Note however that in the center of the shield there appears a crest or insignia. This was to identify the knight to his allies in battle.

What was a crusade?

Crusade comes from the Latin word *crux*, meaning a 'cross'. It referred to the cross on which Jesus Christ was crucified and to go on a crusade meant going to fight for Christ. In 1100, it meant going to fight the **Muslims** in the **Holy Land**, around Jerusalem, where Christ had lived.

Muhammad and Muslims

Muhammad was born in the city of Mecca in AD 570. He founded a great religion and his followers were called **Muslims**. Some of his followers were warlike and over the next few hundred years they captured land around the Mediterranean Sea.

In **AD 637**, the Muslims **captured** the city of **Jerusalem**, which was a holy city to **Christians**, because Christ had lived and died in that area.

Jerusalem

For a long time, the **Muslims** allowed **Christians** to visit **Jerusalem** as **pilgrims**, and many

thousands made the journey from Europe. Then, in **1071**, a group of fanatical **Turkish** Muslims captured Jerusalem. They would not tolerate Christians and began to ill-treat them.

Pope Urban II calls for crusade

Pope Urban II heard of this and in **1095** called a **mass meeting** in **France** of all the knights of **Christendom**. He made a passionate speech to them, calling on them to fight against the evil enemy to regain Jerusalem. At the end of his speech, thousands **knights** surged forward, shouting that they were ready to fight and die for Christ.

The First Crusade 1096

The next year they set off on the **First Crusade**. There were about 30,000 **foot soldiers** and 10,000 **knights on horseback**, among them Robert, the eldest son of William the Conqueror. They made their way through **Europe** and into **Turkey**, finally reaching **Jerusalem** three years after they set off. They took Jerusalem in **1099**, and held the city and the land around it for the next 87 years.

Richard and Saladin

The crusaders built strong **castles**, and seemed safe from attack. However, in the 1180 the Arabs found a new, strong leader, **Saladin**, who wiped out the crusaders main army at the **Battle of Hattin 1187**. Soon the crusaders had almost been pushed into the sea. A call for a new crusade went out from the Pope, and the **Kings of Europe** answered his plea. **Richard the Lion heart** led an English army, but he and his fellow kings failed to drive Arabs from Jerusalem. Other crusades followed, including the children's crusade of 1212, which involved peasants and children from the Rhineland and Southern France.

Guidelines for the Screenplay ‘The Crusades’

Learning aims:

1. You will know the main events of crusades;
2. You will learn to determine the positive and negative consequences of historical events;
3. You will improve your skills of team work;
4. You will develop your skills of creative and critical thinking!

The context:

1. Your group is a movie maker. Think up the name of your firm!
2. You are going to make a documentary film about crusades. You need the sponsor. You are going to show to sponsor the screenplay of your film.
3. Create a poster -screenplay for your film.
4. Present your screenplay to sponsors!

Requirements for the poster –screenplay:

1. Interesting and creative title of your film.
2. 4 episodes –main historical facts about crusades.
3. 4 drawings (frames of the documentary film) visual illustrations of the main events.
4. An explanation for each drawing (frame). Each explanation is written in 1 short sentence.
5. Determination of **positive** consequences for each historical fact (determination is written in 2 sentences).
6. Determination of **negative** consequences for each historical fact (determination is written in 2 sentences).
7. **2 conclusions** why the Crusades is important time period in world history (each conclusion is written in 1 sentences).

Important! When you are creating the screenplay for your film, use information from the previous reading material (text “The Crusades”) or seek additional information from other sources.

Requirements for the presentation:

1. In few words tell about your movie maker (name, country...)
2. Tell about your screenplay –what the main episodes are about?
3. Tell which countries you are going to visit during your movie making.
4. Try to persuade the sponsor that your movie will be really interesting for audience.

Good Luck!

Name _____ Form _____

1. Read a text about the Crusade in world history!
2. In each paragraph find and underline **key words**!
3. Using underlined key words **write the main idea of the paragraph** about the Crusade!

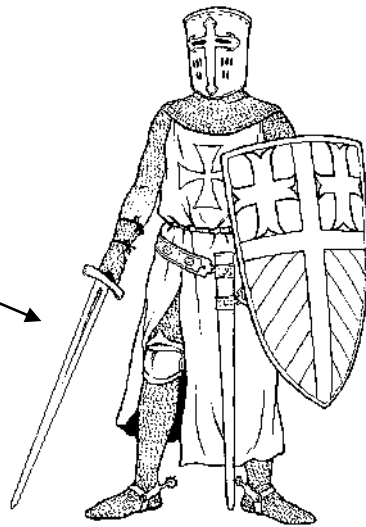
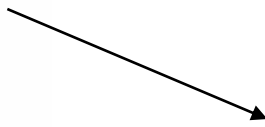
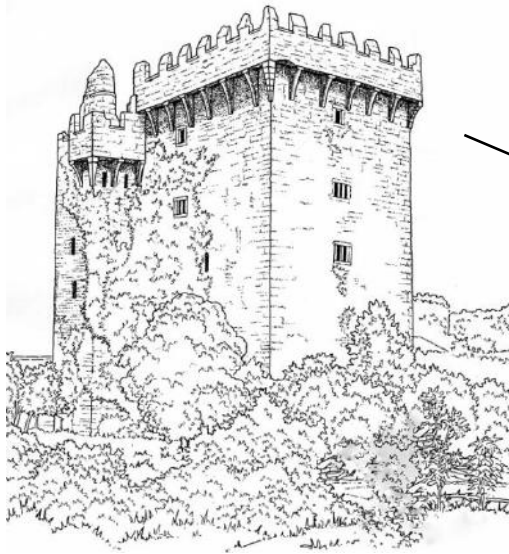
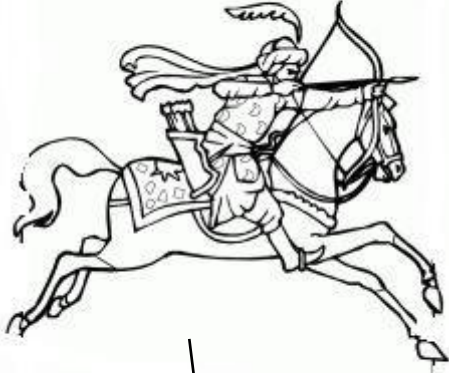
	The Crusade	What is the main idea of the paragraph? ENG/LV/RUS (1 short sentences)
1	Crusade comes from the Latin word crux, meaning a 'cross'. It referred to the cross on which Jesus Christ was crucified and to go on a crusade meant going to fight for Christ. In 12-13 centuries it meant to fight for the Holy Land, around Jerusalem, where Christ had lived.	
2	Muhammad was born in the city of Mecca in AD 570. He founded a great religion and his followers were called Muslims. Some of his followers were warlike and over the next few hundred years they captured land around the Mediterranean Sea. In AD 637, the Muslims captured the city of Jerusalem, which was a holy city to all Christians.	
3	For a long time, the Muslims allowed Christians to visit Jerusalem and many thousands people made the journey from Europe. Then, in 1071, a group of fanatical Turkish Muslims captured Jerusalem. They didn't tolerate Christians and began to ill-treat them.	
4	Pope Urban II heard of this and in 1095 called a mass meeting in France of all the knights of Christendom. He made a passionate speech to them, calling on them to fight against the evil enemy to regain Jerusalem. At the end of his speech, thousands knights surged forward, shouting that they were ready to fight and die for Christ.	
5	The next year they set off on the First Crusade. There were about 30,000 foot soldiers and 10,000 knights on horseback. They made their way through Europe and into Turkey, finally reaching Jerusalem three years after they set off. They took Jerusalem in 1099, and held the city and the land around it for the next 87 years.	
6	The crusaders built strong castles, and seemed safe from attack. However, the Arabs found a new, strong leader Saladin. He wiped out the crusaders main army at the Battle of Hattin in 1180. Soon the crusaders had almost been pushed into the sea. The Pope called for a new crusade, and the Kings of Europe answered his plea. Richard the Lion heart led an English army, but he and his fellow kings failed to drive Arabs from Jerusalem.	

Name _____

Fill in the Crusade Word Bank:

English	Explanation	Latvian	Russian
Christendom	all the land in Europe where Christians lived	Kristietība	Христианство
Christians	followers of Christ		
Holy Land	the land where Jesus Christ lived		
Muhammad	the founder of Islam		
Muslims	followers of Muhammad		
Pope	Leader of catholic Christians		
Saladin	Leader of Muslims		
Richard the Lion Heart	King of England		
crusade	an expedition to fight for Christ.		
crusader	Participant of crusade		
knights	warrior on horseback		захватывать
capture			жестоко обращаться
ill-treat		slikti izturēties	отправиться
set off			уничтожить
wipe out			не удалось (что-либо сделать)
failed			вернуть
to regain		atgriezt	захватывать

SAMPLE ILLUSTRATIONS FOR POSTERS



Words Game Crusades

a 'cross'	Christendom	Richard the Lion heart
Muslims	First Crusade	
Holy Land	foot soldiers	
Jerusalem	knights on horseback	
Jesus Christ	Europe	
Mediterranean Sea	Turkey	
Christians	The crusaders	
a holy city	Castles	
Turkish Muslims	Saladin	
Pope Urban II	Battle of Hattin	
a mass meeting	Kings of Europe	

Erasmus + KA1 project “Implementing CLIL in project work” “Product Life Cycle“

Author	Mg.filol. Nadežda Polianoviča	
Age group/form	16 students from 10th form. Level of English Intermediate and Upper-intermediate.	
Time (min)	80 min	
Integration of subjects	English and Economics	
Timetable fit	The main theme the learners are studying in Economics is marketing; they have discussed marketing mix, and now will get acquainted with the product life cycle. In English the main theme is ‘Modern society’ concerning business, consumption, production and shopping aspects.	
Aim	To introduce the product life cycle stages using task based approach and develop presentations about students’ own products.	
Objectives	<ul style="list-style-type: none"> • to improve cooperation and project-work skills; • to apply concordance for learning new vocabulary and introduce guessing and inferencing strategies; • to improve and practice presentation skills. 	
Real life and culture context	Product life cycle can be compared with any life and death cycles in nature (tree, apple, human life, etc.) and it is important how we treat products and things at all the stages of development.	
Planned results	Content	Learners understand the essence of product life cycle and can differentiate between the stages.
	Language	Learners have enriched vocabulary and terminology on marketing; they can identify and apply Passive Voice structures.
	Communication	Learners have improved communication strategies in groups and presentation skills
	Cognition	Learners can apply inferencing, guessing and predicting strategies independently

In what way CLIL is implemented in project work?

Students are using authentic materials in English to investigate the given product life cycle and then to develop a micro-project - presentation about their own product in groups.

Procedure

Pre-task (warm-up)

Activity1- predicting from pictures.

- a) Students are divided into two groups: the 1st group brainstorms the most popular products nowadays and 2nd writes the name of products which were popular but became old-fashioned today. Students try to guess the theme of the lesson.

(Support materials 1: Power Point presentation or photographs)

- b) Students are asked to find what unites a human life, a plant, the sun, a product at the market (they all have a particular life cycle).

Tasks (main part)

Activity2- predicting and guessing word meaning from the context. Teacher gives each pair of students' slips of paper with lists of expressions from concordance and explains the guessing strategy. Students are asked to guess the meanings of the words in capital letters from concordance.

Scaffolding: teacher asks students in each group to explain their guesses, comments and compare their guesses with the glossary.

(Handout 1 – key vocabulary; Support materials 2: glossary)

Activity 3- Table completion Teacher gives students a text and asks them to do the task and fill in the table.

Scaffolding: teacher asks one student to name the correct answers for the 1st stage

Peer- assessment: students exchange their works and discuss the differences; finally they receive answers and check their works. *(Handout 2 – tasks 1, 2 and 3)*

Activity 4- Cloze. Students underline the passive voice forms in the text and try to figure out the rule. Having discussed the main role of the Passive Voice, students do the task.

Self-assessment using the text. *(Handout 2 – task 4)*

Activity 5- Group poster presentation

Students get the task to represent different products at the stages of their development and invite others to invest money in these products

Peer-assessment of presentation. *(Handout 2 – tasks 5 and 6; A3 posters)*

Post task (revision and reflection)

Activity 6- Matching: Students match names of stages with the definitions.

(Handout 2 – task 7)

Activity 7- Self-assessment: students answer the questions:

Why it is important to identify the product cycle correctly? What are the 3 most interesting things I have learnt? What else I would like to know about the products and markets? Teacher checks general understanding asking particular questions and asking students to answer true /false. Teacher guides the discussion and gives her feedback for the lesson.

Resources

Vocabulary : [www.lex tutor.ca](http://www.lex tutor.ca;);

Glossary: Hornby, A. (2000) Oxford Advanced Learner's Dictionary. Oxford: Oxford University Press

Reading: picture: <http://productlifecyclestages.com/>;

Text: Products - product life cycle. Available from:

http://tutor2u.net/business/marketing/products_lifecycle.asp

Presentations: A3 posters

Support materials 1: Power Point presentation or photographs

WARMER (POWER POINT PRESENTATION)

WHAT IS COMMON BETWEEN LIVE BEINGS AND PRODUCTS?

- PRODUCTS ARE MADE OR “BORN”
- PRODUCTS GROW AND DEVELOP
- PRODUCTS GIVE BIRTH TO OTHER PRODUCTS
- AND DIE...(OR GO AWAY FROM THE MARKET)

WHAT HAPPENS TO PRODUCTS WE DO NOT NEED ANYMORE?

- RECYCLE
- THROW AWAY
- KEEP AT HOME
- SELL TO SOMEONE



CAN YOU NAME THE PREVIOUS STAGES OF THE 3D-TV ?

CAN YOU NAME THE NEXT STAGE OF THE 3D-TV DEVELOPMENT?

Handout 1- Key Vocabulary

Task 1 Look through the text extracts and try to guess the meaning of the underlined words in capital letters. Compare and discuss your guesses with your group. (Resource: <http://conc.lex tutor.ca/concordancers/wwwassocwords.pl>)

002. source of revenue for the assessors of those towns where a **SUBSTANTIAL** amount of such property would be subject to tax
 007. e use of this phrase, or of "Christian nations", which is a **SUBSTANTIAL** equivalent. Wheaton stated that the public law w
 031. eded \$300 million, compared to \$222 million in 1959 **despite SUBSTANTIAL** price reductions in virtually all types. Product

004. inale. With Mickey Mantle and Yogi Berra both out of **action DUE TO** injuries, the American League champs still mounted a
 009. e into politics and finds that his present difficulties **are DUE TO** his habit of attributing to his own abilities and tal
 010. end reflection losses even further. The internal losses **are DUE TO** absorption and the small but finite losses suffered i

001. oup, have invariably equated residential integration with a **DECLINE** in property values, a circumstance viewed with consi
 002. in short, abrupt outbursts. _3._ Studies of the growth **and DECLINE** of children's fears indicate that fears due to stran
 005. textile industry, was affected substantially by the **current DECLINE** in business activity, we have been able to produce a

002. ther due date deadline elapses, additions to the tax may **be INCURRED**. Furthermore, a bad check may subject the maker to
 003. a strike, decided to keep its plants operating. The **company INCURRED** some \$10 million of expenses attributable to four f
 004. a law provision that generally bars deductions for **expenses INCURRED** in connection with what it said was tax-exempt inco

001. ese orphaned poems, dear father-brother, now I am gone; **and LAUNCH** them on the world when their time comes. For them a 002. t
 cases, such as India, a decade of concentrated effort **can LAUNCH** these countries into a stage in which they can carry
 007. ell direct in non-dealer areas cooperate in enabling you **to LAUNCH** now and pay later. Terms range from one to five years

002. imagine something like this happening to me. Maybe I **should** WITHDRAW my advice- no"? Brannon looked at Hank Maguire. 005. nd
 West. Major to this effort is to get all world powers **to** WITHDRAW to their own territories, say by 1970. "The West sh
 006. rrants, MacPherson and his men decided it was much wiser **to** WITHDRAW. The posse's retreat encouraged the
 Mexicans

001. x-Mrs. Bud Arvey, joined Playboy-Show-Biz Illustrated, as a PROMOTIONAL copy writer. She's a whiz. ... You can get into
 002. printed shortly), and for a new space catalogue. **Additional** PROMOTIONAL activities included organizing the dedication pr
 003. ooting Development Program in 1954, millions of dollars **and** PROMOTIONAL man-hours have gone into the
 development

...

001. axe; the head dropped off; end of film. An early film by a COMPETITOR of the Wizard of Menlo Park simply showed a long
 002. more. We sold only four pickers all last year". Gus **Ehlers**, COMPETITOR of Mr. Houtz in this farm community, says his bus
 003. s are on the side of those who begin young, and the **Russian** COMPETITOR of 16 has at least thirteen years of training beh

001. billion dollars of the spending increase is for defense, **an** EXPENDITURE necessitated by the penny-wise policies of the E
 002. the planning of clear and efficient state-local revenue **and** EXPENDITURE relationships. _DISADVANTAGES._ Although there 003. ship for
 which American industry is famous, is **considerable** EXPENDITURE of funds and efforts in marginal areas. An over-

001. our rich natural heritage is growing. But that heritage **is** SHRINKING even faster. @ #NO JOYRIDE# @ MUCH of the glamor P
 002. shadow, and made as much noise as a shadow. Haney felt **like** SHRINKING out of sight, but he was already trapped in the co
 003. r. Pitchers grumble about lively balls and lively bats, **the** SHRINKING strike zone, and the fact that the knock-down pitc

Support materials 2: Glossary

Substantial

1 ~ large in amount, value or importance SYNONYM **considerable** *substantial sums of money*

Due to

1 ~ caused by somebody/something; because of somebody/something
Most of the problems were due to human error.

Decline

1 ~ a continuous decrease in the number, value, quality, etc. of something - a **rapid/sharp/gradual decline** **urban/economic decline**. *The company reported a small decline in its profits.*

Incur

1 ~ **sth** if you **incur** sth unpleasant, you are in a situation in which you have to deal with it
She had incurred the wrath of her father by marrying without his consent
2 ~ **sth** if you **incur** costs, you have to pay them.
You risk incurring bank charges if you exceed your overdraft limit.

Launch

1 ~ **sth** to start an activity, especially an organized one
to launch an appeal/an inquiry/an investigation/a campaign to launch an attack/invasion
2 ~ **sth** to make a product available to the public for the first time
a party to launch his latest novel
3 ~ **sth** to put a ship or boat into the water, especially one that has just been built
The Navy is to launch a new warship today.

Withdraw

1 [**intransitive** , **transitive**] to move back or away from a place or situation; to make sb/sth do this
pull out *Government troops were forced to withdraw.*
~ (**sb/sth**) (**from sth**) *Both powers withdrew their forces from the region.*
She withdrew her hand from his.
2 [**transitive**] to stop giving or offering sth to sb *He withdrew his support for our campaign.*
~ **sth** *Workers have threatened to withdraw their labour (= go on strike).*

Promote

1 ~ **sth** to help sth to happen or develop
encourage *policies to promote economic growth*
a campaign to promote awareness of environmental issues
2 to help sell a product, service, etc. or make it more popular by advertising it or offering it at a special price
~ **sth** *The band has gone on tour to promote their new album.*
~ **sth as sth** *The area is being promoted as a tourist destination.*

Competitor

1 a person or an organization that competes against others, especially in business
our main/major competitor. We produce cheaper goods than our competitors.
2 a person who takes part in a competition. *Over 200 competitors entered the race.*

Expenditure

1 the act of spending or using money; an amount of money spent
a reduction in public/government/military expenditure
Savings have been disposed of in order to meet the growing gap between income and expenditure.
2 the use of energy, time, materials, etc *the expenditure of emotion*

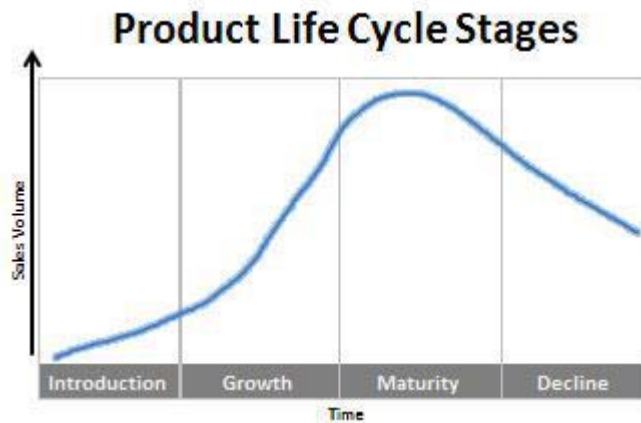
Shrink

(**shrank** / BrE *ʃræŋk* ; NAmE *ʃræŋk* / **shrunk** / BrE *ʃrʌŋk* ; NAmE *ʃrʌŋk* /) or (**shrunk** , **shrunk**)
1 [**intransitive** , **transitive**] ~ (**sth**) to become smaller, especially when washed in water that is too hot; to make clothes, cloth, etc. smaller in this way *My sweater shrank in the wash.*
2 [**intransitive** , **transitive**] to become or to make sth smaller in size or amount
The tumour had shrunk to the size of a pea.

Handout 2- Text

Products - Product Life Cycle

Task 1: Read the text and explain to your group mates the words in bold you have discussed in the previous task (use glossary or dictionary when necessary).



We define a product as "anything that is capable of satisfying customer needs. This definition includes both **physical products** (e.g. cars, washing machines, DVD players) as well as **services** (e.g. insurance, banking, private health care). Businesses should manage their products carefully over time to ensure that they deliver products that continue to meet customer wants. The process of managing groups of brands and product lines is called portfolio planning. The stages through which

individual products develop over time is called commonly known as the "**Product Life Cycle**". The classic product life cycle has four stages (illustrated in the diagram): introduction; growth; maturity and decline.

Picture: <http://productlifecyclestages.com/>

Introduction/Development Stage

At the Introduction (or development) Stage market size and growth is slight. It is possible that **substantial research** and development costs have been incurred in getting the product to this stage. In addition, marketing costs may be high in order to test the market, undergo **launch promotion** and set up **distribution channels**. It is highly unlikely that companies will make profits on products at the Introduction Stage. Products at this stage have to be carefully monitored to ensure that they start to grow. Otherwise, the best option may be to **withdraw or end the product**.

Growth Stage

The Growth Stage is characterised by **rapid growth** in sales and profits. Profits arise **due to** an increase in output (economies of scale) and possibly better prices. At this stage, it is cheaper for businesses to invest in increasing their **market share** as well as enjoying the overall growth of the market. Accordingly, significant **promotional resources** are traditionally invested in products that are firmly in the Growth Stage.

Maturity Stage

The Maturity Stage is, perhaps, the most common stage for all markets. it is in this stage that **competition** is most intense as companies fight to **maintain their market share**. Here, both marketing and finance become key activities. Marketing spending has to be monitored carefully, since any significant moves are likely to be copied by competitors. The Maturity Stage is the time when most profit is earned by the market as a whole. Any **expenditure** on research and development is likely to be restricted to product modification and improvement and perhaps to improve production efficiency and quality.

Decline Stage

In the Decline Stage, **the market is shrinking**, reducing the overall amount of profit that can be shared amongst the **remaining competitors**. At this stage, great care has to be taken to manage the product carefully. It may be possible to take out some production cost, to transfer production to a cheaper facility, sell the product into other, cheaper markets. Care should be taken to control the amount of stocks of the product. Ultimately, depending on whether the product remains profitable, a company may decide **to end the product**. Resource: http://tutor2u.net/business/marketing/products_lifecycle.asp

Task 2 Students work in pairs and describe the expressions and terms from the text to each other in their own words. They can also use translation in Latvian to support the explanation.

Student A use the text and describe these expressions from the text to student B in your own words	The guess is /is not correct (+/-)	Student B use the text and describe these expressions from the text to student A in your own words	The guess is /is not correct (+/-)
substantial research		market share	
launch promotion		promotional resources	
distribution channels		maintain their market share	
withdraw or end the product		the market is shrinking	
rapid growth		to end the product	

Task 3 Fill in the table using words from the text describing each of the 4 stages and compare your choice with your partner, explain him/her why do you think so using examples from the text. Some examples are made for you:

PRODUCT CYCLE	INTRODUCTION AND DEVELOPMENT	GROWTH	MATURITY	DECLINE
SALES AND MARKET GROWTH	growth is slight
COSTS, SPENDING, EXPENDITURES	substantial/high costs	...	restricted to product modification and improvement
PROMOTION/ ADVERTISING	...	significant promotional resources		depending on the market strategy
EARNINGS AND PROFITS

Answers

PRODUCT CYCLE	INTRODUCTION AND DEVELOPMENT	GROWTH	MATURITY	DECLINE
SALES AND MARKET GROWTH	growth is slight	is high	is stable	goes down
COSTS, SPENDING, EXPENDITURES	substantial/high costs	invest in growing market share	restricted to product modification and improvement	careful marketing
PROMOTION/ ADVERTISING	is active and usually expensive	significant promotional resources	should be carefully monitored	depending on the market strategy
EARNINGS AND PROFITS	are low	are growing rapidly	maximum	minimal

Task 4. Scan the text and underline all passive voice phrases (example was made for you):

The process is called.

The passive voice is formed with the auxiliary verb to be and the past participle of the verb.

Use the appropriate forms of the words in brackets to fill in the gaps. Check yourself using the text 'Products - Product Life Cycle'.

1. The Maturity Stage is the time when most profitby the market as a whole (earn).
2. Any expenditure on research and development is likely to to product modification and improvement and perhaps to improve production efficiency and quality (restrict).
3. Care should be to control the amount of stocks of the product (take).
4. The Growth Stage by rapid growth in sales and profits (characterise).
5. Accordingly, significant promotional resources in products that are firmly in the Growth Stage (invest).
6. Products at this stage have to be carefully to ensure that they start to grow (monitor).
7. It is possible that substantial research and development costs in getting the product to this stage (incur).
8. Marketing spend carefully, since any significant moves are likely to be copied by competitors (monitor).
9. The process of managing groups of brands and product lines portfolio planning (call).
10. At this stage, great care has toto manage the product carefully (take).

Task 5 Work in groups of 4 and order words from 2nd group according to the stages (an example was made for you):

INTRODUCTION	GROWTH	MATURITY	DECLINE	Products
E-conferencing,	e-mail,	e-mails and faxes	typewriters and handwritten letters	Business communication: Email, Faxes, Handwritten letters, E-conferencing, typewriters
				Payment methods: Cheque books, Smart cards, Credit cards, iris-based personal identity cards, finger prints and electronic implants

Task 6 Draw and present the 4 stages of a product life cycle for your group of products.

Work in groups of four to describe the processes going on at each stage of a life cycle for a particular product of your choice. Each student represents and describes one particular stage and what is going on with the product (personal identity cards) at this stage and recommends either to invest or not to invest in the product. Present your poster together and give recommendations concerning market strategy and investments for each of the four products.

Use the following linking words in your presentation:

Firstly, ... Secondly, In addition, ...

Otherwise, Accordingly, ... At this stage, ...

Due to, For instance, Consequently, Taking into account, In order to achieve,

To avoid, To ensure,

Therefore, Ultimately

Peer- assessment: evaluate presentations of the other group and comment on the strong and weak points. Pay attention to the 3 aspects:

- 1) understanding of the product life cycle; 2) usage of new terminology;
- 3) logical structure and appropriate usage of linking words.

Task 7 Self-assessment - match the name of the stage in italics and the definition:

Development Stage, Growth stage, Maturity Stage, Decline Stage

- 1) _____ is characterised by rapid growth in sales and profits.
- 2) In _____, the market is shrinking, reducing the overall amount of profit that can be shared amongst the remaining competitors.
- 3) At the _____ market size and growth is slight. In addition, marketing costs may be high in order to test the market, undergo launch promotion and set up distribution channels.
- 4) _____ is the time when most profit is earned by the market as a whole. Any expenditure on research and development is likely to be restricted to product modification and improvement and perhaps to improve production efficiency and quality.

**Erasmus + KA1 project “Implementing CLIL in project work”
“An individual and political power in different cultures”**

Author	Mg.hist. Aelita Komsa	
Age group/form	<ul style="list-style-type: none"> • 11th form, 32 students 	
Time (min)	80 min.	
Integration of subjects	Culturology and English	
Timetable fit	Students begin a new unit: <i>Individuals and culture</i> - and will study the relations of an individual and political power in different cultures.	
Aim	To enable students to see the relations of the individual and the authorities or those who have power in different cultures and individual limits of cultural development.	
Objectives	<ul style="list-style-type: none"> • to integrate English terminology in the culturology lesson; • to develop students’ ability to work with different sources of information; • to develop students’ communicative skills; • to introduce particular cultural concepts; • to organise self and peer assessment. 	
Real life context and culture	Understanding of one’s own cultural identity and its constraints as well as investigating the role authorities play in our life.	
Planned results	Content	Students will be familiar with such concepts as power, political regime, and dictatorship. They will be able to explain the interaction of power and culture in different time periods.
	Language	Students will be able to use and systematize information in English.
	Communication	Students will improve their cooperation skills by working in groups and pairs.
	Cognition	Students will analyse information and solve problems.

In what way CLIL is implemented in project work?

Students are using materials in English in order to summarize information about power of authorities and culture and conduct an interview about the research question in English.

Procedure

Pre-task (warm-up)

Activity1: Getting acquainted with the concepts

The teacher writes on the blackboard (or using PowerPoint) goals and objectives of the lesson and then discuss it with students.

Students should explain two things: 'What is culture?', 'What is power?', and fill in the table. Students work in pairs and then present their findings and explain the relevance of the topic.

Students receive illustrations, and they should name the type of power. (Teacher offers options).

Support materials 1: *Power Point presentation ; Worksheet*

Tasks (main part)

Activity2- Reading for specific information

Students explain what propaganda is. Answer the question how propaganda is linked with culture. Students read a text and watch a video and then fill in the table. They discuss and test each other.

Support materials 1: *Power Point presentation ; Worksheet; Video*

Post task (revision and reflection)

Activity3- Revision

Students in groups prepare interviews about culture and power.

You are a journalist- develop a list of features according to which researchers could determine what type of power corresponds to one or another culture. Arrange your interview.

Support materials 1: *Power Point presentation ; Worksheet*

Resources

Presentations www.uzdevumi.lv
Textbook: Kulturoloģija

Worksheet

Culture and power: Relations of an individual and the power in different cultures

1. Fill in the table. Write down your associations with the concepts of "power" and "culture."

Power	Culture

2. Use illustration and define type of power



3. Read the text and fill in the table. The ratio of power and culture in different social systems.

Culture and power in despotism (what is typical?)	Culture and power in authoritarian and totalitarian regimes (what is typical?)	Culture and power in a democracy. (What is typical?)

4. You are a journalist: Develop a list of features that the researchers could determine what type of power belongs to one or another culture. Arrange an interview.

Examples (CLIL):

1. Complete the table in the empty columns supporting write words and translations!

Key word in English	Key word in Latvian	Key word in Russian
	riot	бунт
revolt	Sacelšanas	
Human rights		
	Pretrunas	
slavery		

1. Review the table and then explain the concept! Compare the answers

Writing words in English	Writing words in Latvian	Writing words in Russian
Pythian	Pitija	пифия
Myth	Mīts	миф

I use communicative activities following tasks (pair work):

Very useful to introduce in order to help students interact in the following languages:

Functional language; Process language; Content- obligatory language.

**Erasmus+KA 1 projekts “CLIL metodes pielietošana projektu darbībā” /‘Implementing CLIL in Project Work’
Modern Art or Modernism/ Modernisms tēlotājā mākslā.**

Autors	Mg.hist. Aelita Komsa	
Skolēnu vecuma grupa	12.klase, 28 skolēni	
Laiks (min)	80 min.	
Priekšmetu integrācija	Vizuālā māksla un angļu valoda	
Kā šī nodarbība iekļaujas Jūsu programmā	Jauna mācību bloka sākums: Modernisms (Modern Art)- Modernisms tēlotājā mākslā	
Mērķis	Iepazīstināt skolēnus ar 20. gs. mākslas virzieniem un to autoriem.	
Uzdevumi	<ul style="list-style-type: none"> • integrēt angļu valodu vizuālās mākslas stundā; • organizēt darbu grupās; • iemācīt stratēģijas darbā ar tekstu; • izanalizēt atšķirības modernisma mākslas virzienos un populārākus šī žanra pārstāvjus. 	
Konteksts un sakars ar reālo dzīvi un kultūru	Vizuālo vērtību zināšana un to pielietošana savas emocionālās pieredzes attēlošanai.	
Plānotie rezultāti	Saturs	Priekšstats par Latvijas mākslas saistību ar pasaules mākslas norisēm. Izpratne par mākslas virzieniem un slavenākajiem māksliniekiem, mākslas daudzveidību, un dažādiem mākslas virzieniem, kā arī prasme tos atšķirt.
	Valoda	Skolēni pilnveido prasmi grupēt un sistematizēt informāciju angļu valodā.
	Komunikācija	Skolēni pilnveido prasmi strādāt grupā.
	Kognitīvās prasmes	Ir iegūta izpratne, kā attēlot idejas, emocionālas noskaņas dažādos mākslas virzienos. Skolēni var analizēt informāciju, veidojot jaunus, oriģinālus spriedumus un secinājumus.

Kādā veidā tiek īstenota CLIL metode projektu darbībā?

Skolēni izmanto materiālus angļu valodā par modernismu un modernisma māksliniekiem, un sagatavo savu prezentāciju, lai pamatotu savu hipotēzi - “Kāpēc modernisms ir ļoti aktuāls arī mūsdienās?”

Norise

Ievaddaļa

1 Aktivitāte: Atlase un organizācija jeb Selecting and organizing:

I. Individuālais darbs- izmantojiet informāciju no videoklipa transkripcijas, lai izveidotu domu karti par modernismu. Jūs varat izdarīt to latviešu valodā vai bilingvāli (LV+ENG). **-Individual work - use the video clip transcript to develop a mind map about Modernism.** +5 punkti Uzdevuma soļi: 1) Noklausieties video, lai uztvertu galveno domu; 2) Izlasiet video transkriptu un pasvītrojiet atslēgas vārdus, kas attiecas uz modernismu. 3) Izmantojiet vismaz 5-7 atslēgas vārdus, lai izveidotu domu karti par modernismu

Aktivitāte 1 (Izdales materiāli Nr. 1)-Pielikums 1

Palīgresursi 1: vārdnīca, zīmējumi

Galvenā daļa

2. Aktivitāte: Šķirošana un klasificēšana jeb Sorting and classifying:

II. Darbs grupās (2-3 cilvēki gr). Vai Jums patīk modernisms. Jūsu uzdevums ir iejusties mākslas muzeja ģida lomā un pārliecināt tūristus, ka tādi modernās mākslas stili kā sirreālisms, kubisms un ekspresionisms ir tā vērti, lai apmeklētu unikālu modernisma izstādi par EUR 50,-. +15 punkti

<u>Surrealism</u>	<u>Cubism</u>	<u>Expressionism</u>

(Izdales materiāli Nr. 1)-Pielikums 1;Pielikums 2

Palīgresursi 1: zīmējumi

Nobeiguma daļa

III. Apkopojums. Pierakstiet Jūsu secinājumus 3 teikumos pa vienam par katru modernisma stilu.

IV. Uzrakstiet savu hipotēzi- Kāpēc modernisms ir ļoti aktuāls arī mūsdienās? +5 punkti

V. Novērtējiet mākslas stilus (Power Point Pr.) +5 punkti

Aktivitate 2 (Izdales materiāli Nr. 1)-Pielikums 1;Pielikums 2

Palīgresursi 1: zīmējumi

Resursi

www.arttube.nl/en/series

[www.ed.ted.com/lessns\(The Art\)](http://www.ed.ted.com/lessns(The Art))

[www.youtube.com\(Modernism:Design in a Nutshell\)](http://www.youtube.com(Modernism:Design in a Nutshell))

https://en.wikipedia.org/wiki/Modern_art

www.uzdevumi.lv

www.artermini.lv

Art Project

Vocabulary

Pielikums 1

Darba lapa/ Worksheet

Modernisms tēlotājā mākslā/ Modern Art or Modernism

1. Atlase un organizācija /Selecting and organizing

I. Individuālais darbs- izmantojiet informāciju no videoklipa transkripcijas, lai izveidotu domu karti par modernismu. Jūs varat izdarīt to latviešu valodā vai bilingvāli (LV+ENG). *-Individual work - use the video clip transcript to develop a mind map about Modernism.* +5 punkti

Uzdevuma soļi: 1) Noklausieties video, lai uztvertu galveno domu; 2) Izlasiet video transkriptu un pasvītrojiet atslēgas vārdus, kas attiecas uz modernismu. 3) Izmantojiet vismaz 5-7 atslēgas vārdus, lai izveidotu, domu kārti par modernismu.

In the early 20th century the war to end all wars didn't end the war at all. It was still to fire (to initiate) some change. A traumatized world was right for change. The world was ready for modernism. Modernists wanted to forget history, or at least reinterpret it. More than just a style, modernism applied to virtually all forms of creative expression. Innovative artists like Picasso, Ashwood and Dali. They all started looking at their world differently. Other artists tried painting like itself. These with the impressionists, surrealists went a bit further we had entered the age of the "ISMS": cubism, symbolism, futurism and constructivism. All these new modern ways of looking at the world blew people away. When it came to architecture, modernists were intrigued by emerging technology. Concrete, glass and steel featured heavily in the buildings. Modernists believed that they could design a better society. Ornamental indulgence was considered a frivolous waste of effort. They thought function should always dictate form, and that mankind's intelligence, creativity and capability for radical thinking should be celebrated. Take the Russian inventor Georgy Kritikof, he suggested an idea for a city held aloft (in the air) by electrical currents, this at a time when there was barely enough water to keep the lights on. Not everything they designed was a resounding success, but you could argue. Modernism was a single most influential movement of the 20th century. From host music to housewares tables and chairs to graphic design, all have been created by the aesthetics and ideas of modernism.

Do you buy into modernism?

Šķirošana un klasificēšana /Sorting and classifying

II. Darbs grupās (2-3 cilvēki gr). Vai Jums patīk modernisms?

Jūsu uzdevums ir iejusties mākslas muzeja ģida lomā un pārliecināt tūristus, ka tādi modernās mākslas stili kā sirreālisms, kubisms un ekspresionisms ir tā vērti, lai apmeklētu unikālu modernisma izstādi par EUR 50,-. +15 punkti

- 1) Lai sasniegtu šo mērķi, izveidojiet sev uzskatāmo reklāmas līdzekļi – 3 sānu piramīdu Δ . Jūsu piramīda attēlo 3 modernisma stilus (virzieni): Surrealism, Cubism un Expressionism.
- 2) Lai raksturotu katru mākslas stilu (virzienu), uzzīmējiet katra mākslas stila simbolu un izmantojiet īsus aprakstus (aploksnē). Atlasiet atbilstošus aprakstus pa 4 katram stilam un pielīmējiet tos kopā ar simboliem atbilstošajās piramīdas malās.
- 3) Izmantojot Jūsu uzskatāmo līdzekļi - piramīdu, uzstājieties ar modernisma stilu prezentāciju, reklamējot modernisma mākslas izstādi un iedziļinoties katrā mākslas stila specifiskā (sirreālisms, kubisms un ekspresionisms).

III. Apkopojums. Pierakstiet Jūsu secinājumus 3 teikumos pa vienam par katru modernisma stilu.

IV. Uzraksties savu hipotēzi- Kāpēc modernisms ir ļoti aktuāls arī mūsdienās? +5

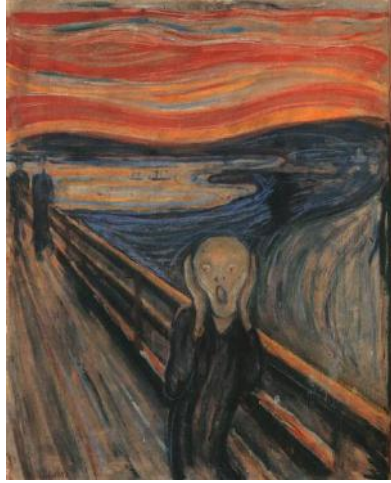
1. The movement was pioneered by <u>Georges Braque</u> and <u>Pablo Picasso</u> , joined by <u>Jean Metzinger</u> , <u>Albert Gleizes</u> , <u>Robert Delaunay</u> , <u>Henri Le Fauconnier</u> , <u>Fernand Léger</u> and <u>Juan Gris</u> .
2. The fusing of the past and the present, the representation of different views of the subject pictured at the same time, also called multiple perspective, <u>simultaneity</u> or <u>multiplicity</u> .
5. Kubisms bija pirmais no protestējošiem virzieniem, kas izmantoja deformāciju formveides uzdevumu dēļ.
8. Salvador Domingo Felipe Jacinto Dalí i Domènech, 1st Marqués de Dalí de Pubol (May 11, 1904 – January 23, 1989), known as Salvador Dalí , was a prominent <u>Spanish surrealist painter</u> born in <u>Figueres</u> , <u>Catalonia</u> , <u>Spain</u> .
9. Artists painted unnerving, illogical scenes with photographic precision, created strange creatures from everyday objects and developed painting techniques that allowed the unconscious to express itself and/or an idea/concept.
10. Surrealist works feature the element of surprise, unexpected juxtapositions and non sequitur; however, many Surrealist artists and writers regard their work as an expression of the philosophical movement first and foremost, with the works being an artifact.
11. Expressionism was a <u>modernist movement</u> , initially in <u>poetry</u> and <u>painting</u> , originating in Germany at the beginning of the 20th century. Its typical trait is to present the world solely from a subjective perspective, distorting it radically for emotional effect in order to evoke moods or ideas.
12. Sirreālisma mākslinieki nodarbojās ar "pārreālo", t.i., gara pasauli, kas atrodas līdzās ierastajai realitātei.
13. Expressionist artists sought to express meaning or emotional experience rather than physical reality.
15. In 1879, Munch enrolled in a <u>technical college</u> to study engineering, where he excelled in physics, chemistry and math. He learned scaled and perspective drawing, but frequent illnesses interrupted his studies
16. Uga Skulme ir minējusi, ka pirmais Rīgā kubistisku darbu izstādījis viņa brālis Oto Skulme, 13 kaut gan vienlaicīgi ar viņu virzienam pievērsās arī Valdemārs Tone un Romans Suta.
19.... mākslai raksturīga realitātes <u>izkropļošana</u> ar nolūku radīt emocionālu efektu un atspoguļot cilvēka iekšējās sajūtas; tai raksturīgas intensīvas (bieži — negatīvas, satraucošas, bailes raisošas) emocijas.

punkti

V. Novērtējiet mākslas stilus (virzienus) (Power Point Pr.) +5 punkti
Sorting and classifying: - Vai pareizi jūs šķirojāt?

<u>Surrealism</u>	<u>Cubism</u>	<u>Expressionism</u>
8;9;10;12	1;2;5;16	11;13;15;19

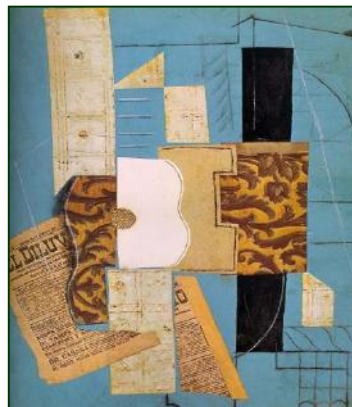
Pielikums 2



Edwards Munks /KLIEDZIENS 1893



SALVADORS DALĪ/ Atmiņas pastāvība. 1931 (Arī: Mīkstie pulksteņi;
Kūstošais laiks)



Pablo Pikaso. Ģitāra.1913

Implementing CLIL in Alternative Ways of Teaching Vocabulary

“Taxes“

Author	Inna Pivovare	
Age group/form	15 students from 12th form. Level of English is upper-intermediate and higher	
Time (min)	40 min	
Integration of subjects	Economics and English	
Timetable fit	The main theme the students are working on at the moment is Taxes; they have discussed the role of taxes, and now will get acquainted with different types of taxes in Latvia. After the lesson the students will be able to do the tasks with their subject teacher connected with Latvian taxes in English.	
Aim	To study specific aspects of taxes and to raise the awareness of the system, developing the students' knowledge of content-related lexis	
Objectives	<ul style="list-style-type: none"> • Acquire the students with the key vocabulary to understand more specific vocabulary thanks to context • Group new words into the semantic family of taxes related words • Develop reading comprehension skills while skimming and scanning texts. • 4. Develop creative thinking and learning autonomy through peer assessment and collaboration 	
Real life context	The students will be able to apply their knowledge in their future lives to become more aware of an important role of taxes in the society.	
Planned results	Content	By the end of the lesson the students will have greater understanding of what taxes are, they can differentiate their types.
	Language	The students will have expanded their vocabulary in the field related to taxes terminology on taxes, developing all four language skills within a content-based context.
	Communication	Learners have improved communication strategies in pair work, groups and peer-assessment techniques
	Cognition	Developing thinking skills which link concept formation (abstract and concrete), understanding and language

In what way CLIL is implemented in language learning?

Students' activities are based on cooperative work and they help to set content, language and learning skills outcomes.

Procedure

Pre-task (warm-up)

Activity1. Answer the questions. Group work. 5 min.

There are three groups of students in the classroom. Teacher gives the students handouts with questions to discuss in groups.

1. What do you know about taxes?
2. Why should people pay taxes?
3. Where does the money go?
4. What does it pay for?

Support materials 1: Power Point presentation. Handout 1. Questions.

Tasks (main part)

Activity 2. Matching. Work with flashcards in groups 5 min.

Teacher asks the students to match words to definitions and gives the students sets of flashcards with definitions of tax terminology:

Public service Income tax Gross income Net income Withholding
Tax

At the end of this activity teacher demonstrates the correct answers with recording of the material on the screen of a TV set.

Support materials 2. Handouts 2. Flashcards.

Recording to check Activity 2.

1. Vocabulary: <http://www.cram.com/flashcards/greenstein-taxes-vocabulary-5561932>

Activity 3. Reading texts. Pair work- 15 min.

Teacher gives two variants of texts to the students to work individually with tax terminology. First, the students skim the text, find the correct answers and fill in the correct answers in the handouts. Finally, they exchange the texts and check themselves with the given keys. Students use vocabulary if necessary.

Support materials 3. Handouts for reading comprehension with the keys.

Activity 4. Vocabulary Check. Pair work -10 min.

Teacher gives the students handouts with tax vocabulary and suggest them working cooperatively in pairs. Students use vocabulary if necessary.

Support materials 4. Handouts Vocabulary Check.

Post task (revision and reflection)

Activity 5. Self-evaluation - 5 min.

Teacher asks students to evaluate their work working in groups. The students revise the vocabulary they have learned during the lesson. Teacher guides the discussion and gives the feedback of the lesson.

Resources

1.Vocabulary: <http://www.cram.com/flashcards/greenstein-taxes-vocabulary-5561932>

2.Vocabulary:http://esl.about.com/od/businessenglishvocabulary/a/lx_financial1.

3.Reading

material. http://www.blairenglish.com/exercises/financial_english/exercises/tax-vocabulary-names-types-of-taxes/tax-vocabulary-names-types-of-taxes.html

4 Online Dictionary.http://online.ectaco.com/main.jsp?do=e-services-dictionariesword_translate1&direction=1&status=translate&lang1=23&lang2=ru&source=++claim

5 Internet Resources. Exercises and quizzes.

http://esl.about.com/od/businessenglishvocabulary/a/lx_financial1.htm

Handouts

Activity1.Questions

<ol style="list-style-type: none"> 1. What do you know about taxes? 2. Why should people pay taxes? 3. Where does the money go? 4. What does it pay for?
--

Activity2. Flashcards. Keys to Activity 2

<http://www.cram.com/flashcards/greenstein-taxes-vocabulary-5561932>

Public Service	A service which is provided by government to people living within its jurisdiction. Most people believe that certain services should be available to all, regardless of income. Public school education, roads, and social programs are a few examples of public services.
Taxes	A contribution made by people to fund the public services provided by the government such as transport, education or health services.
Income Tax	A government tax imposed on individuals or businesses (taxpayers) that vary with the income or profits (taxable income) of the taxpayer. It's essentially the cost of making money in a place. It is the government's leading source of revenue
Gross income	The total amount a worker is paid before any required or voluntary deductions are made
Net income	Also called "take home pay," is the amount a person receives when he cashes or deposits his check. It is the remaining amount after deductions are withheld.
Withholding Tax	The taxes that are taken out each pay period and listed on your W2 form.
Tax	Noun- a charge usually of money imposed by authority upon persons or property for public purposes

Activity3. Task for Reading Explaining Taxes 1. Student A.

- In this exercise on tax vocabulary you will both look at and explain the different types of taxes which are used in Britain and Ireland and other English-speaking commonwealth countries by the government to take money from its citizens or companies.

In the following conversation between two work colleagues (James and Pablo), James is explaining to Pablo the different types and names of taxes that people and companies have to pay. From the context, try to guess what the meaning of the words/phrases in **bold** are. Then do the quiz at the end to check if you are right.

Pablo: 'So the government takes tax from people's salary or wage, which is called **income tax**. What other types of taxes do I have to pay?'

James: 'But it's not just your salary/wage that the government takes income tax from, it's from all of your income or earnings. So if you make money from share dividends or renting a house or from the interest you receive from your savings in the bank, the government takes income tax from those as well.'

Pablo: 'Ok. I didn't know that. Are there any other taxes I have to pay from my salary?'

James: 'Yes, there is. Here in Britain, the government also taxes your income or salary to pay for your pension and for unemployment benefits (if you are out-of-work) with another tax called **national insurance**.'

Pablo: 'So, apart from my income or salary being taxed, what other taxes do I have to pay?'

James: 'You also pay tax when you buy some things (like a computer or DVDs) or use some types of services (like using a taxi or eating in a restaurant). This tax is called **value added tax** or VAT for short. In Britain, the rate of value added tax is 20%.'

Pablo: 'So many taxes. I have also heard about **direct taxes**. What are those?'

James: 'Direct tax is not actually the name of a tax, but a type of tax. Direct taxes are all taxes which comes directly from your income, earnings or you have to pay for owning assets (like owning a house). So, income tax is a type of direct tax, because the government takes money directly from your salary or wage.'

Taxes which are added to the price of products or services are called **indirect taxes** because the tax isn't taken directly from you. With this type of tax, you only pay it when you buy or sell things. An example of an indirect tax is value added tax.'

Pablo: 'So for a company, the tax it pays on its profit. Is that a direct or indirect tax?'

James: 'The tax on a company's profits is called **corporation tax**. And because the government take the tax directly from the company, it's a direct tax.'

Pablo: 'Are there any other taxes which companies have to pay?'

James: 'Yes, there are. Some companies have to pay a tax for each product or quantity of products they produce to be sold or sell. This tax is called **excise duty**.'

Pablo: 'Why only some companies?'

James: 'Because the government only places an excise duty on some types of products. In Britain, there is an excise duty on the sale of tobacco, alcohol and petrol, but not on food, books or clothes.'

Pablo: 'But isn't that the same as value added tax?'

James: 'It's in addition to value added tax, it's like an extra value added tax on certain products.'

Pablo: 'What other types of taxes are there?'

James: 'There are lots, but one of the most important is **capital gains tax**. This is a tax on any profit a person or a company makes from actually selling something they own. For example, if you sell your business, your house or stocks and shares, the tax on the profit you make is called capital gains tax.'

Pablo: 'I heard that if somebody gives you money or property after they die, the government even taxes that.'

James: 'Yes, they do. It's called **inheritance tax**. So it's better to give your children money or property before you die.'

Pablo: 'Don't you also have to pay tax if you import something (like a car or furniture) from another country?'

James: 'From some countries you do. Governments tax products that are imported from another country or sometimes even exported to another country. These taxes are called **customs duties** or customs tariffs.'

Pablo: 'Are there any more taxes?'

James: 'Lots more. There is also a tax which you pay for living in a house or flat each year. In Britain, this tax is called the **council tax**. The higher the value of the house/flat you live in, the more council tax you pay.'

Pablo: 'Do you have to pay council tax, if you have an office or shop?'

James: 'Businesses don't pay council tax, but they do pay a tax that is very similar for any land or property that they use. It's called **business rates** here in Britain. Like council tax, the amount of tax paid in business rates depends on the value of the land or property that the company is using (the higher the value, the more tax is paid).'

Activity3. Task for Reading Explaining Taxes 1. Student B.

In this exercise on tax vocabulary you will both look at and explain the different types of taxes which are used in Britain and Ireland and other English-speaking commonwealth countries by the government to take money from its citizens or companies.

In the following conversation between two work colleagues (Peter and Juan), Peter is explaining to Juan the meaning of different tax vocabulary. From the context, try to guess what the meaning of the words/phrases in **bold** are. Then do the quiz at the end to check if you are right.

Juan: 'I have just received my first pay slip which says how much money I have earned from working here and I am not sure how much money I am going to receive.'

Peter: 'The money that the company will pay into your bank is called the **net** amount. Net means after taxes and other costs have been removed. So you are going to receive in your bank account £2,234.'

Juan: 'I see it. There's another number/figure on the payslip which says gross next to it. It's more money than the net number/figure. What's that?'

Peter: 'Your **gross** salary or wage is the amount of money the company actually pays you. Which for you is £2,765. But this is before taxes and other costs have been **deducted** or removed from your salary. That's why it's higher than the money you actually receive.'

Juan: '£531 is a lot of money to pay in taxes.'

Peter: 'Not really, the **tax rate** you pay from your salary is 25%. I know some people who have to pay a 47% tax rate.'

Juan: 'But £531 isn't 25% of £2,765, it's about 19%. Have they made a mistake? Do I have to pay more tax?'

Peter: 'No, in this country you are **exempt** from paying any income tax on the first £620 that you earn every month. Basically, you don't pay any tax on that amount. You only start to pay income tax on any money you earn over £620 per month. The amount of money where you have to start to pay tax is called the **tax threshold**.'

Juan: 'So, I only pay income tax on the money I earn over £619 each month from my salary?'

Peter: 'Yes, you are **liable** for paying tax over £619. You are required to pay tax over that amount (you're not exempt from paying tax).'

'You earn about £33,000 a year, don't you?'

Juan: 'Yes, my gross salary for a year is about that.'

Peter: 'Well, if you earn over £35,000 you enter a different **tax bracket**. This means that all the money you earn over £35,000 is taxed at a different tax rate. The income tax rate increases to 47%.'

Juan: 'So, if I start to earn over £35,000, I pay 47% income tax on all the money I earn instead of 25%?'

Peter: 'No, you would pay both tax rates. For the part of your income below £35,000 and above the tax threshold, you always pay a 25% tax rate no matter how much you earn. You only pay 47% in tax on the part of your income which is £35,000 or over.'

Juan: 'OK. In Spain the government sometimes give people money back if they have paid too much tax. Does this happen here in Britain?'

Peter: 'Yes, it does. It depends on how much money you have paid in taxes during the **tax year**.'

Juan: 'Sorry to interrupt, but what's a tax year?'

Peter: 'The 12 months that the government uses for claiming/collecting taxes. In this country, the tax year starts in April and finishes at the end of March. You started your job here in September, didn't you?'

Juan: 'Yes, I did. I moved to Britain from Spain then.'

Peter: 'Because you started your first job in Britain in September (which is in the middle of the tax year), by the end of the tax year you will have paid more income tax than you should have. You should get you a **tax refund**, where the government gives you back your overpaid taxes. When you have paid less tax than you should during the tax year, the government will ask you to pay them money and this is called a **tax demand**.'

Juan: 'Do I have to fill in a form to tell the government how much money I have earned at the end of the tax year?'

Peter: 'In Britain you don't have to do a **tax return** to tell the government how much money you have earned, our company will do it for you. It's normally only self-employed people (who work for themselves) and companies who have to do a tax return and send it to the government.'

Task to Activity3 Economics Quiz to the text Explaining Taxes 1. Tax vocabulary: types of taxes. Student A

Write a definition/description of each of the words/phrases in **bold**

1. Taxes where money is taken from a person's or company's income or earnings (like income tax), are a type of tax called

2. The tax people have to pay when they inherit money or things when somebody dies, is called.....

3. The name of the tax that companies pay for using property and land, is called

4. Taxes which are added to the price of a product or service (like VAT), are a type of tax called

5. The name of the tax taken out of a person's salary/wage which begins with 'I', is

6. The tax which you pay for living in a house or flat, is called

7. A tax like 'value added tax' which companies have to pay when they sell certain types of products (e.g. tobacco or alcohol), is called

8. The name of the tax which companies pay on the profit they make, is

9. The tax you pay when you buy products and services, is called

10. Taxes that have to be paid when importing products, are called.....

11. The tax that both people and companies have to pay on any profit they make from selling shares or property, is called

12. The tax taken from a person's salary which is used to pay for a person's pension, is called.....

Task to Activity3 .Economics Quiz to the text Explaining Taxes 2. Tax vocabulary: types of taxes. Student B

Write a definition/description of each of the words/phrases in bold

1. A different way to say you 'don't have to' pay tax, is.....
2. The period of time that a government uses to calculate the amount of tax that people have to pay it, is called the
3. Income or earnings before tax has been removed, is called
.....
4. A document which that a company or person sends to the government, so the amount of tax they have to pay can be calculated, is called a
a
5. The quantity of money when you begin to pay tax, is called the
.....
6. When the government tells you to pay more money in tax than you have already done, is called a
7. The percentage which tax is taken from something by the government, is called the
8. If a tax has different tax rates, the quantity of money where you have to pay each different tax rate, is called a
9. When the government gives you back money that you paid them in tax, is called a
10. The opposite of 'exempt' from paying a tax, is
.....
11. Income or earnings after tax has been removed, is called
.....
12. A more formal way to say 'removed', is

KEYS to Activity 3 Text 1 Economics Quiz: Tax vocabulary - Names & types of taxes Write a definition/description of each of the words/phrases

1. Taxes where money is taken from a person's or company's income or earnings (like income tax), are a type of tax called **DIRECT TAX**
2. The tax people have to pay when they inherit money or things when somebody dies, is called **INHERITANCE TAX**
3. The name of the tax that companies pay for using property and land, is called **PROPERTY TAX (BUSINESS RATE)**
4. Taxes which are added to the price of a product or service (like VAT), are a type of tax called **INDIRECT TAX (ΠΒΗ)**
5. The name of the tax taken out of a person's salary/wage which begins with 'I', is **INCOME TAX**
6. The tax which you pay for living in a house or flat, is called **COUNCIL TAX**
7. A tax like 'value added tax' which companies have to pay when they sell certain types of products (e.g. tobacco or alcohol), is called **EXCISE DUTY**
8. The name of the tax which companies pay on the profit they make, is **CORPORATION TAX**
9. The tax you pay when you buy products and services, is called **VALUE ADDED TAX**
10. Taxes that have to be paid when importing products, are called **CUSTOMS TAX**
11. The tax that both people and companies have to pay on any profit they make from selling shares or property, is called **CAPITAL GAIN TAX**
12. The tax taken from a person's salary which is used to pay for a person's pension, is called **NATIONAL INSURANCE TAX**

KEYS to Activity 3. Text2. Economics Quiz: Tax vocabulary - Names & types of taxes Write a definition/description of each of the words/phrases

1. A different way to say you 'don't have to' pay tax, is **EXEMPT**
2. The period of time that a government uses to calculate the amount of tax that people have to pay it, is called the **TAX YEAR**
3. Income or earnings before tax has been removed, is called **GROSS TAX**
4. A document which that a company or person sends to the government, so the amount of tax they have to pay can be calculated, is called a **TAX FORM**
5. The quantity of money when you begin to pay tax, is called the **TAX THRESHOLD**
6. When the government tells you to pay more money in tax than you have already done, is called a **TAX DEMAND**
7. The percentage which tax is taken from something by the government, is called the **TAX RATE**
8. If a tax has different tax rates, the quantity of money where you have to pay each different tax rate, is called a **TAX BRACKET**
9. When the government gives you back money that you paid them in tax, is called a **TAX REFUND**
10. The opposite of 'exempt' from paying a tax, is **LIABILITY**
11. Income or earnings after tax has been removed, is called **ACCOUNT NET**
12. A more formal way to say 'removed', is **DEDUCT**

Activity4. Taxes. Check Yourself. Student A

Fill in the sentences with the given words. Match the definition.

- a - deduction
- b - itemized deduction
- c - expenses
- d - tax bracket
- e - property tax
- f - tax shelter
- g - capital gains
- h - garnishment
- i - refund
- j - tax liability

1. the amount of tax that you have to pay -->
2. a list of deductions from taxable income -->
3. money that you make from stocks, bonds, real estate, etc. -->
4. in tax terms, the cost of maintaining property or generating income -->
5. money that the government gives back to you when you pay too much in taxes, or have withheld too much from your salary -->
6. when someone withholds your wages to pay off your debt to a third party -->
7. an expense that you can subtract from your gross income -->
8. a tax that has to be paid by owners of houses, etc. -->
9. a financial arrangement which can reduce your tax liability -->
10. a category of taxpayers, defined by how much money they make -->

Activity 4. Taxes. Check Yourself. Student B

Fill in the sentences with the given words. Match the definition.

- a - form (noun)
- b - exempt (adjective)
- c - depreciation
- d - unauthorized
- e - audit (noun)
- f - tax dispute
- g - disclosure
- h - dividends
- i - self-employment income
- j - tax evasion

1. releasing your tax information to a third party ->
2. a process to check if what you declared is correct -->
3. not paying taxes when one is required to do so -->
4. not having to pay taxes -->
5. the profits of a company that are distributed among shareholders -->
6. illegal, not allowed -->
7. money that you make working for yourself -->
8. a document that you fill out -->
9. the decrease in value, over time, of property or assets -->
10. a disagreement about how much tax you have to pay -->

1 .Glossary: Taxes.

TAX -- The OECD working definition of a tax is a compulsory unrequited payment to the government.

TAXABLE BASE -- The thing or amount on which the tax rate is applied, e.g. corporate income, personal income, real property.

TAXABLE EVENT -- Term used to define an occurrence which affects the liability of a person to tax.

TAXABLE PERIOD -- Taxes are levied by reference to a period of time called the "taxable period".
Tax year

TAXABLE YEAR -- The period (usually 12 months) during which the tax liability of an individual or entity is calculated.

TAX AGENT -- Term which refers to a tax adviser who assists the taxpayer in fulfilling his obligations under the legislation.

TAX AVOIDANCE -- See: Avoidance

TAXATION AT SOURCE -- See: Withholding tax

TAX AUTHORITIES -- The body responsible for administering the tax laws of a particular country or regional or local authority.

TAX BASE -- Taxable base

TAX BASIS -- Term used in the US to refer to an amount that represents the taxpayer's investment in an asset.

TAX BILL -- Draft law on a tax matter which, after approval by the government of a country, is submitted to the Parliament for debate

TAX BURDEN -- For public finance purposes the tax burden, or tax ratio, in a country is computed by taking the total tax payments for a particular fiscal year as a fraction or percentage of the Gross National Product (GNP) or national income for that year.

TAX CLEARANCE CERTIFICATE -- Document issued to a taxpayer by the tax authorities certifying that the taxpayer has either paid all taxes due or that he is not liable to any taxes. In certain countries a tax clearance certificate must be produced before a person can leave the country.

TAX COMPLIANCE -- Degree to which a taxpayer complies (or fails to comply) with the tax rules of his country, for example by declaring income, filing a return, and paying the tax due in a timely manner.

TAX DEPOSIT CERTIFICATE -- Certificate available for purchase in US to taxpayers liable to income or corporate tax, etc. Liability to taxes may be paid by cashing in the deposit certificate. Interest is credited on the deposit by the Inland Revenue.

TAX CREDIT -- See: Credit, tax

TAX DECLARATION -- See: Return

TAX EQUALITY -- See: Horizontal equity; Vertical equity

TAX EVASION -- See: Evasion

TAX EXILE -- Generally speaking, a natural or legal person who severs all ties which make him fiscally resident in a particular country and moves to another jurisdiction for tax reasons.

TAX EXPENDITURE -- This term denotes special preferences provided in income tax laws which depart from the normal tax structure and which are designed to favour a particular industry, activity or class of taxpayer.

TAX FORECLOSURE -- The process of enforcing a lien against property for non-payment of delinquent property taxes.

TAX FORM -- It is usual to design special forms for taxpayers to declare their taxable income, sales, etc. for tax purposes. Forms are designed to facilitate the task of the tax authorities in assessing and collecting tax, and will usually draw the taxpayer's attention to any relief he may claim, etc. as well as to his statutory duty to make accurate declarations and the penalties that may be imposed if his declaration is incomplete or false.

TAX-FREE ZONE -- Area within the territory of a country in which customs duties and other types of indirect taxes are not applied.

TAX HAVEN -- Tax haven in the "classical" sense refers to a country which imposes a low or no tax, and is used by corporations to avoid tax which otherwise would be payable in a high-tax country. According to OECD report, tax havens have the following key characteristics; No or only nominal taxes; Lack of effective exchange of information; Lack of transparency in the operation of the legislative, legal or administrative provisions.

TAX HOLIDAY -- Fiscal policy measure often found in developing countries. A tax holiday offers a period of exemption from income tax for new industries in order to develop or diversify domestic industries.

TAX HOME -- A taxpayer's regular place of business or post of duty, regardless of where the taxpayer a family home.

TAX INFORMATION EXCHANGE AGREEMENT (TIES) -- Agreement which allows governments to share tax and other information with a view to combating tax evasion, drug trafficking, etc.

TAX LAW, SOURCES OF -- The main domestic sources of tax law are primary legislation, such as acts or laws, and secondary legislation such as regulation, decisions, circulars, orders, etc. The main international sources of tax law are bilateral or multilateral treaties, and one important source for the interpretation of treaties is the OECD model tax treaty and the accompanying commentary. Another model is UN model.

TAX ON TAX -- The charging of tax on tax-inclusive prices.

TAXPAYER IDENTIFICATION NUMBER -- In some countries taxpayers are given an identification number which must be used when filing a tax return and assessing taxes and for all other correspondence between the taxpayer and the tax authorities.

TAX PLANNING -- Arrangement of a person's business and /or private affairs in order to minimize tax liability.

TAX RELIEF -- Generic term to describe all methods used to reduce tax liability without regard to the particular way it is accomplished.

TAX RETURN -- See: Return

TAX SECRECY -- Obligation usually imposed on tax officials not to reveal particulars about the identity and personal circumstances of taxpayers, or about any of the various aspects governing their tax liability, except in certain strictly limited circumstances.

TAX SHELTER -- (1) An opportunity to use, quite legitimately, a relief or exemption from tax to pay less tax than one might otherwise have to pay in respect of similar activities, or the deferment of tax. (2) The polite term usually given to a contrived scheme to avoid or reduce a liability to taxation.

TAX SPARING CREDIT -- Term used to denote a special form of double taxation relief in tax treaties with developing countries. Where a country grants tax incentives to encourage foreign investment and that company is a resident of another country with which a tax treaty has been concluded, the other country may give a credit against its own tax for the tax which the company would have paid if the tax had not been "spared (i.e. given up)" under the provisions of the tax incentives.

TAX THRESHOLD -- Level (of income, capital, sales, etc.) at which tax commences to be levied.

TAX TREATY -- An agreement between two (or more) countries for the avoidance of double taxation. A tax treaty may be titled a Convention, Treaty or Agreement.

TAX UNIT -- Term used in the context of personal income tax, where taxation may be imposed by reference to separate individuals or to a group of individuals treated as one unit.

TEMPORARY IMPORTATION -- Many countries allow temporary importation without levying customs duties and turnover tax on items which are to be within their borders for only a short time.

WITHHOLDING TAX -- Tax on income imposed at source, i.e. a third party is charged with the task of deducting the tax from certain kinds of payments and remitting that amount to the government. Withholding taxes are found in practically all tax systems and are widely used in respect of dividends, interest, royalties and similar tax payments. The rates of withholding tax are frequently reduced by tax treaties.

WORLD WIDE INCOME -- Criterion for the income tax liability of a resident company or individual of a certain country. In many countries a resident company or individual is subject to corporate/individual income tax on its worldwide income, subject to double taxation relief.

WORKING CAPITAL -- Funds invested in a company's cash, accounts receivable, inventory, and other current assets (gross working capital). The term usually refers to net working capital, that is, current asset minus current liabilities.

USE TAX -- Tax on goods which are used within the taxing jurisdiction although the goods were purchased in another jurisdiction

INCOME

What could be simpler than to remember that income basically refers to money that "comes in," or is earned. Your income is the money you make in a given time period, for example weekly, monthly, or annually.

Your income might come from many sources — salary, investments, interest or annuities. Today income is used as a noun, but the Old English word *incuman* was first a verb that meant "to come in," and referred to the money earned through one's labour or business dealings. The first income tax was attempted in Britain in 1404, but was so unpopular it was ended. In the United States, the Federal Income Tax became law in 1913, and, unfortunately, is still in effect.

2. APPENDIX

Vocabulary

- **Tax return**-*поступления от налогов, налоговая декларация*
- **Tax exact/dBack money** –*оборот денег*
- **emand** (syn. challenge ,call for, interrogation)-*налоговое требование*
- **Tax refund** (syn .Pay back , reimburse ,n-count)–*возмещение налогов*
- **Tax year** –*налоговый год*
- **Tax bracket** –*уровень от дохода налога*

Reinforce

- **Liable for** (law) (syn.obliged , responsible , exposed)–*ответственный за*
- **Tax threshold** –*налог в соответствии с заработной платы*

=Minimum-налоговый минимум

- **Exempt**(syn. Except , discharge , free , liberate)-*освобождённый от налогов*
- **Tax rate**-*налоговая ставка*
- **Property tax** –*налог на недвижимость*
- **Rate of growth**-*темпы роста*
- **Rate of return**-*ставка дохода*
- **Interest rate**-*процентная ставка*
- **Deduct from**(syn. Subtract , withdraw)-*вычитать с*
- **Gross**-*валовой*
- **Gross weight** – *вес брутто*
- **Indirect taxes**-*косвенные налоги*
- **Subsidiary** -*субсидии*
- **Direct taxes** –*прямые налоги*
- **Value-added tax** –*налог добавленной стоимости*
- **National insurance** –*государственное страхование*
- **Council tax** (Syn. n-count-call) –*муниципальный налог*
- **Custom duties** (Syn. Tariff , taxes , import charges)–*акцизное налогообложение*
- **Inheritance tax**- *налог на наследство*

n-count=legacy

- **Capital gains tax** (syn. stock) – налог на реализованный прирост капитала
- **Excise (tax)** (syn. excise duties) – акцизный сбор/налог
- **Corporation tax** – корпорационный сбор/налог

pay on the profit they make uncount

- **To gross** – b 500g – получить прибыль
- **Gross domestic product (GDP)** – внутренний валовой продукт ВВП
- **Gross national product (GNP)** – национальный валовой продукт ВНП
- **Gross profit** – валовая прибыль
- **Gross sales** – валовой объём от продаж
- **Gross before deduction, taxes** (Syn. Clear-чистыми) – перед вычетом, налогами
- **Net of tax** – после вычета налогов

He earns 10 000 net per year – он зарабатывает 10 000 чистыми в год

- **Safety net** – страховая сеть
- **Income taxes** – подоходный налог
- **Earned income** – трудовой доход
- **Income support** – денежное пособие
- **Investment income** – доход с инвестиций
- **Gross/Net income** – чистый доход
- **Income and expenditure account** – приходно-расходный счёт
- **Low or High income bracket** – группа населения с высоким или низким уровнем дохода
- **Exempt** – освобождённый от налога

syn. Absolve, discharge, except, excuse, exonerate, free, liberate, let off, release

- **Obligated** – обязанный
- **Oblige** – обязывать

CLIL LESSONS AND ACTIVITIES FOR EXACT SCIENCES

CLIL Project in Primary School - “Animal World“

Author	Mag.izg.vad. Inna Burova	
Age group/form	3 rd form	
Time (min)	4-5 lessons	
Integration of subjects	Science and English	
Timetable fit	Students are learning about the animals at the Science lesson. They already know some basic things about animals in English, and as a part of the CLIL programme they will enrich their vocabulary and learn more specific things about animals in English.	
Aim	To deepen the knowledge about animals in English and Science through project work and cooperation.	
Objectives	<ul style="list-style-type: none"> • To learn about animal classification and the specific aspects of each group. • To learn animal body parts and be able to describe the animal. • To learn some specific animal names and be able to apply them in the context. • To learn about animal habitats and eating. • To make a project about the chosen animal in groups of 2-3 and present it in the class. 	
Real life context	Children meet animals every day at home, in the street, in the Zoo or see them on TV. They are very interested to find out more about these amazing creatures.	
Planned results	Content	Students can say what animals belong to what group and what the specific aspects of each category are. They know about animal habitats and eating habits. They can describe an animal concerning all the points listed above.
	Language	Students know the vocabulary concerning the topic and can use the words freely to make sentences about the animals. They also revise how to make questions in Present Simple.
	Communication	Students can easily communicate to each other to make a project about the animal. They can ask a teacher or other students for the necessary information or help. With the help of the teacher, students can divide responsibilities and find the information in books and on the Internet.
	Cognition	Students can understand the new information, relate it to different animals and apply in project work.

In what way CLIL is implemented in project work?

Students use the materials and their knowledge acquired during the block "Animals" to make a project about any animal in groups.

Procedure of the block (project)

Lesson 1

- The teacher writes some questions on the blackboard like "What can it do?", "Where does it live?" and "What does it eat?". She has flashcards with animals which students may know. One student comes and chooses the flashcard. A student asks the class about the animal using questions from the board. The teacher and the students speak about what students would like to learn about the animals. Teacher writes down the ideas on the board.
- Using the self-made flashcards (see appendix 1) the teacher introduces the new vocabulary of unknown animals.
- Teacher gives the students the vocabulary of animal body parts (see appendix 2). Students train to describe the animals.
- Teacher discusses with the students the ways how animals could be classified. For example, by what they eat, where they live. She tells that we can classify animals by their type. 6 main groups of animals are introduced. Students read the information (see appendix 3) about these groups.
- Teacher uses some examples of animals to analyse with the students which group they belong to.
- Students do the task individually (see appendix 4)
- Students do the task in groups of three. They have to put the cards with animal names to the correct group. (see appendix 5)

Lesson 2

- Students revise the categories of animals and the basic aspects of each group.
- Teacher gives students the worksheets (see appendix 6) with the song about animal homes. Students look at the words and discuss all the unknown words. Then students listen to the song <https://www.youtube.com/watch?v=kckFqb7215w> and fill in the gaps.
- The names of basic animal homes are introduced through flashcards (see appendix 7)
- Then students work in groups. They have flashcards of 6 places where animals can live. They have to choose animals for each place (see appendix 8)
- Students ask each other using the construction "Where does the ... live?" and answer "It lives in a forest, in a den" or "It lives in a river"

Lesson 3

- The teacher puts two flashcards on the board – one is a wolf and the other is a rabbit. She asks the students what they think these animals eat. Do they eat the same things? Can one of them eat another?
- Students learn about 3 types of animal eating habits – carnivores, herbivores and omnivores. Students read the information about each type (see appendix 9)
- Then using the example of some animals students analyse what type it is. They use the information from the text.
- Students work with Venn diagram (see appendix 10) sorting the animals in 3 groups.
- Students watch the video about animal eating habits and food chains.
<https://www.youtube.com/watch?v=pasB5FhxVUk>
- Teacher asks questions about the information from the video. Students try to make their food chains. (see appendix 11)
- Students write the description of an animal according to the example (see appendix 12)
- It is also possible to play a game about animal habitats by Orchid Toys (see appendix 13)
- Students are divided into groups of 2-3 for the further work. They choose the animal they will do the project about. Students are asked to find interesting information and facts about the animal they have chosen and bring it to school the next lesson. also students have to bring some pictures of the animal.

Lesson 4 and 5

Apart from the information prepared by the students, teacher provides some easy books about animals (which the students have chosen). It is good if there is one or more computers in the class so that students can check some information if they need.

- Teacher explains that students will make the poster presentations using all their knowledge from the lessons and the information which they have found. In their presentation students have to mention: the appearance of the animal, what group it belongs to and some specific aspects of the group connected to the animal (for example, "Sharks are cold-blooded"), where this animal can live and what does it eat. Also they have to mention some interesting facts and other information what they want.
- Teacher controls and guides students' independent work.
- Students present their posters.

All poster presentations are put on the class walls.

Resources

Resources used to carry out the lessons:

- YouTube videos
- Pictures were taken from www.dreamstime.com, www.graphicstock.com
- Self-made flashcards and tasks
- A game by Orchid Toys (optional)

Class equipment needed:

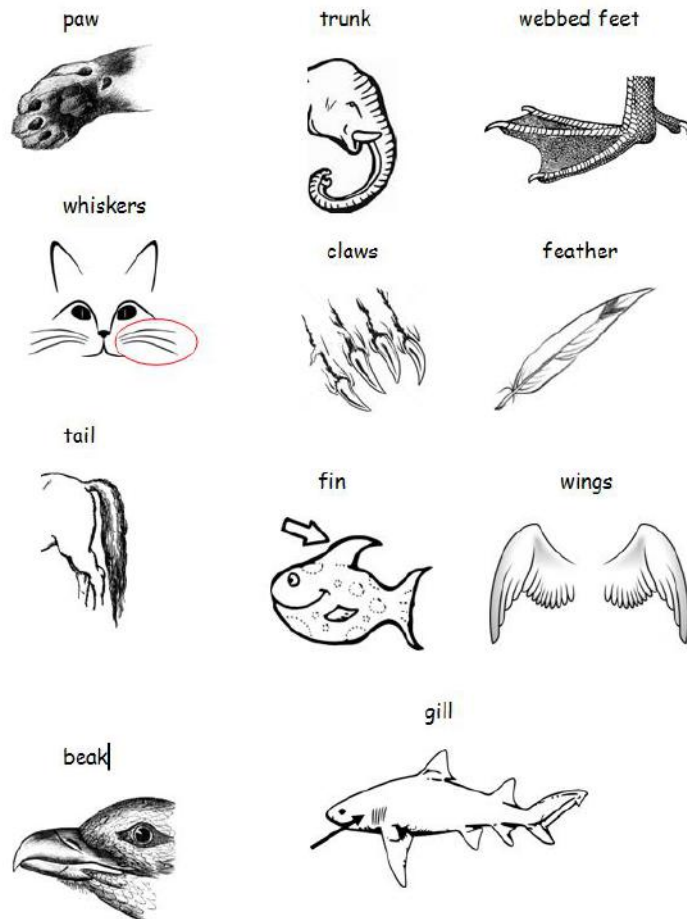
- Computer with audio and video output.
- Big white paper for the presentations, pencils, felt-tips.

Appendices

Appendix 1, Flashcards "Animal Names"



Appendix 2, Picture Dictionary "Animal Body Parts"



Appendix 3, Reading “Animal Classification”

*Read about different animal groups

Mammals

- people are mammals
- have hair or fur
- mammal mothers feed their babies with milk
- have lungs and need air to breathe
- mammals who live on land have 4 legs and ears that stick out
- warm-blooded
- give birth to live young



Fish

- breathe underwater using gills, not lungs
- live in water
- have scales and fins
- cold-blooded



Birds

- have feathers and wings
- lay eggs
- Have 2 legs
- ear holes instead of ears
- warm-blooded



Amphibians

- live on land and in water
- webbed feet
- breathe with lungs and gills
- cold-blooded
- wet smooth skin, no hair or fur
- 4 legs (sometimes no legs)
- lay many eggs



Reptiles

- have scales not fur
- have dry skin
- usually lay eggs (sometimes live young)
- ear holes instead of ears
- 4 legs or no legs
- cold-blooded



Appendix 4, Task "Classification of Animals"

*Write the names of the animals in the right colum. Think of other animals you can write in each group.

Name _____



Classification of Animals

*Write the names of animals from the box in the right column. Think of other animals you can write in each group.







Mammals	Fish	Birds	Insects	Reptiles	Amphibians



Mole, squirrel, dolphin, crow, hen, deer, pigeon, lizard, goat, crocodile, cow, turtle, snake, toad, hedgehog, frog, bee, dragonfly, parrot, fly, beaver, butterfly, wolf, caterpillar, salmon, shark, rhinoceros, goldfish, sheep

Appendix 5, Game "Classification of Animals"

*Put the cards with the animal names in the right column. This exercise can be done in groups of 2-4.

mammals	birds	fish	insects	amphibians	reptiles
					
rat		herring	bee		snake
whale			ant		
			bug		
			ladybird		
			dragonfly		
			butterfly		
					parrot
					lizard
					crow

Appendix 6, Listening task "Animal Home Song"

*Listen to the song and write in the words from the box.

Name _____

Where do animals live?



*Listen to the song and write in the words from the box

<https://www.youtube.com/watch?v=kckFqb7215w>

Hey friends! Let's sing about the animals and their homes...just like mine and yours.

A lion lives in a _____. A fish lives in a _____.

The pig lives in a _____ and the crow lives in a _____.

An ant lives in an _____. A dog lives in a _____.

A bear lives in a _____ and the spider on a _____.

An owl lives in a _____. A cow lives in a _____.

A honey bee in a _____ and the chicken in a _____.

Hey friends! Let's sing about the animals and their homes...just like mine and yours. The animals and their homes...just like mine and yours...



nest, ant-hill, sty, kennel, web, cave,
tree hole, hive, coop, shed, den, pond



Appendix 7, Flashcards "Animal Habitats"



Appendix 8, Game "Animal Habitats"

*Put the cards with animal names on the correct habitat.



Appendix 9, Reading "Animal Eating Habits"

*Read about different animal types by what they eat.

Carnivores

These are animals which eat mainly meat. They kill other animals for food.

Some carnivores are:

- felines (lions, tigers and all cats)
- birds of prey (eagles, hawks, owls)
- sharks
- frogs
- spiders



Herbivores

These are animals which eat mainly plants. This includes vegetables, fruits, flowers, grass, roots, seeds, bark, pollen and much more.

Some herbivores are:

- deer, horses, rabbits
- cows, sheep
- grasshoppers, bees



Omnivores

These animals can eat plants and animals.

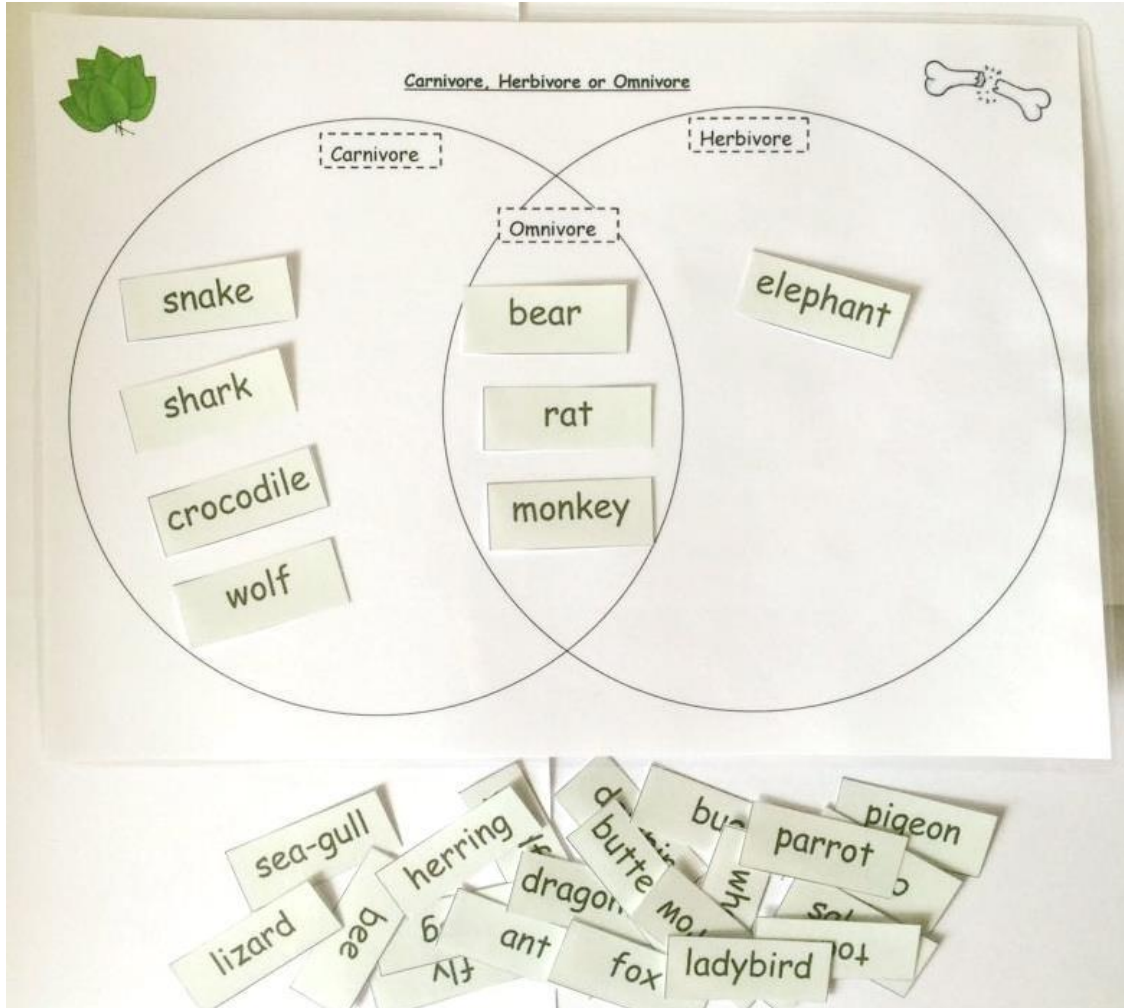
Some omnivores are:

- people
- bears
- raccoons
- most primates (apes and monkeys)
- seagulls and other birds



Appendix 10, Game "Animal Eating Habits"

*Sort the animals by what they eat in the Venn diagram.























Appendix 11, Task "Food Chains"

*Draw arrows to make the food chains. Then make your own food chains.

Name _____

Food Chains

Draw arrows to make food chains.

 Fish	 Seal	 Lion	 Goat	 Plant
 Algae	 Shark	 Seaweed	 Fish	 Shark
 Grasshopper	 Frog	 Frog	 Grasshopper	 Grass
 Snake	 Hawk	 Grass	 Cow	 Tiger

Make your food chains.

_____	_____	_____
↓	↓	↓
_____	_____	_____
↓	↓	↓
_____	_____	_____
↓	↓	↓
_____	_____	_____

Appendix 12, Task “Describe the Animals”

*Read the example. Then describe other animals.

Describe the Animals

*Read the example. Then describe other animals.

0. The elephant is big and grey. It has skin and little hair, a long trunk and big ears. It is a mammal. It lives in the jungle. It is herbivore, it eats plants and fruits.
1. The crocodile ...
2. The shark ...
3. The fox ...

Appendix 13, Game “Where do I live ?”



Erasmus + KA1 project “Implementing CLIL in project work” “Interests and abilities“

Author	Bc.philol. Anna Pojanskiha	
Age group/form	14 students from 4 th form. Level of English Elementary and Pre-Intermediate	
Time (min)	80 min	
Integration of subjects	English and Maths	
Timetable fit	The main theme learners are working on at the moment is “Interests and abilities”; the students have already studied the vocabulary related to the topic , and are supposed to use their knowledge acquired at math (building table diagrams) use the data obtained in the table (survey) make the diagram of their peer students’ interests and abilities. After that they will present their projects to the other team students and tell them about the most popular and least popular activities within this group.	
Aim	To develop students’ speaking skills –presenting a product, asking and answering questions by using task based approach.	
Objectives	<ul style="list-style-type: none"> • to organise students project-work in groups; • to apply new vocabulary and grammar structures functionally working on the problem-solving task • to practise speaking skills and strategies negotiating within the group and sharing responsibility 	
Real life context and culture	Visuals and diagrams are widely used in our life and in all school subjects. Therefore it is very important to be able to present and describe information using visuals and diagrams.	
Planned results	Content	Learners can speak about the interests and abilities; understand the procedure of making a product and can follow instructions using their prior knowledge
	Language	Learners have enriched vocabulary concerning interests and abilities and grammatical structures (modal verb - can) applied when using them in real life communication
	Communication	Learners have improved communication strategies in groups and peer-assessment techniques
	Cognition	Learners can apply guessing and predicting strategies independently working on the project

In what way CLIL is implemented in project work?

Students are using tables, pictures and instructions in English to create their own product – a group presentation of particular information organised visually and graphically. They also describe the main steps of the project and answer the questions of the groupmates.

Procedure

Pre-task (warm-up)

Activity 1- predicting the task.

Students are divided into two groups with 7 students in each: each group is given the same handout with the table of interests.

Every student is supposed to have a two-side-mask made at home (“Happy Face” and “Unhappy face”) so the student could turn it whenever he/she needs to show his / her answer to the question (positive or negative)

Support materials: *Challenge 1. Student book. Module 1. Unit 1. Abilities ex.8, 9 .p.13, picture dictionary “Abilities”p.118*

Tasks (main part)

Activity 2-Collecting the data.

The students fill in the table (Handout 1) with necessary information. Write the names of the students from the other team and the interests they want to collect information about.

The students read the instructions and negotiate the meaning of the words if they are not clear enough within one group (work with picture dictionary and vocabulary).

The students need to share responsibility within one group according to the instructions given:

- Student one-the one who fills in the table with data;
- Student two: the one who asks questions;
- Student three: the one who calculates the results obtained;
- Student four: the one who makes positive sentences with “can.....andcan”;
- Student five: the one who makes negative sentences with “can.....butcan’t”;
- Student six: the one who draws the diagram;
- Student seven: the time-keeper –the one who keeps his eye on the time and helps the other students (15 min).

Activity 3- Table completion Teacher gives students some time (about 10 min.) to fill in the table after collecting the data.

The group of students from team one goes to the front of the class with their masks. When the question is asked, for example, “Can you play a musical instrument?” The students show whether “Happy” side of the mask if he/she can play an instrument or “Unhappy” side of the mask if he/she can’t do this.

Thus, all the questions are asked one by one, the information is gathered, the table is filled and the students take their turns while the information is gathered throughout the task. Then the other team of students does the same.

Activity 4- Group work presentation

Students get the task to present their final product - *The diagram of the students' interests and abilities*. The students demonstrate it analysing the data (saying which activity is the most popular and which is the least popular, answering the questions asked by the other group students)

Post task (revision and reflection)

Activity 5. Revision tasks. The students work individually

Grammar practice:

The students fill in the gaps using the verb *can/ can't* in positive, negative and interrogative sentences.

The students answer the questions looking at the chart with the diagram of interests (see handout 3)

Activity 6- Self-assessment: students answer the questions:

What have I learned to do today? How can we use this?

What questions can I ask about it?

Teacher checks general understanding asking particular questions about the lesson.

Teacher guides the discussion and gives her feedback for the lesson.

Handout 1.

Task 1 Write the students' names and possible interests you want to know about. Ask them questions. Example: *Can you use a computer? Put (V) if a student can do this or (X) if a student can't do it*

Students' names	Use computer	Play a musical instrument	Write stories	Swim	Ride a horse
1.					
2.					
3.					
4.					
5.					
6.					
7.					

Example:

1. (Maria) can use computer and she can play a musical instrument.
2. (Marta) can't use computer and.she can't play a musical instrument.
3. (Emily) can use computer but she can't play a musical instrument
4. (Maggy) can't use computer, but she can play a musical instrument

Task 2.Make a graphically designed diagram presenting your data gathered.

Handout 2

Pictures of interests and abilities

What Can They Do?



play tennis



play the guitar



swim



do a handstand



climb a tree



ride a bike



do a somersault



jump rope



whistle



blow a bubble

**Erasmus + KA1 project “Implementing CLIL in project work”
“Project - Paper Bridge Building“**

Author	Bc. philol. Anna Poļanskiha	
Age group/form	15 students from 5 th form. Level of English Elementary and Pre- Intermediate	
Time (min)	80 min	
Integration of subjects	English, Maths and Crafts	
Timetable fit	The main theme learners are working on at the moment is “Team work”; they have already discussed team work benefits, and are supposed to use their knowledge acquired at math - measuring objects and build a paper bridge working in group of 4. After that they will present their bridge to the other team students and tell them about the procedure of building their bridge as well as they will come to conclusion and realize the benefits they get working as a team.	
Aim	To introduce the product – Bridge, using task based approach and to develop presentation skills by telling peer students about their own product.	
Objectives	<ul style="list-style-type: none"> • to organise students project-work in groups; • to apply new vocabulary and grammar structures functionally working on the problem-solving task • to practise speaking skills and strategies negotiating within the group and sharing responsibility. 	
Real life context and culture	Building bridges is a very ambiguous notion and students are learning to cooperate and produce a paper bridge as well as building bridges in communication. The final product can be varied according to the students’ needs (they can make a model ship, plane, robot, etc.)	
Planned results	Content	Learners understand the procedure of making the product and can follow the instructions using their prior knowledge
	Language	Learners have enriched vocabulary and grammatical structures applied when using them in real life communication
	Communication	Learners have improved communication strategies in groups and peer-assessment techniques
	Cognition	Learners can apply inferencing, guessing and predicting strategies independently

In what way CLIL is implemented in project work?

Students are working in groups and using particular materials and instructions in English to make their own product – Paper Bridge and then demonstrate it and explain the steps to the groupmates.

Procedure

Pre-task (warm-up)

Activity 1- predicting the task.

Students are divided into four groups with 4 students in each. Each group is given the same set of objects for designing a product: 5 sheets of paper, a pair of scissors, paper clips, a ruler and a pencil. Each group brainstorms the idea what final product will be by making their guesses. Students try to guess the theme of the lesson.

Support materials: *Challenges 1. Module 9. Unit 25. Olympiad rules.p.89.*

Tasks (main part)

Activity 2- predicting and guessing word meaning from the context.

Teacher gives each group of students *the Handout 1* with instructions. The students read the instructions and negotiate the meaning of the words if they are not clear enough within one group. The students need to share responsibility within a group according to the instructions given.

Scaffolding 1: teacher asks students in each group to explain their guesses, comments and gives students the glossary. (*Handout 2 – Task 2.- key vocabulary;*)

Activity 3- Table completion

Teacher gives students time to fill in the table after building a bridge.

Scaffolding 2: teacher asks one student from each group to name the correct answers from the table.

Peer- assessment: students exchange their works and discuss the differences;

Activity 4- Group work presentation

Students get the task to present their final product demonstrating it to the others answering the questions asked by the other group students

Peer-assessment of presentation (*Handout 3 – task 4; 5s*)

Post task (revision and reflection)

Activity 6- Assessment. Students assess each team's presentation using the chart (*Handout 3 – task 5*)

Activity 7- Self-assessment: students answer the questions:

What have I learned to do today? How can we use this?

What questions can I ask about it?

Teacher checks general understanding asking particular questions about the lesson. Teacher guides the discussion and gives her feedback for the lesson.

Handout 1**Project work: A paper bridge**

Task 1. To win this competition you must follow these basic rules:

Competition rules:

1. Design your bridge

2. Work in a team of about 4 students

Every student must have a special task in your team:

1- student- a time keeper

2- student- a designer

3- student- a presenter (demonstrator)

4- student- a designer assistant (constructor)

3. Use the following materials: 5 white paper sheets, some paper clips (5-10), scissors, a glue stick, pens, pencils, a rubber, a ruler

4. You mustn't use any other materials

5. You can colour your bridge

6. You must work not longer than 15 minutes

7. Your bridge must be 25 cm long and 5 cm wide and 3 cm tall

8. Your bridge must be put between the two heavy objects and tested if it is strong enough to hold coins (the more, the better)

9. You must fill in the table with information about your bridge and give it to the judge (the teacher)

10. You must demonstrate your bridge to the judge for 2 minutes

Handout 2

Task 2. Tell the others how you constructed a bridge:

You must teach the other students and give them instructions how to build your bridge

Giving instructions:

Use the words in The Past Simple

cut	fold	measure	fix	fasten	bend	glue	draw a line	do	use
-----	------	---------	-----	--------	------	------	----------------	----	-----

Firstly, we took

Then we..... After that we.....

Secondly, we.....After that we.....

At last we.....

It can.....

Task 3. The assessment: answer the following questions in your team.

1. Was it easy to build a bridge?
2. Were all the students helpful?
3. What was the most difficult part of the project?
4. Did you enjoy working in a team?
5. Was it difficult to teach the other students to make your bridge?

Handout 3**Task 4. Brief information about your bridge**

Team name:
Number of students:
Materials:
Colour:
Time :
The Bridge length:
The Bridge width:
The bridge height:
Time for demonstration:
How many coins can it hold:

Task 5. Presentation results

Teams	Outlook (design) 4.points.	Practical Use 4.points	Presentation 4.points	Instructions 4.points	Details 4.points
Nr.					
Nr.					

Erasmus + KA1 project “Implementing CLIL in project work” “Types of Computers”

Author	Mg. paed. Oksana Ivanova	
Age group/form	15 students from 5th form.	
Time (min)	40 min	
Integration of subjects	Information Technologies and English	
Timetable fit	Students are learning historical background and parts of computers.	
Aim	To develop students understanding about the main principles of computer functioning, their types and application.	
Objectives	<ul style="list-style-type: none"> - to introduce the main types of computer (supercomputer, mainframe computers, network computers, personal computers and un laptop, palmtop, Personal Digital Assistant), their functions and where we can to use them. - to investigate situations when computers are applied in everyday life – at home, in education, production, marketing, medicine and management. 	
Real life and cultural context	Students understand the role computers play in our life including addiction to computer games; can differentiate and relate particular types of computers to particular places and activities – home, work, and entertainment.	
Planned results	Content	Learners understand the terms: 1. Main computer parts: processor, RAM, devices. 2. Types of computer: supercomputer, mainframe computers, personal computer, laptop, notebook, palmtop, Personal Digital Assistant, network computers.
	Language	Learners have enriched vocabulary and terminology about types of computer.
	Communication	Learners have improved communication strategies in groups
	Cognition	Learners can identify and differentiate among various types of computers and their everyday use at home, in education, marketing, medicine, management, etc.

In what way CLIL is implemented in project work?

Students are using materials in English to read about various types of computers and then to develop a micro-project - presentation about their completed exercises in groups. Methods: multilingual approach at IT lesson; to make the students work cooperatively in group (of 3-4) and work presentation.

Support material: Power Point presentation

Procedure

Pre-task (warm-up)

Activity 1- individual work.

Uzdevums. Aizpildi tabulā tukšas vietas.

Support materials 1: Power Point presentation

Support materials 2: Handout 1

Tasks (main part)

Activity 2.

Vocabulary. Recognizing symbols and abbreviations used in IT.

Support materials 3 - Handout 2

Post task (revision and reflection)

Activity 3 - group work.

What type of computer is this? Find in the Internet when it was produced?

Support materials 4 - Handout 3 – Group 1-4

Teacher guides the discussion and gives her feedback for the lesson.

Resources

<http://www1.linux.edu.lv/mspamati/ECDL/1modulis/e10102.htm>

HANDOUT 1






Darba lapa. Tēma "DATORU TIPI"

Uzdevums. Aizpildi tukšas vietas tabulā. Task- Fill in the table

Nr	Attēls	Nosaukums latv. val.	Nosaukums angļu val.	Datoru izmantošanas piemēri ikdienā
1.				
2.				
3.				
4.				
5.				
6.				
7.				

HANDOUT 2

Vocabulary. Recognizing symbols and abbreviations used in IT.
Match the **images** of the computer with their **names** using the arrows.

 <p>Example</p>	 <p><i>laptop</i></p>
	<p><i>personal computer</i></p>
	<p><i>mainframe computer</i></p>
	<p><i>supercomputer</i></p>
	<p><i>palmtop</i></p>
	<p><i>personal digital assistant</i></p>
	<p><i>notebook</i></p>

HANDOUT 3

Group 1. Types of Computers

What type of computer is this? Find in the Internet when it was produced?



Group 2. Types of Computers

What type of computer is this? Find in the Internet when it was produced?



Group 3. Types of Computers

What type of computer is this? Find in the Internet when it was produced?

**Group 4. Types of Computers**

What type of computer is this? Find in the Internet when it was produced?










ANSWER KEY

Activity 1.

Darba lapa. Tēma "DATORU TIPI"







Uzdevums. Aizpildi tabulā tukšas vietas. Fill in the table.

No.	Image	Name in Latvian	Name in English	Examples of everyday use
1.		Superdators	Super computer	
2.		Lieldators	mainframe computer	
3.		personālais dators	personal computer	
4.		klēpj dators	laptop	
5.		Piezīmēj dators	notebook	
6.		Plaukst dators	palmtop	
7.		personālais cipar asistents	personal digital assistant	

Activity 2.

Vocabulary. Recognizing symbols and abbreviations used in IT.

Match the **images** of the computer with their **names** using the arrows.

	<p><i>personal computer</i></p>
	<p><i>mainframe computer</i></p>
	<p><i>supercomputer</i></p>
	<p><i>palmtop</i></p>
	<p><i>personal digital assistant</i></p>
	<p><i>notebook</i></p>

Activity 3.

Group 1.

Personālais dators

Personālais dators (personal computer) ir vispārīgas lietošanas dators, kas paredzēts individuālai izmantošanai, piemēram,

- biroja darbā,
- tirdzniecībā,
- sadzīvē,
- mācību iestādēs u. c.

Group 2.

Laptop

The laptop was invented by Adam Osborne in 1981.

It was called 'Osborne 1' and cost \$1,795.

Group 3.

PDA - Personal Digital Assistant

A graduate student at the University of Utah in the 1970s, Alan Kay, first described the PDA.

Apple launched the first PDA the Newton Message Pad, in 1993.

Group 4.

Tablet

In 1987 Apple Computer started its tablet project, with the one eventually released in 1993, Apple Newton, being the smallest.

***Explanation:** *Part of the task is deliberately written in Latvian. Students work in groups and for some of them reading in Latvian will be easier than in English and for some in opposite. Thus, they cooperate helping each other and practicing code switching.*

Erasmus + KA1 project “Implementing CLIL in project work”

“Types of Computers“

Author	Bc.philol. Anna Poļanskiha	
Age group/form	16 students from 5 th form. Level of English Elementary and Pre-Intermediate	
Time (min)	80 min	
Integration of subjects	English and Information Technologies (IT)	
Timetable fit	At IT lessons students are studying “Types of computers and their application”; they have discussed different types of computers and their benefits in Latvian, and will discuss computers in English comparing and classifying them according to size, capacity, expense and general use while working on the project in the groups of 4. Then the students will present their particular type of computer to the other team of students.	
Aim	To develop students’ reading and speaking skills while working with different resources - visual aids and written information.	
Objectives	<ul style="list-style-type: none"> -to organise students working in groups on one project; -to apply new vocabulary and grammar structures functionally working on the problem-solving task; -to practise speaking skills and strategies; -to analyse and compare the results obtained. 	
Real life context and culture	The students’ personal experience about the usage of computers in the society is very valuable, and the knowledge of computer terminology and specification could be quite useful in students’ further studies of any subject.	
Planned results	Content	The students will broaden their knowledge about the variety of computers used in the modern world and will be able to identify the differences between different types of computers and discuss and present the results in groups using the given chart. The presentations will include the functional use of grammatical units (degrees of comparison) in the right content.
	Language	The students will acquire new vocabulary during their individual study of the texts given, and learn to apply grammatical structures (degrees of comparison) functionally
	Communication	Learners have improved communication strategies in groups and peer-assessment techniques
	Cognition	Learners can apply guessing and predicting strategies independently

In what way CLIL is implemented (in project work)?

Students are studying the authentic materials in English by watching video materials, and reading texts and making their own projects based on the clues they have found out during their study as well as their own experience.

Procedure

Pre-task (warm-up)

Activity1-Brainstorming

Students are divided into four groups with 4 students in each.

Each group brainstorms the idea about what types of computer they know about and what new type of computer they want to know about by making guesses. Students try to guess the application of the certain type of computer in the modern world.

Support materials : www.youtube.com

Videos: "Types of computers"Midset learn, "Types of Computers" Harold CareyJr, "Types of Computers"Logintolearn

Tasks (main part)

Activity 2 Table completion

Students watch the video "Types of Computers" Harold CareyJr about 7 min.

They can take notes while listening. The video can be shown twice if needed. The students fill in the table (See Handout 1). After about 5 minutes the students present the results obtained.

Activity 3- predicting and guessing word meaning from the context. Teacher gives each group of students two sets of cards (see Handout 2 –reading definitions and matching them with the pictures).

The students read the short texts and negotiate the meaning of the words if they are not clear enough within one group. The students can use the vocabulary to translate the words in their mother tongue if they need.

The students will need to share responsibility within a group to organize these cards in logical order from the biggest computers to the smallest one.

Activity 4. Group work presentation

Teacher asks students in each group to present their work.

Students get the task to present their final product demonstrating it to the others answering the questions asked y the other group students

Peer- assessment: students exchange their works and discuss the differences

Post task (revision and reflection)

Activity 5- Extra tasks. The students work individually

A) Reading-Comprehension: The students read the statements and agree or disagree with them (see handout 3)

B) Grammar practice: The students compare the types of computers they have learned before using comparative or superlative form of the adjectives according to the content. (see handout 4)

Activity 6- Self-assessment: students answer the questions:

What have I learned to do today? How can we use this?

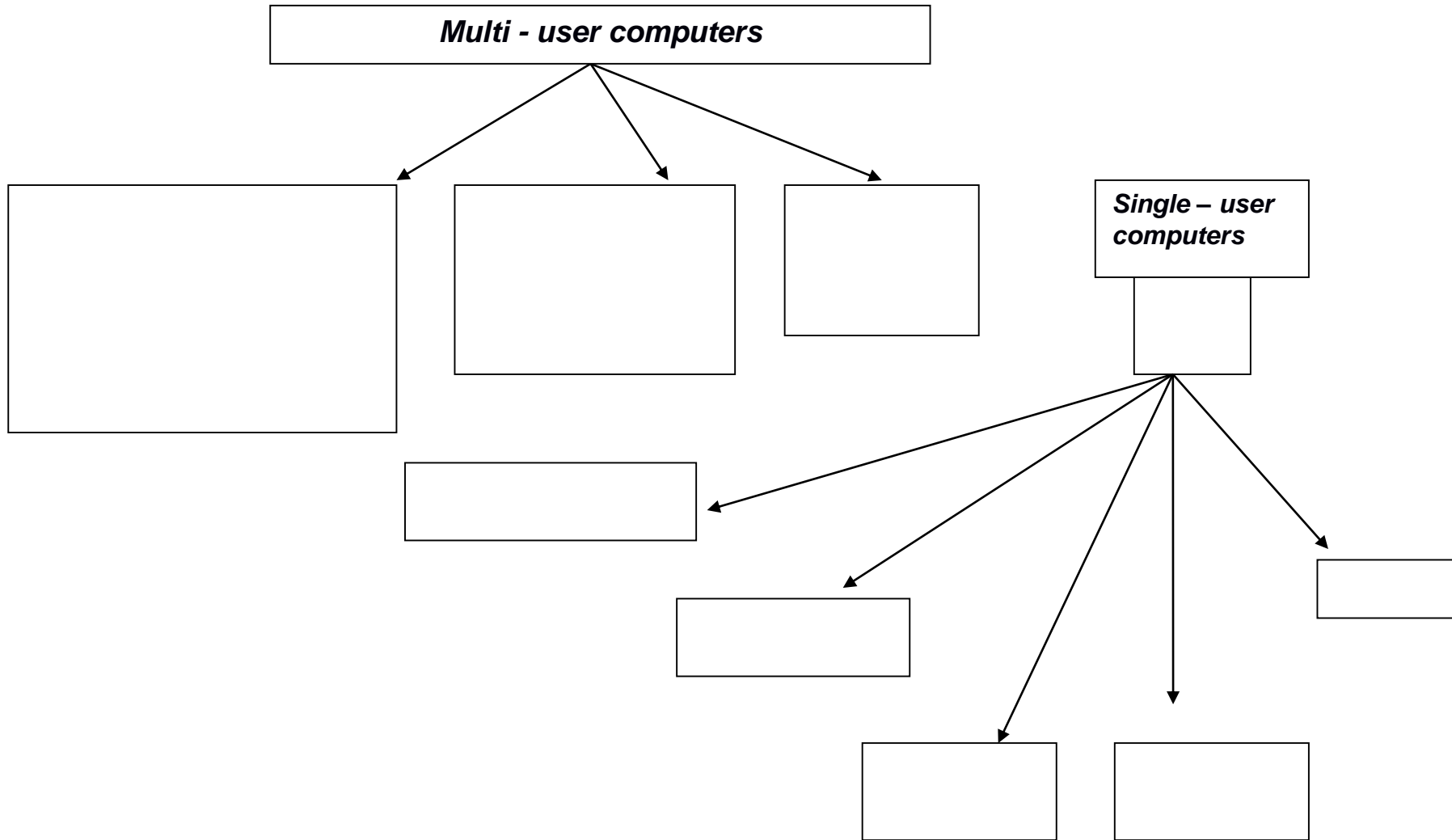
What questions can I ask about it?

Teacher checks general understanding asking particular questions about the lesson.

Teacher guides the discussion and gives her feedback for the lesson.





Task 1. Watch the film "Types of computers" www.youtube.com by Harold Carey Jr and fill in the table




Types of computers



Handout 2

Task 2. Match the pictures with the descriptions given and organize them in logical order from the biggest up to the smallest

		<p>Super computer</p>	<p>Can process trillions calculations per second (extremely fast and expensive Cost≈ £100 million) Is used in :</p> <ul style="list-style-type: none"> • Weather forecasting • Cash testing • Space research • Special effects in movies
		<p>Mainframe computer</p>	<p>Can do multiple tasks simultaneously by hundreds of users. Cost ≈£1 million</p> <p>Is used by</p> <ul style="list-style-type: none"> • state organizations • (government agencies/ businesses) • large corporations • customer services
		<p>PC (Personal Computer)</p>	<p>Popular Type of computers: (small to medium size) (less expensive cost ≈ £2000-£9000)</p> <p>Is used:</p> <ul style="list-style-type: none"> • At school • In offices
		<p>Laptop</p>	<p>Type of PC Weigh ≈1- 3 kg Portable computers It can be the size of the book Is used:</p> <ul style="list-style-type: none"> • At school • In offices

		<p>Notebook</p>	<p>Type of PC</p> <p>Portable computer</p> <p>Weigh \approx2-4 kg ,Can be put in briefcase</p> <p>Is used:</p> <ul style="list-style-type: none"> • At school • In offices
		<p>Palmtop</p>	<p>Type of PC</p> <p>Weigh \approx1 kg-800 grams</p> <p>Fits in the palm of your hand Can be put in your pocket Less powerful than notebook</p> <p>Is used: At home</p>
		<p>PDA (personal digital assistant)</p>	<p>Type of PC</p> <p>Weighs 300 grams, touch screen is operated by a small pen called stylus</p> <p>Is used:</p> <p>To store addresses</p> <p>To do calculations</p>

Handout 3**Types of computers**

Task 3. Are the statements true or false.

Tick if the statement is True (V) or put a (X) if it is False

Example: Supercomputers are extremely fast (V)

1. Supercomputers are used at schools and in the offices.
2. Mainframe computers are bigger than Supercomputers.
3. Personal computers are very popular.
4. You can carry a palmtop in your hand.
5. Laptop is a good type of computer if you want to go travelling with it.
6. Mainframe computers are more expensive than super computers.
7. Notebooks are used in the weather forecasting organizations.
8. Mainframe computers are more powerful than personal computers.
9. Supercomputers are smaller than mainframe computers.
10. Microcomputers are for individual users.
11. You can put a notebook in your school bag.
12. You can use PDA to make PPP.
13. PDA is more expensive than mainframe computer
14. You can put a laptop in your pocket.
15. PC is larger than mainframe computer.
16. Supercomputer is the fastest of all.
17. You use PDA if you keep a long list of phone numbers.
18. PDAs are bigger than palmtops.
19. Microcomputers are smaller than minicomputers.
20. Laptops are bigger than PDAs.

Handout 4**Types of computers**

Task 4. Open the brackets. Use comparative and superlative forms of the adjectives.

Example: Supercomputers are larger (large) than Mainframe computers.

1. Mainframe computers are _____(small) than Super computers.
2. Supercomputers are _____(fast) than Mainframe computers.
3. Supercomputers are _____(expensive) than Mainframe computers.
4. Supercomputers are _____(powerful) than Mainframe computers
5. Laptops are _____(big) than Palmtops.

Example: Supercomputers are _____(fast) of all.

6. Supercomputers are _____(heavy) of all.
7. Supercomputers are _____(expensive) of all.
8. Mainframe computers are _____(powerful) of all.
9. Personal computers are _____(popular) of all.
10. PDAs are _____(small) of all.

Erasmus + KA1 project “Implementing CLIL in project work” “E-mail writing structure and procedure“

Author	Mg.paed. Oksana Ivanova	
Age group/form	15 students from 6th form.	
Time (min)	40 min	
Integration of subjects	Information Technologies and English	
Timetable fit	This theme is concluding the application of IT in 6th form.	
Aim	To learn about the e-mail opportunities in everyday life.	
Objectives	<ul style="list-style-type: none"> - to use multilingual approach at IT lesson; - to make the students work cooperatively in groups of 3-4. 	
Real life context and culture	Writing e-mails is an essential part of our life and students should know how to do it properly taking into account the basic etiquette rules.	
Planned results	Content	To get to know the following notions: 1. e-mail address; 2. structure; 3. basic etiquette rules of e-mail writing; 4. e-mail specification
	Language	Learners have enriched vocabulary and terminology on e-mail
	Communication	Learners have improved communication strategies in groups and peer-assessment techniques
	Cognition	Learners can apply inferencing, guessing and predicting strategies independently

In what way CLIL is implemented (Project work)?

Students are using materials in English to read about e-mail and then to develop a micro-project - presentation about their completed sentences in groups.

Methods:

- to use multilingual approach at IT lesson;
- to make the students work cooperatively in group (of 3-4);
- project work and that presentation.

Support material: Power Point presentation

Procedure

Pre-task (warm-up)

Activity 1.

E-mail Vocabulary. Recognizing symbols and abbreviations used in IT.

Students are matched the e-mail addresses to the country names using arrows. E-mail addresses have abbreviations at the end to tell us which country they come from.

Support materials 1: Handout 1

Tasks (main part)

Activity 2. Pair work

Students work in pairs or groups to discuss the statements in English. And choose the correct answer - **True** or **False**.

Support materials 2: Handout 2

Activity 3. Project. Group poster presentation

Students work in groups using a gapped text and mixed words for it in order to prepare a collective presentation about it.

(Handout 3 – Group 1 - 4)

Post task (revision and reflection)

Activity 4. Pair work

Computer talk. Teacher cuts the task into strips and mix it for students. Students have to organise the text again putting all the strips in the correct order.

(Handout 4)

Teacher guides the discussion and gives her feedback for the lesson.

Resources

Used links:

<http://www.cs.uml.edu/~pkrolak/91-113/Lab1EmailTheory.html>

<http://www.onestopenglish.com/>

<http://www.getnetiquette.com/>

Presentations: A3 posters

HANDOUT 1

E-mail Vocabulary. Recognizing symbols and abbreviations used in IT**1. Match the e-mail addresses to the country names using arrows.**

E-mail addresses have an abbreviation at the end to tell us which country they come from.

Example: 123@inbox.ee  Estonia

- | | |
|-----------------------------|----------------------|
| 1. gday@kanga.au | • Latvia |
| 2. polarbears@greatlakes.ca | • Egypt |
| 3. mummies@pyramids.eg | • Spain |
| 4. leschickens@sportif.fr | • Australia |
| 5. iberia@telefonica.es | • Canada |
| 6. guttentag@berliner.de | • the United Kingdom |
| 7. informatika@inbox.lv | • France |
| 8. blacktaxi@freeline.uk | • Germany |

HANDOUT 2

2. Read about e-mail and put the correct answer - True or False (delete the wrong answer).

1. E-mails can be used to contact with your boss, friends, relatives.
True/False
2. Speed is the main advantage (plus) of using e-mail. **True/False**
3. E-mail message writing is more expensive than any other way of communication. **True/False.**
4. You can send your e-mail message to as many people as you want. **True/False.**
5. Writing e-mail is flexible and is good for composing and drafting.
True/False.
6. Attaching photographs, video clips, and sound recordings to your e-mail is expensive. **True/False.**
7. While using e-mail, you can choose any style or pattern.
True/False.
8. You can organize your ideas in logical order and make it as short as possible. **True/False.**
9. The tone of e-mail message is very informal and emotional.
True/False.
10. A successful e-mail message is only about one thing (topic).
True/False.

Group 1. Check your mailbox daily (every day).

Choose text, complete the sentences and prepare a presentation about it.

..... is the main advantage (plus) of using Everyone wants to get quick to his/her e-mail. Check your mailbox daily so that you can read every e-mail sent to you and respond at once. In case, you cannot respond, because you do not have enough, send an e-mail acknowledgement.

Group 1.

Words to use.

speed	ātrums
e-mail	e-pasts
response	atbilde
message	ziņa
information	informācija

Group 2. Be correct.

Choose text, complete the sentences and prepare a presentation about it.

Many people tend to be informal when sending an e-mail
You should take special care about accuracy, true information as well as good presentation. It is very important that be sure about the accuracy of information before you click the button.

Double check the following:

- the electronic of the receiver;
- the Subject
- basic content of the e-mail message;
- the attachment.

Also, you need to edit and revise your e-mail message to make it sound better. Review your message to analyse if your message can achieve its goal. Check it to correct its formal, mechanics, grammar, spelling and punctuation. You may use spelling and grammar check.

Group 2.

Words to use.

message	ziņa
send	sūtīt
addresses	adreses
line	līnija
e-mail	e-pasts

Group 3. Be brief.

Choose text, complete the sentences and prepare a presentation about it.

You may use e-mail effectively to send simple E-mail is not used to send long and complex So, keep your e-mail messages short. No one likes to read very long messages. Don't write unnecessary information,..... expressions. Don't repeat the same thing many times. Ensure that your e-mail message is short enough to reach our goal. Keep your sentences and make paragraphs

Group 3.

Words to use.

message	ziņa
information	informācija
e-mail	e-pasts
long	garš
short	īss

Group 4. Be formal.

Choose text, complete the sentences and prepare a presentation about it.

E-mail is a formal way of and you should use language. Don't use Hi! Hello! if you don't know the person well. Write Dear Sir/Dear Mr. Bean, (at the beginning). Best regards not Bye! or Good bye! (at the end). Use standard and do not get too informal even if you know the receiver very closely. Don't use emotional, informal, and personal remarks. Keep the goal in mind.

Group 4.

Words to use.

communication	sakari
formal	formāls
language	valoda
expressions	izteiksmes
words	vārdi

Activity 4.**Computer talk**

Cut in strips and mix it. And then complete the text.

If you want to send and receive email anywhere in the world, you should get a Hotmail passport.

All you need is an email address and a secret word. OK, so this is how you check your email if you have a Hotmail account.

You log on to the internet.

Then you go to the Hotmail website and you enter your username and type your password.

Next, you click on Mail.

Now you can open your inbox and you will see your new emails.

To open a new email, just click on it and it will open so that you can read the message.

After that you can reply to the email, or delete it.

Just click on reply or delete.

Don't forget to log out of your account when you've finished.

ANSWER KEY

Activity 1.

E-mail Vocabulary. Recognizing symbols and abbreviations used in IT.

Match the e-mail addresses to the country names using arrows.

E-mail addresses have an abbreviation at the end to tell us which country they come from.

Example: 123@inbox.ee

→ Estonia

- | | | |
|-----------------------------|---|-----------------------|
| 1. gday@kanga.au | → | a. Latvia |
| 2. polarbears@greatlakes.ca | → | b. Egypt |
| 3. mummies@pyramids.eg | → | c. Spain |
| 4. leschickens@sportif.fr | → | d. Australia |
| 5. iberia@telefonica.es | → | e. Canada |
| 6. guttentag@berliner.de | → | f. the United Kingdom |
| 7. informatika@inbox.lv | → | g. France |
| 8. blacktaxis@freeline.uk | → | h. Germany |

Activity 2. Pair work

Read about e-mail and leave the correct answer - **True** or **False** next to the statements (delete the wrong answer).

- 1) E-mails can be used to contact with your boss, friends, relatives. **True**
- 2) Speed is the main advantage (plus) of using e-mail. **True**
- 3) E-mail message writing is more expensive than any other way of communication. **False.**
- 4) You can send your e-mail message to as many people as you want. **True.**
- 5) Writing e-mail is flexible and is good for composing and drafting. **True.**
- 6) Attaching photographs, video clips, and sound recordings to your e-mail is expensive. **False.**
- 7) While using e-mail, you can choose any style or pattern. **True.**
- 8) You can organize your ideas in logical order and make it as short as possible. **True.**
- 9) The tone of e-mail message is very informal and emotional. **False.**
- 10) A successful e-mail message is only about one thing (topic). **False.**

Activity 3. Project.

Choose text, complete the sentences and prepare a presentation about it.

Group 1. Check your mailbox daily (every day).

<p>Speed is the main advantage (plus) of using e-mail. Everyone wants to get quick response to his/her e-mail. Check your mailbox daily so that you can read every e-mail message sent to you and respond at once. In case, you cannot respond, because you do not have enough information, send an e-mail acknowledgement.</p>	<p>respond e-mail - answer e-mail acknowledgeme nt – thank you for information</p>
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Group 2. Be correct.

<p>Many people tend to be informal when sending an e-mail message. You should take special care about accuracy, true information as well as good presentation. It is very important that be sure about the accuracy of information before you click the send button. Double check the following:</p> <ul style="list-style-type: none"> the electronic addresses of the receiver; the Subject line; basic content of the e-mail message; the attachment. <p>Also, you need to edit and revise your e-mail message to make it sound better. Review your e-mail message to analyse if your message can achieve its goal. Check it to correct its formal, mechanics, grammar, spelling and punctuation. You may use spelling and grammar check.</p>	<p>accuracy – precizitate content – saturs be brief – būt īsam</p> <p>the Subject line – what it is about the attachment – photos, documents</p>
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Group 3. Be brief.

<p>You may use e-mail effectively to send simple message. E-mail is not used to send long and complex information. So, keep your e-mail messages short. No one likes to read very long e-mail messages. Don't write unnecessary information, long expressions. Don't repeat the same thing many times. Ensure that your e-mail message is short enough to reach our goal. Keep your sentences and make paragraphs short.</p>	<p>be brief – short</p>
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Group 4. Be formal.

<p>E-mail is a formal way of communication and you should use formal language. Don't use Hi! Hello! if you don't know the person well. Write Dear Sir/Dear Mr. Bean, (at the beginning). Best regards not Bye! or Good bye! (at the end). Use standard language and do not get too informal even if you know the receiver very closely. Don't use emotional expressions, informal words, and personal remarks. Keep the goal in mind.</p>	
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Activity 4. Pair work
Computer talk

Cut in strips and mix it. And then organise the text in the right order.

1. If you want to send and receive email anywhere in the world, you should get a Hotmail passport.
2. All you need is an email address and a secret word. OK, so this is how you check your email if you have a Hotmail account.
3. You log on to the internet.
4. Then you go to the Hotmail website and you enter your username and type your password.
5. Next, you click on Mail.
6. Now you can open your inbox and you will see your new emails.
7. To open a new email, just click on it and it will open so that you can read the message.
8. After that you can reply to the email, or delete it.
9. Just click on reply or delete.
10. Don't forget to log out of your account when you've finished.

**Erasmus+KA 1 projekts “CLIL metodes pielietošana projektu darbībā”
“Diagrammas veidošana un formatēšana”**

Autors	informātikas skolotāja, Mg. Paed. Oksana Ivanova	
Skolēnu vecuma grupa	7.klase, 15 skolēni	
Laiks (min)	40 minūtes	
Priekšmetu integrācija	IKT, matemātika un angļu valoda	
Kā šī nodarbība iekļaujas Jūsu programmā	Praktiskās iemaņas diagrammu sastādīšanā ir viena no pamattēmām 7.klases programmā.	
Mērķis	Nostiprināt praktiskās iemaņas diagrammu veidošanā un noformēšanā	
Uzdevumi	Prot mainīt diagrammas tipu un noformējumu; Prot pievienot uzrakstus; Prot pārvietot diagrammu un mainīt tās izmērus. Estētiski gaumīga darba noformēšana. Individualizācija un diferenciacija: Patstāvīga estētiska diagrammas noformēšana.	
Konteksts un sakars ar reālo dzīvi	Diagrammas ir plaši pielietojamas zinātnē un statistikā un skolēni var izmantot iegūtas zināšanas reālo statistikas datu apkopošanai citos priekšmetos.	
Plānotie rezultāti	Saturs	Skolēni saprot un lieto pamatjēdzienus: Riņķa diagramma - Pie Chart Stabiņas diagramma - Column Chart
	Valoda	Skolēni brīvi orientējas un lieto diagrammu terminoloģiju latviešu un angļu valodā.
	Komunikācija	Skolēni uzlabos sadarbības prasmes, strādājot pāros.
	Kognitīvās prasmes	Spēj identificēt diagrammu veidus, pareizi izvēlēties vajadzīgo un pielietot praktiskās zināšanas veidojot un modificējot diagrammas.

Kādā veidā tiek īstenota CLIL metode projektu darbībā?

Skolēni pēta mācību materiālus pāros un veido dažādas diagrammas, risinot praktiskus uzdevumus.

Norise

Ievaddaļa

Aktivitāte 1. Teorijas izlase

Skolēni attēlo cenu klāstu izmantojot un salīdzinot divus diagrammu veidus.

(Fails - Diagrammas veidošana.xls)

Pamatjēdzieni: Riņķa diagramma - Pie Chart ; Stabiņu diagramma - Column Chart

Galvenā daļa

Aktivitāte 2.

Skolēni izmanto divus diagrammu veidus lai vispusīgi attēlotu situācija ar būvmateriāliem.

1. Fails Diagrammas veidošana.xls – Uzdevumi
2. Praktiskā darbība pāros
3. Savstarpējā pārbaude.

Aktivitāte 3.

Skolēni risina uzdevumus ar Scatter diagrammu

1. Fails – V3-25-1 – Paraugš praktiskai darbībai pāros
2. Praktiskā darbība – fails V3-25-2.
3. Savstarpējā pārbaude.

Nobeiguma daļa

Aktivitāte 4.

Papilduzdevumi N1, N2.

Savstarpējā pārbaude. Kopīgā diagrammu veidu priekšrocību apspriešana.

Resursi

Teorija

<http://www.uzdevumi.lv/p/informatika/7-klase/excel-2010-10525/re-5b6a4eeb-5e6e-404c-b825-a46c07ef4b8b>

Prakse

<http://www1.linux.edu.lv/mspamati/> [Microsoft Excel](#) > [Vingrinājumi](#) > 26.vingrinājums

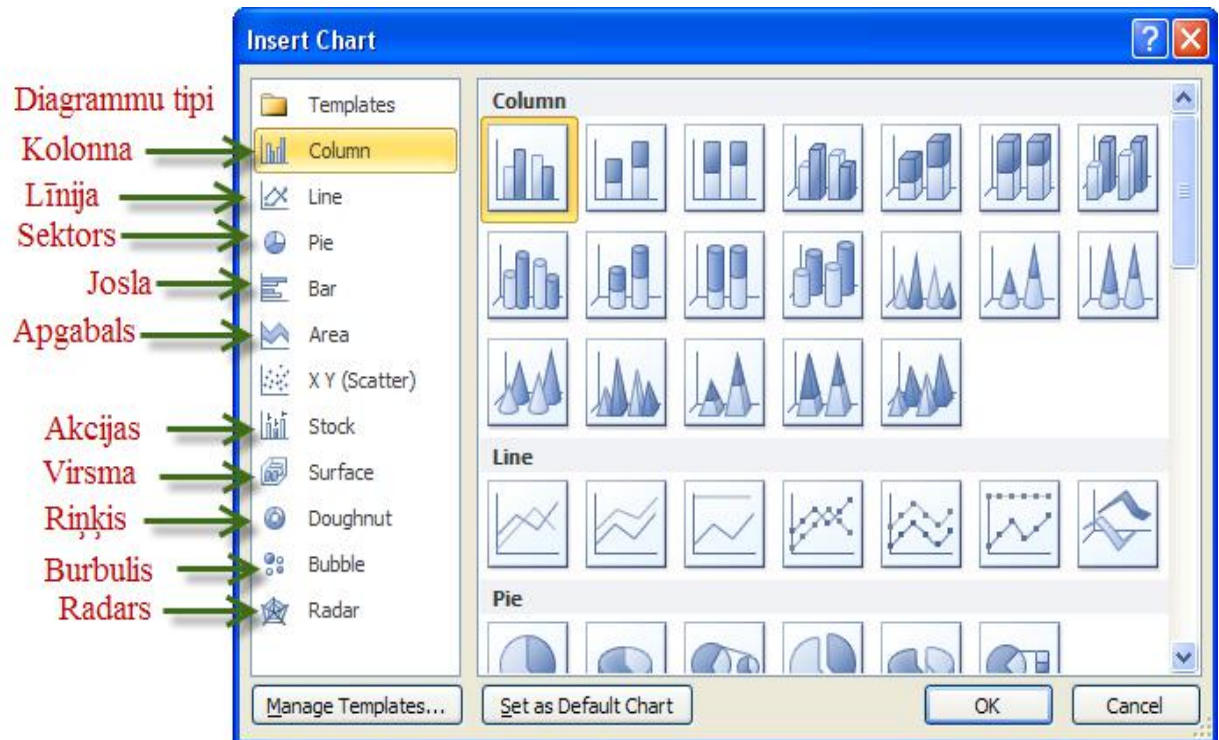
Aktivitāte 1.

Teorijas izlase

(Fails Diagrammas veidošana.xls)

Pamatjēdzieni: Riņķa diagramma - Pie Chart

Stabiņas diagramma - Column Chart

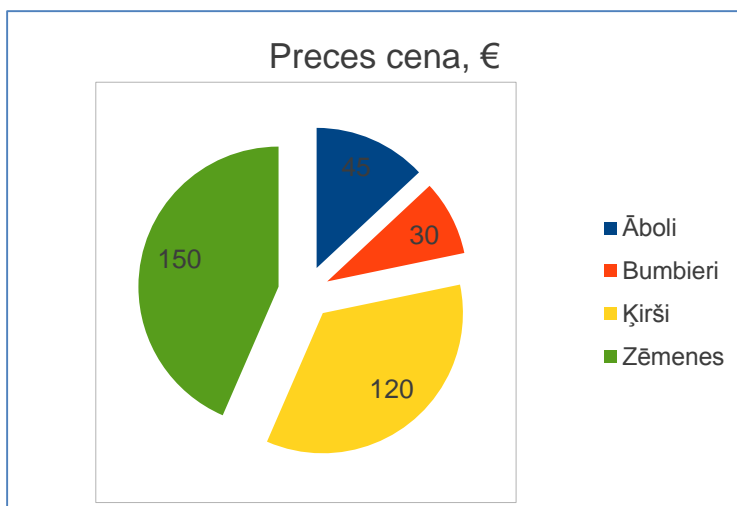
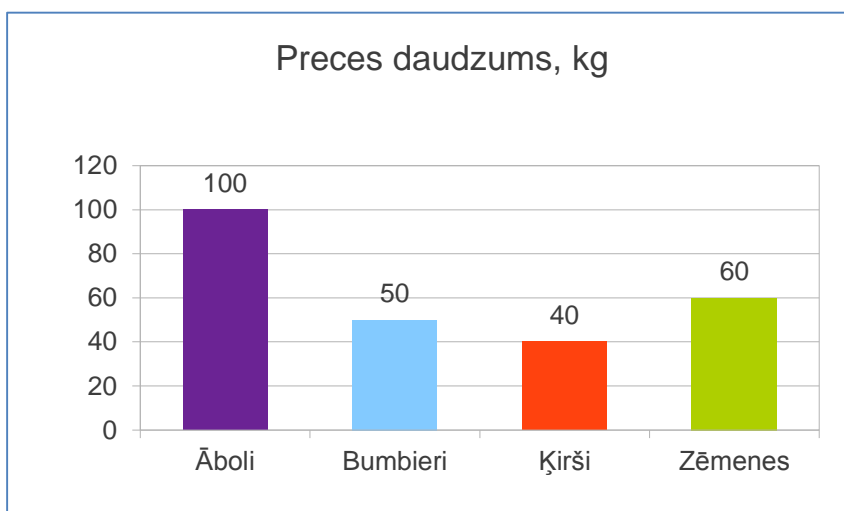


<http://www.uzdevumi.lv/p/informatika/7-klase/excel-2010-10525/re-5b6a4eeb-5e6e-404c-b825-a46c07ef4b8b>

Aktivitāte 2.**Uzdevumi:**

1. Izveidot apļa veida diagrammu, kurā redzama preces kopēja cena
2. Izveidot stabiņveida diagrammu, kurā var redzēt preces daudzumu kilogramos

Diagrammas veidošana			
Preces nosaukums	Daudzums, kg	Cena, €	Kopā
Āboli	100	0.45	45
Bumbieri	50	0.6	30
Ķirši	40	3	120
Zēmenes	60	2.5	150

Atbilde**Riņķa diagramma/ Pie Chart****Ctrl****Stabiņas diagramma / Column Chart**

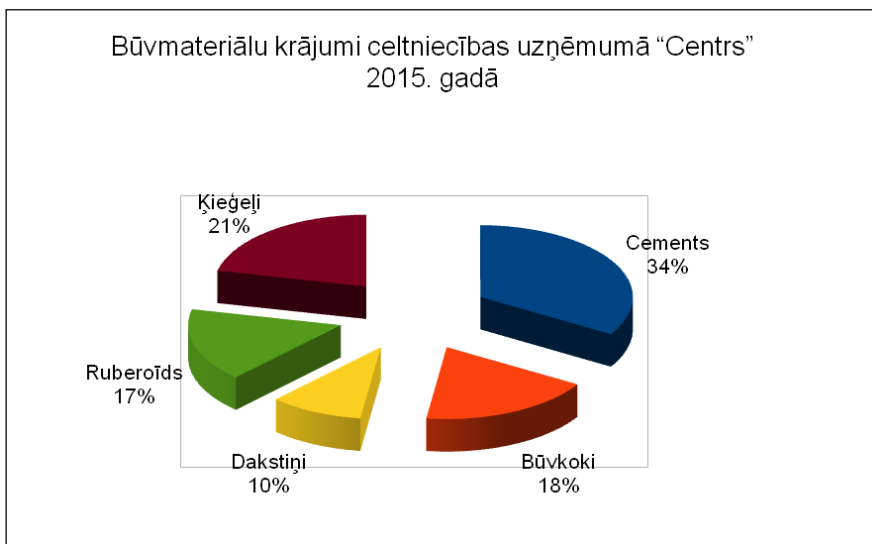
Aktivitāte 3.**Uzdevumi:**

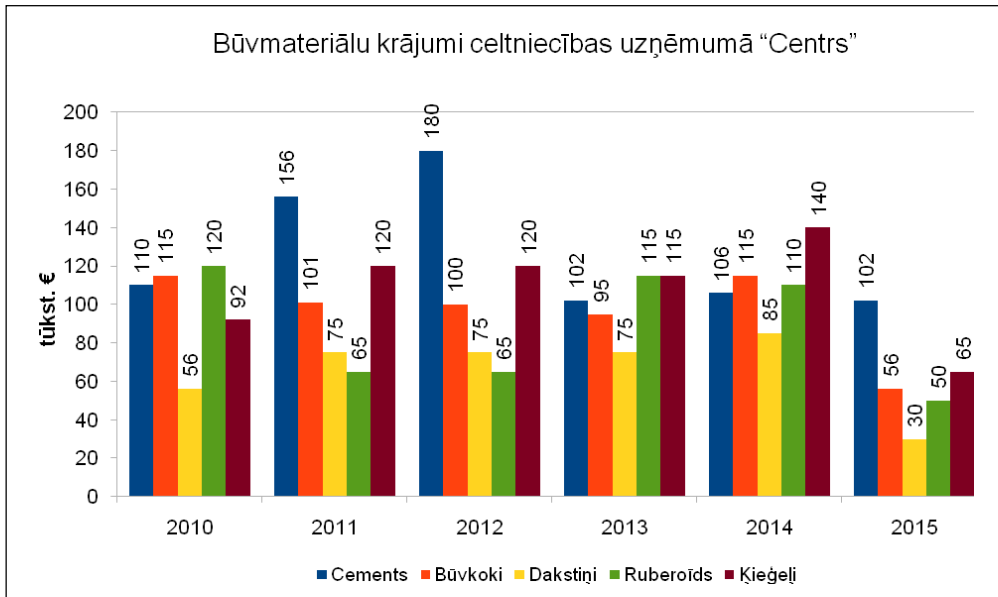
1. Izveidot stabiņveida diagrammu, kurā pa gadiem var redzēt
2. Izveidot apļa veida diagrammu, kurā procentuāli redzams, cik katra būvmateriālu veida ir 2015. gadā.

Būvmateriālu krājumi celtniecības uzņēmumā "Centrs", tūkst. €

Nr.p.k.	Būvmateriālu nosaukums	2010	2011	2012	2013	2014	2015
1	Cements	110	156	180	102	106	102
2	Būvkoki	115	101	100	95	115	56
3	Dakstiņi	56	75	75	75	85	30
4	Ruberoīds	120	65	65	115	110	50
5	Ķieģeļi	92	120	120	115	140	65

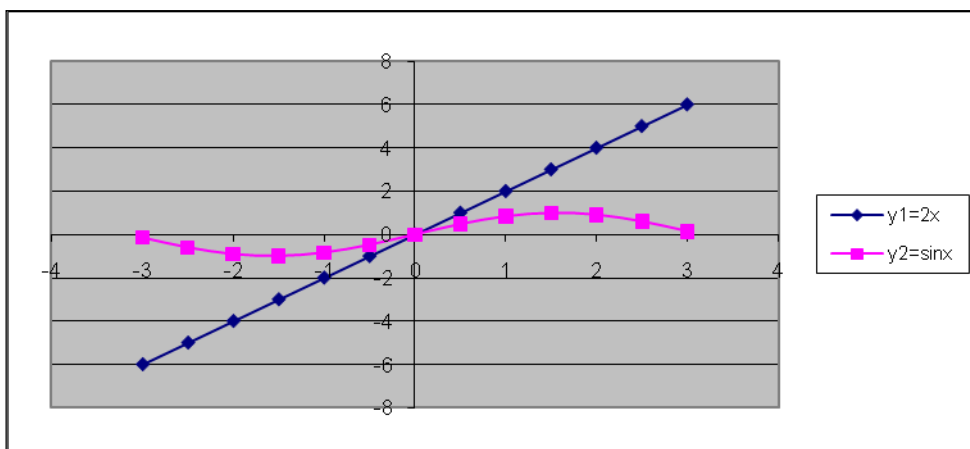
<http://www1.linux.edu.lv/mspamati/> [Microsoft Excel](#) > [Vingrinājumi](#) > 26.vingrinājums

Atbilde



Aktivitāte 4.**Papilduzdevumi:****1. Uzdevums: izveidot grafiku, izmantojot Scatter diagrammu**

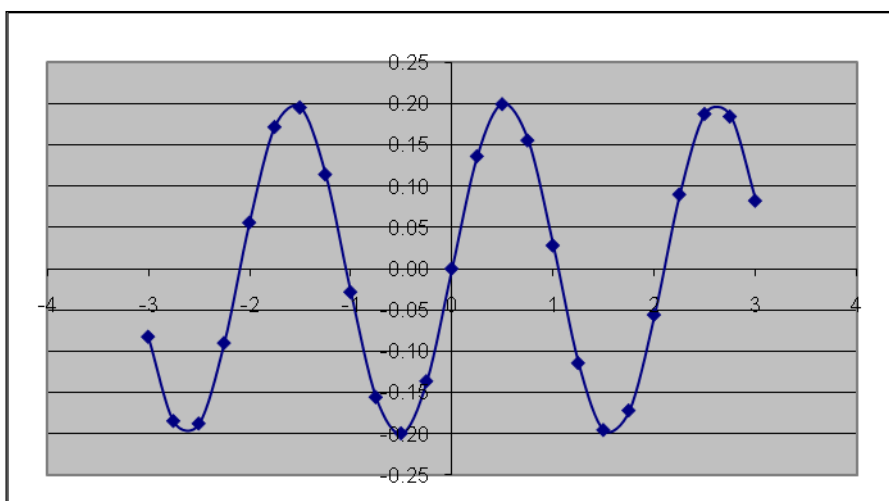
x	$y_1=2x$	$y_2=\sin x$
-3	-6	-0.14
-2.5	-5	-0.60
-2	-4	-0.91
-1.5	-3	-1.00
-1	-2	-0.84
-0.5	-1	-0.48
0	0	0.00
0.5	1	0.48
1	2	0.84
1.5	3	1.00
2	4	0.91
2.5	5	0.60
3	6	0.14

Atbilde

2. Uzdevums: izveidot grafiku, izmantojot Scatter diagrammu

$y=0,2\sin 3x$	X	Y
	-3	-0.08
	-2.75	-0.18
	-2.5	-0.19
	-2.25	-0.09
	-2	0.06
	-1.75	0.17
	-1.5	0.20
	-1.25	0.11
	-1	-0.03
	-0.75	-0.16
	-0.5	-0.20
	-0.25	-0.14
	0	0.00
	0.25	0.14
	0.5	0.20
	0.75	0.16
	1	0.03
	1.25	-0.11
	1.5	-0.20
	1.75	-0.17
	2	-0.06
	2.25	0.09
	2.5	0.19
	2.75	0.18
	3	0.08

Atbilde



Erasmus+KA 1 projekts “CLIL metodes pielietošana projektu darbībā”

“Oksidēšana. Oksidēšanas piemēri”

Autors	Ķīmijas skolotāja Nadežda Usačova	
Skolēnu vecuma grupa	8. klase, 30 skolēni	
Laiks (min)	20 min.	
Priekšmetu integrācija	Ķīmija, bioloģija un angļu valoda	
Kā šī nodarbība iekļaujas Jūsu programmā	Bloks 1. Vielu oksidēšanās	
Mērķis	Pilnveidot skolēnu izpratni par oksidēšanas procesiem un to nozīmi	
Uzdevumi	<ol style="list-style-type: none"> 1. Organizēt skolēnu darbību pāros 2. Paplašināt skolēnu vārdu krājumu angļu valodā 3. Prast atšķirt lēnus oksidēšanās procesus no straujiem oksidēšanās procesiem 4. Attīstīt skolēnu prognozēt spēju balstoties uz savu dzīves pieredzi 5. Prast izdarīt secinājumus noskatoties videofragmentus 	
Konteksts un sakars ar reālo dzīvi	Dažādi oksidēšanas procesi notiek cilvēka ikdienas dzīvē, tie var būt labvēlīgi vai kaitīgi. Dabā cilvēki var novērot skābekļa oksidējošo iedarbību: degšana (siltuma ražošana, atkritumu sadedzināšana u.c.) un lēnā oksidēšanās (elpošana, apsūbēšana, trūdēšana, rūsēšana u.c.).	
Plānotie rezultāti	Saturs	Skolēniem ir izpratne par oksidēšanas procesiem un to saistību ar reālo dzīvi
	Valoda	Skolēni papildinās vārdu krājumu attiecībā uz oksidēšanas procesiem
	Komunikācija	Darbs pāros, individuālais darbs
	Kognitīvās prasmes	Skolēni patstāvīgi apgūst un atklāj jaunas zināšanas, tiem rodas izpratne par oksidēšanas procesiem, mācās izteikt savas prognozes zinātniskajiem eksperimentiem un pamato savu domu gaitu.

Kādā veidā tiek īstenota CLIL metode

Skolēni izmanto Power Point prezentāciju angļu - latviešu – krievu valodā par oksidēšanas reakcijas piemēriem, skatās videofragmentus par oksidēšanas procesiem un analizē ķīmiskās reakcijas aizpildot darba lapas.

Norise

Ievaddaļa

Aktivitāte 1

Skolēni tiek iepazīstināti ar palīglīdzekli- vārdnīcu „Oksidēšanās piemēri” (trīs valodās)
(Izdales materiāli Nr. 1)

Galvenā daļa

Aktivitāte 2

Power Point prezentācija „Oxidation” (sk. pielikumā)

Skolēniem tiek piedāvāta darba lapa

(Izdales materiāli Nr. 2)

Skolēni izmanto informāciju no Power Point prezentācijas un dotos terminus latviešu un krievu valodā, lai aizpildītu tabulas 1. un 3. kolonnas, apspriež pāros un ieraksta piemērus no dzīves tabulas 4. kolonnā; atzīmējat katra oksidācijas procesa ātrumu 5. un 6. kolonnā

Aktivitāte 3

Power Point prezentācija „Oxidation” (slaidi Nr.4)

Skolotājs atver pareizas atbildes (Power Point slaidi), lai skolēni varētu tās salīdzināt.

Aktivitāte 4

1. Skolēni turpina aizpildīt darba lapu
2. Skolēni izlasa uzdevumu un prognozē, kas notiks eksperimentā un pamato savu domu gaitu (pirms video noskatīšanās)
3. Skolotājs piedāvā noskatīties videofragmentu
(<https://www.youtube.com/watch?v=XMr4vse7Ybo>)
4. Pēc videofragmenta noskatīšanas skolēni turpina aizpildīt darba lapu

Aktivitāte 5

1. Skolēni turpina aizpildīt darba lapu
2. Skolēni izpēta zīmējumus, izsaka rakstiski savas prognozes
3. Noskatās videofragmentu
(<https://www.youtube.com/watch?v=aBAPGcYVCLQarba>)
4. Pēc videofragmenta noskatīšanās pārbauda savas prognozes

Nobeiguma daļa

Skolotājs paziņo, ka darba lapas skolēniem paliek uz rokām, lai veiksmīgi sagatavoties kontroldarbam.

Resursi

- Vārdnīca
- Darba lapa
- Power Point prezentācija „Oxidation”
- Videofragmenti: <https://www.youtube.com/watch?v=XMr4vse7Ybo>
<https://www.youtube.com/watch?v=aBAPGcYVCLQarba>

Izdales materiāli Nr.1**Glossary (EN-LV-RU)**

Oxidation – oksidēšana (окисление)

Substance – viela (вещество)

Slow oxidation - lēna oksidēšanās (медленное окисление)

Fast oxidation - strauja oksidēšanās (быстрое окисление)

Decay – trūdēšana (гниение)

Breathing – elpošana (дыхание)

Tarnish – apsūbēšana (потускнение)

Rusting – rūšēšana (ржавление)

Explosion – sprādziens (взрыв)

Burning (combustion) - degšana (горение)

Decomposition - sadalīšanās (разложение)

Izdales materiāli Nr. 2

Darba lapa

.....
Datums.....
Vārds, uzvārds

Oksidēšanās procesi

Uzd. 1 – Klasifikācija un šķirošana (Classifying or putting into categories)

Izmantojiet informāciju no PowerPoint prezentācijas un zemāk dotos terminus latviešu un krievu valodā, lai aizpildītu tabulas 1 un 3 kolonnu; apspriediet un ierakstiet piemērus no dzīves tabulas 4 kolonnā; atzīmējiet katra oksidācijas procesa ātrumu 5. un 6. kolonnā (lēna oksidēšanās /медленное окисление/slow oxidation vai strauja oksidēšanās/ быстрое окисление/fast oxidation)

ржавение, sadalīšanās, разложение, degšana, apsūbēšana, взрыв, гниение, elpošana, rūsēšana, sprādziens, дыхание, trūdēšana, потускнение, горение

TERMINS LATVIEŠU VALODĀ	ENGLISH TERM	TERMINS KRIEVU VALODĀ	PIEMĒRS	SLOW OXIDATION (+/-)	FAST OXIDATION (+/-)
1	2	3	4	5	6
	1.DECAY				
	2. BREATHING				
APSŪBĒŠANA	3.TARNISHING	ПОТЕМНЕНИЕ			
	4. BURNING OR COMBUSTION				
	5. RUSTING				
SADALĪŠANĀS	6. DECOMPOSITION	РАЗЛОЖЕНИ Е	KOKA SADALĪŠANĀS AUGSNĒ	+	-
	7. EXPLOSION				

Mani secinājumi:

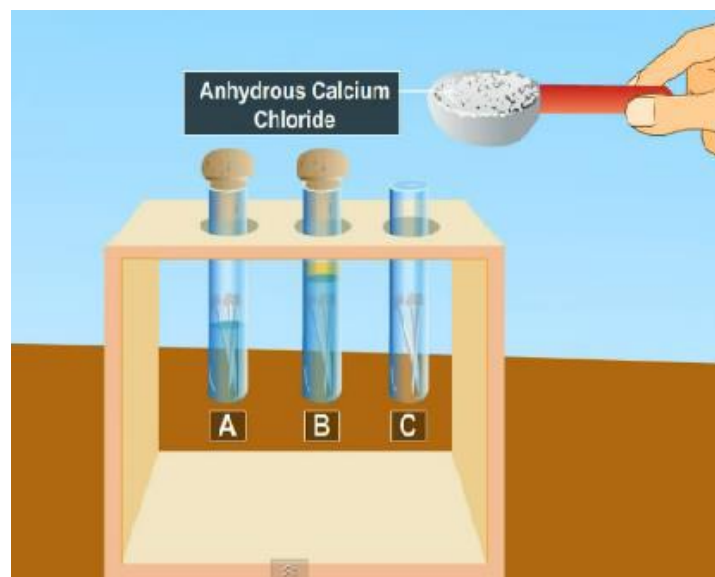
Vērtēšana (savstarpējā vērtēšana): 10 punkti

Uzd. 2 – Prognozēšana (Predicting and hypothesising)

1. zinātniskais eksperiments (ilgst 7 dienas)

Mēģenēs A, B un C ievietoja dzelzs naglas. A mēģenē ir parastais ūdens (naglas ir daļēji ūdenī); B mēģenē ir destilētais ūdens un eļļa, lai izvairītos no gaisa saskarsmes ar ūdeni (naglas ir pilnīgi iegremdētas ūdenī); C mēģenē ir tikai gaiss un pulveris, kas uzsūc visu mitrumu no gaisa.

Izsakiet savas prognozes, kas notiks ar naglām pēc 7 dienām un pamatojiet savu domu gaitu.



Novērojiet 1. eksperimentu tiešsaistē, lai pārbaudītu savas prognozes:

<https://www.youtube.com/watch?v=XMr4vse7Ybo>

Mana prognoze pirms video noskatīšanās:

Pēc septiņām dienām mēģenē(s) _____ naglas pārklās rūsa, jo ...

Pēc septiņām dienām mēģenē(s) _____ naglas paliks bez izmaiņām, jo....

Vai man bija taisnība? Jā (5 punkti)/nē (0 punkti)

Atbildiet uz jautājumiem par eksperimentu pēc video klipa noskatīšanās (0 – 10 punkti):

1) Kurā mēģenē rūšēšana notiek visātrāk? Kāpēc?



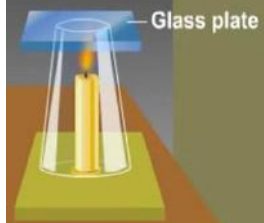
2) Kurā mēģenē rūšēšana nenotiek? Kāpēc?

3) Kāpēc mēģenē B pievienoja eļļu?

4) Kas būtu, ja mēģenēs ūdens vietā ielietu apelsīnu sulu?

5) Lūdzu, pabeidziet hipotēzi: Rūsēšanas procesa norisei ir nepieciešami dzelzs, ...

2. zinātniskais eksperiments: Trīs glāzēm tika izņemta pamatne, tad šīs glāzes novietoja virs svecēm dažādā veidā. Izsakiet savas prognozes un pamatojiet savas domas (0 - 10 punkti).

Sveces un glāzes izvietojums		Kura svecē nodzīs pirmā, otrā un kura degs visilgāk? <u>Pasvītrojiet pareizo variantu</u>	Pamatojiet kāpēc tas notiek?
	glāzi nolika uz koka plāksnēm	Šī svece izdzīs pirmā izdzīs otrā degs visilgāk	
	glāzi nolika uz galda	Šī svece izdzīs pirmā izdzīs otrā degs visilgāk	
	glāzi nolika uz galda un pārklāja ar stikla plāksni	Šī svece izdzīs pirmā izdzīs otrā degs visilgāk	

Novērojiet 2. eksperimentu tiešsaistē, lai pārbaudītu savas prognozes:

<https://www.youtube.com/watch?v=aBAPGcYVCLQ>

Erasmus + KA1 project “Implementing CLIL in project work” “Oxidation “

Author	Mg.filol. Nadežda Polianoviča	
Age group/form	8th form, 16 students Level of English - Pre-intermediate and Intermediate	
Time (min)	80 min	
Integration of subjects	English and Chemistry	
Timetable fit	The main theme in English is ‘Our environment’. The main theme the learners are working on in Chemistry is ‘Oxygen and Oxidation Processes’. They have briefly discussed oxidation processes in Latvian and now will revise and enrich the knowledge of terminology in English and Latvian.	
Aim	To deepen the knowledge about oxidation processes in nature and develop speaking skills.	
Objectives	<ul style="list-style-type: none"> • to enrich the students vocabulary concerning oxidation processes; • to revise and apply Zero Conditional structures; • to practice speaking in groups and individually (argumentation, agreement and disagreement, describing processes) . 	
Real life and culture context	Students will get acquainted with many other spheres of our life apart from Chemistry where Oxygen is used widely and metaphorically.	
Planned results	Content	Learners understand the main oxidation processes and can identify and describe them
	Language	Learners have enriched vocabulary and terminology on oxidation; they can identify Zero Conditional and know how and when to apply it.
	Communication	Learners have improved argumentation and summarising strategies
	Cognition	Learners can compare things and linguistic issues, and recognise differences and similarities

In what way CLIL is implemented in project work?

Students go through various activities in order to be able to produce a video clip or presentation about Oxygen and Oxidation Processes in nature.

Procedure

Pre-task (warm-up)

Activity1- Ranking the quotes. Students work in groups of 2 or 4 evaluating the quotes for Oxygen discussing and arranging them from the most to least correct or valuable. (Peer-assessment and teacher's comments)

Support materials 1: <http://www.brainyquote.com/quotes/keywords/oxygen.html>

Tasks (main part)

Activity2- Students are discussing the given statements and developing argumentation skills. They use video 'Why do we need Oxygen to Survive?' to practice listening, check their answers and learn some useful language (self-assessment).

Scaffolding – Useful language 1 – Sentence structure; Video with transcript
https://www.youtube.com/watch?v=LM_CgtFORzw

Activity 3- Students are working in pairs and matching English and Latvian terms using the picture "Oksidācijas procesi" in Latvian and the slips of paper with English terms.

Scaffolding: Glossary, text 'Oxygen' and the Picture with key (self-assessment)

Activity 4- Matching – focus on Zero Conditional. Students work in pairs to make correct statements and discuss them (peer-assessment).

Activity 5. Planning and rehearsing a video clip. Students work in groups of 4 or 6, using all the materials from previous activities of the lesson to develop and rehearse their video clip about Oxygen and /or Oxidation Processes in Nature (peer-assessment).

Scaffolding: Support materials 2: Text 'Oxygen' adapted from
<http://www.ducksters.com/science/chemistry/oxygen.php>
<http://www.livescience.com/28738-oxygen.html>

Post task (revision and reflection)

Activity 6- Peer- assessment: Students ask questions and evaluate each other video clip rehearsals. Teacher guides the discussion and gives her feedback for the lesson.

Possible Self-assessment: students write a vocabulary dictation on terminology.

Resources

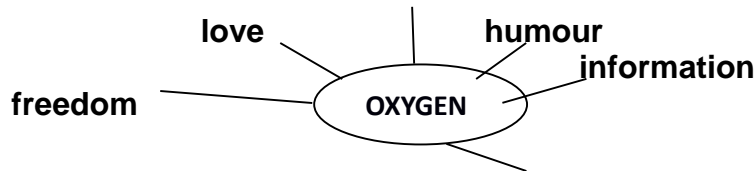
- 1) Elements for Kids: Oxygen. Available from:
<http://www.ducksters.com/science/chemistry/oxygen.php>
- 2) Glossary: Hornby, A. (2000) Oxford Advanced Learner's Dictionary. Oxford: Oxford University Press; www.letonika.lv
- 3) Oxygen Quotes. Available from:
<http://www.brainyquote.com/quotes/keywords/oxygen.html>
- 4) Video Why do we need Oxygen to Survive ? Available from:
https://www.youtube.com/watch?v=LM_CgtFORzw

Activity 1 a) Ranking the quotes. Students work in groups of 4 discussing and evaluating the quotes about Oxygen and arranging them from the most to least valuable to their mind. The number of quotes can vary from 3 to 5. Students explain the choice, write down and learn the selected quote. Aspects for discussion: 1) moral or idea of the quote; 2) colourful language and stylistic devices; 3) possible implications for us and our life. Sample quotes:

- *Freedom is the oxygen of the soul.* Moshe Dayan
- *Information is the oxygen of the modern age. It seeps through the walls topped by barbed wire, it wafts across the electrified borders.* Ronald Reagan
- *Humor is the oxygen of children's literature. There's a lot of competition for children's time, but even kids who hate to read want to read a funny book.* Sid Fleischman

Source: <http://www.brainyquote.com/quotes/keywords/oxygen.html>

b) Students make a mind map for Oxygen, using quotes from the Internet and writing out all the possible metaphors connected with Oxygen



Activity 2 Work in pairs or groups of four and take turns to discuss the statements below. Use the given sentence structure in the box to develop your arguments. Mark each statement as (T or F) /True or False.

1. Without oxygen our brain dies within 10-15 minutes.
2. Oxygen is the most abundant (widespread) element on our planet.
3. Oxygen makes about 90 percent in the atmosphere.
4. Oxygen makes about 30% of all the Earth's water.
5. Oxygen makes about 17 percent of the Earth's crust. (ENG-crust /LV-garozā / RU-кopa)
6. Plants don't need oxygen at all; they produce it.

Scaffolding – Useful language 1

Your opinion	Information from the statements	Connection	reason/explanation
<ul style="list-style-type: none"> • <i>I completely agree that</i> • <i>I partly agree that</i> • <i>I completely disagree that</i> • <i>I believe that</i> • <i>I think that</i> 	1. <u>without oxygen</u> <u>our brain dies</u> <u>within 10-15</u> <u>minutes</u> 2. <u>Oxygen is the</u> <u>most</u> <u>widespread</u>	<ul style="list-style-type: none"> • because • as • but • however • and 	<ul style="list-style-type: none"> • it sounds right. • it hasn't been proved yet • it cannot be true. • it is quite possible. • I have read about it.

- Watch the video clip “Why do we need oxygen?” and check your guesses.
- Choose 3 statements and comment on them in a written form according to the example below
-

0) [Example]: *I completely agree that without oxygen our brain dies within 10-15 minutes **because** I have read about it.*

1) _____

Activity 3 Students work in pairs and match English and Latvian terms using the picture “Oksidācijas procesi” in Latvian and the slips of paper with English terms below:



RUSTING OF IRON COINS	TARNISHING OF SILVER BRACELETS
DECAY OF APPLES	DECOMPOSITION OF DINOSAUR BONES
BURNING	EXPLOSION
BREATHING	PHOTOSYNTHESIS

Support materials 1 & 2 (Glossary and the picture key).

When matching Latvian and English terms for Oxidation Processes describe each process with at least 3 sentences using the Useful language section below:

Scaffolding - Useful language2:

- We can see ain the picture
- I think the name of the process is decay/rusting/..... because ...
- The process is called...
- It **consumes / uses** /**creates/produces** oxygen (O₂) / carbon dioxide (CO₂).
- We can observe the process when....
- It **produces** oxygen (O₂) or carbon dioxide (CO₂).
- It **breathes in** carbon dioxide (CO₂) or oxygen O₂
- It **breathes out** ...
- The arrow shows/indicates.....
- The **arrow points to** or from the object/ tree, because ...
- It shows **usage of/ production of/influence of/ breathing in/ breathing out** O₂ (CO₂)

Support materials 1: Glossary

<ul style="list-style-type: none"> • Oxygen /'ɒk.sɪ.dʒən/- a chemical element that is a gas with no smell or colour. <i>Oxygen forms a large part of the air on Earth, and is needed by animals and plants to live.</i> <p>LV-skābeklis; RU- кислород</p>
<p>Oxidation /,ɒk.sɪ.daɪ'zeɪ.ʃən/- If a substance oxidizes, it combines with oxygen and loses hydrogen to form another substance, and if something oxidizes a substance, it causes it to do this: <i>Iron oxidizes to form rust. When you heat fat, it oxidizes easily.</i></p> <p>LV- oksidēšana; RU- окисление</p>
<p>Slow oxidation - lēna oksidēšanās; медленное окисление</p>
<p>Fast oxidation - strauja oksidēšanās; быстрое окисление</p>
<p>Substance /'sʌb.stəns/ material with particular physical characteristics: an organic/chemical substance. <i>What sort of substance could withstand those temperatures?</i></p> <p>LV- viela; RU- вещество</p>
<p>Decay /dɪ'keɪ/ (v, n)- When something such as a dead body, a dead plant, or a tooth decays, it is gradually destroyed by a natural process. <i>The ground was covered with decaying leaves.</i></p> <p>LV-trūdēšana; RU-гниение</p>
<p>Breathing /'briː.ðɪŋ/ or respiration /,res.pɪ'reɪ.ʃən/ the act or process of taking air into your lungs and releasing it: <i>I could hear the sound of heavy breathing as he slowly climbed the stairs.</i></p> <p>LV- elpošana; RU- дыхание</p>
<p>Tarnish /'tɑːnɪʃ/ If a metal tarnishes or if something tarnishes it, it becomes stained and loses its brightness. <i>Wear cotton gloves when cleaning silver, because the acid in your skin can tarnish the metal.</i></p> <p>LV- apsūbēšana; RU- потускнение</p>
<p>Rust /rʌst/ (v) When a metal object rusts, it becomes covered in rust and often loses its strength. <i>Copper nails are better than iron nails because the iron rusts.</i></p> <p>LV- rūšēšana; RU- ржавление</p>
<p>Explosion /ɪk'spləʊ.ʒən/ the fact of something such as a bomb exploding: <i>The fire was thought to have been caused by a gas explosion.</i></p> <p>LV- sprādziens; RU- взрыв</p>
<p>Burning /'bɜː.nɪŋ/ producing flames: <i>A man staggered from the burning car.</i></p> <p>Combustion /kəm'bʌs.tʃən/ the chemical process in which substances mix with oxygen in the air to produce heat and light)</p> <p>LV – degšana; RU- горение</p>
<p>Decomposition /,diː.kəm.pə'zɪʃ.ən/ is the process of decay that takes place when a living thing changes chemically after dying. <i>The corpse was in the last stage of decomposition.</i></p> <p>LV- sadalīšanās; RU-разложение</p>

Support materials 2: Text adapted from
<http://www.ducksters.com/science/chemistry/oxygen.php>
<http://www.livescience.com/28738-oxygen.html>

Oxygen

Oxygen is an important element that is needed by most life forms on Earth to survive. It is the third most abundant element in the universe and the most abundant element in the human body. Oxygen has 8 electrons and 8 protons. It is located at the top of column 16 in the periodic table.

Characteristics and Properties

Under standard conditions oxygen forms a gas that is composed of molecules consisting of two oxygen atoms (O₂). Oxygen (O) has an atomic number of eight. Oxygen can be gaseous, solid and liquid. In its gaseous form oxygen is odourless, tasteless and colourless, but pale blue in its liquid and solid states. Oxygen is a very reactive element in its pure state and can make compounds from many other elements. Oxygen readily dissolves in water.

The Oxygen Cycle

The oxygen cycle plays an important role in life on Earth. Oxygen is constantly being used and created by different processes on planet Earth. All of these processes together make up the oxygen cycle. The oxygen cycle is interconnected with the carbon cycle.

In the simple example of the oxygen cycle, you can see how **oxygen is used by** animals.

Plants are the main creators of oxygen in the atmosphere through the process of **photosynthesis**. Here the tree uses sunlight and CO₂ or carbon dioxide to produce energy and releases oxygen. The giraffe **breathes in** the oxygen and then **breathes out** carbon dioxide. The plant can then use this carbon dioxide and the cycle is complete.

Processes That Use Oxygen or Oxidation processes:

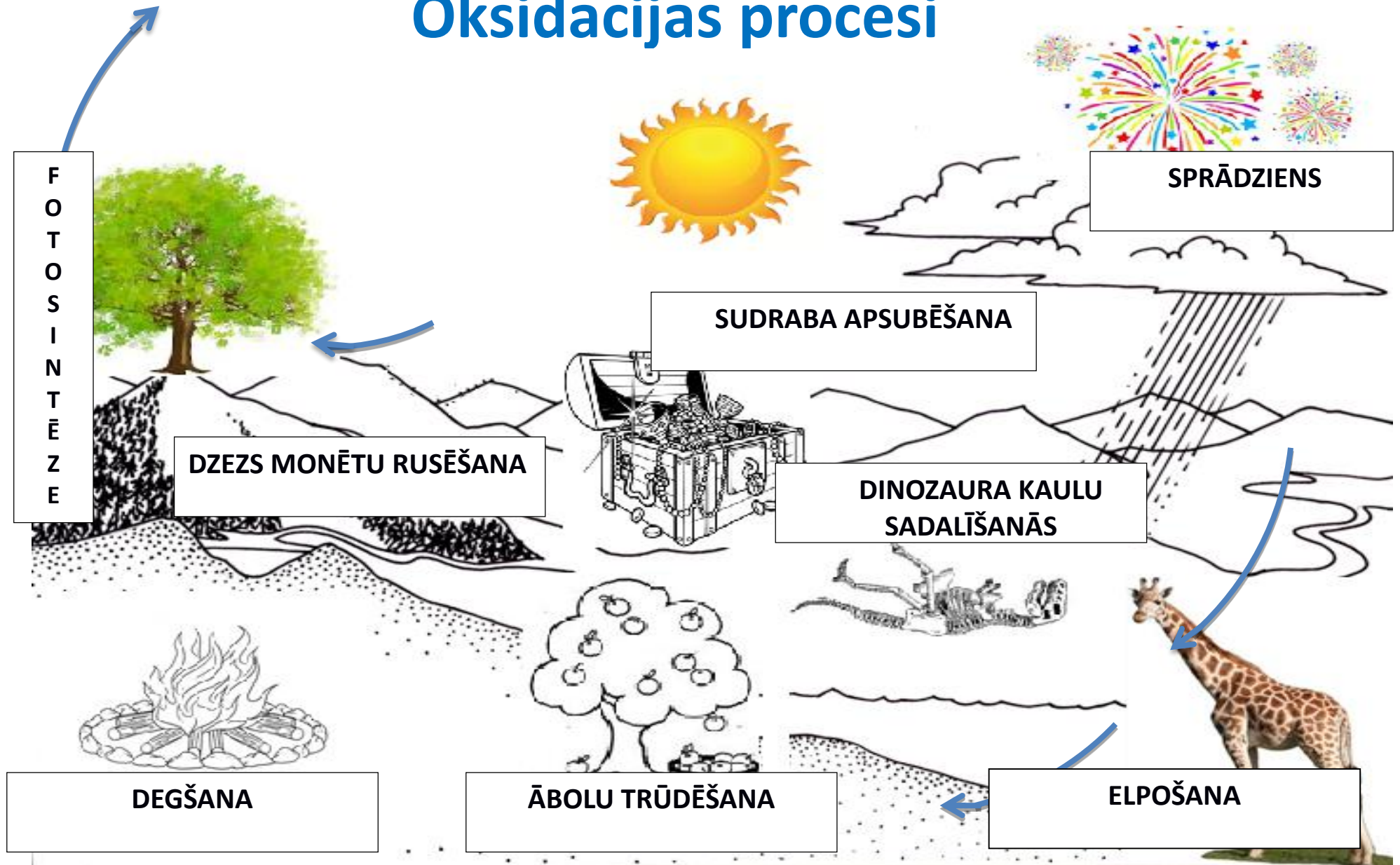
- Breathing - The scientific name for breathing is respiration. All animals and plants use up oxygen when they breathe. They breathe in oxygen and breathe out carbon dioxide.
- Decomposition and Decay - When plants and animals die they decay and decompose. This **process uses up** oxygen and **releases** carbon dioxide.
- Tarnishing - when metal tarnishes its outer layer is combining with O₂ and other elements and losing its shine and colour. Like silver, for example, tarnishes, while iron rusts.
- Rusting - This is also called oxidation. When things rust they use up oxygen.
- Combustion or burning - There are three things needed for burning: oxygen, fuel, and heat. Without oxygen you can't have a fire. When things burn, they **use up oxygen** and **replace it with carbon dioxide**.
- Explosion is a rapid and violent oxidation reaction that produces large amounts of hot gas.

Processes That Produce Oxygen

- Plants - Trees **create** the major part of **the oxygen** we breathe through a process called photosynthesis. In this process plants use carbon dioxide, sunlight, and water to create energy and **produce oxygen** which they release into the air.
- Sunlight - Some **oxygen is produced** when sunlight reacts with water vapour in the atmosphere.

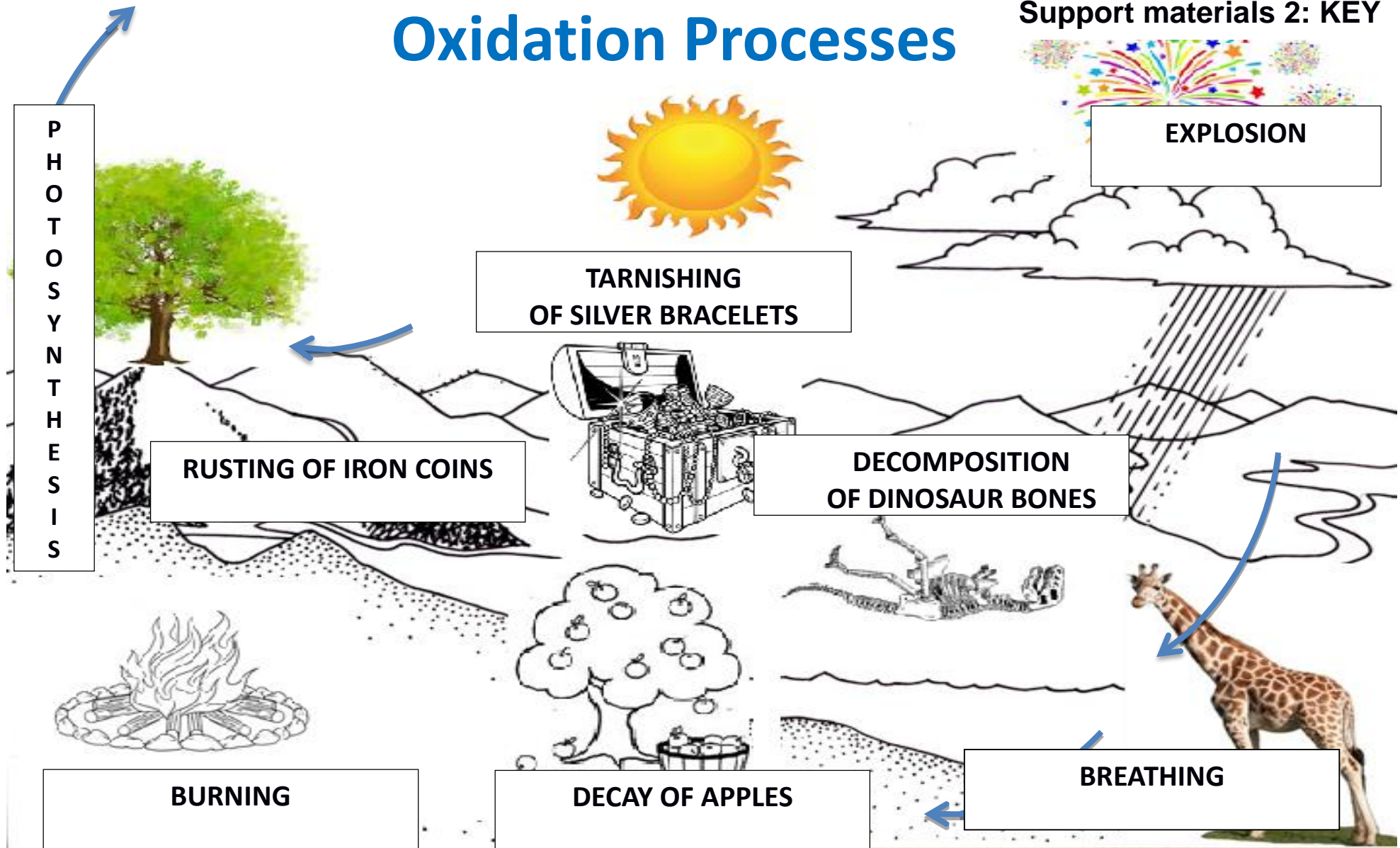
How is oxygen used today? Oxygen is **used by animals** and plants in the respiration (breathing) process. Tanks of oxygen are used in medicine to treat people with breathing problems. They are also used as life support for astronauts and scuba divers. The majority of the oxygen used in industry is used in the manufacturing of steel. Other applications include making new compounds such as plastics and creating a very hot flame for welding. Liquid oxygen is combined with liquid hydrogen to make rocket fuel.

Oksidācijas procesi



Support materials 2: KEY

Oxidation Processes



Activity 4. Focus on Zero Conditional. There are 2 variants for the task:

- 1) All students have to stand up and go out of the classroom. Each student gets one slip of paper and has to find a partner with a suitable slip of paper to make a correct statement. All statements are displayed on a big A3 size poster for further discussion (students need to use a glue stick).
- 2) Students work in pairs to match the slips of paper on the desk. Alternatively, students can first do the task as variant No1 using a big A3 poster and then do it in pairs or groups for revision.



IF WE BREATHE,	WE USE OXYGEN (O₂).
IF WE EXHALE,	WE BREATHE OUT CARBON DIOXIDE (CO₂).
WHEN PLANTS AND ANIMALS DIE,	THEY DECAY AND DECOMPOSE.
WHEN METAL TARNISHES,	IT LOSES ITS SHINE AND COLOUR.
WHEN IRON THINGS RUST,	THEY USE UP OXYGEN.
IF THERE IS NO OXYGEN,	THERE CAN BE NO FIRE.
IF THINGS BURN,	THEY USE UP OXYGEN AND REPLACE IT WITH CARBON DIOXIDE.
IF SOMETHING EXPLODES,	A LARGE AMOUNT OF HOT GAS IS PRODUCED.
WHEN PLANTS CREATE OXYGEN,	THIS PROCESS IS CALLED PHOTOSYNTHESIS.

Activity 5. Planning and rehearsing a video clip or presentation. Students work in groups of 4 or 6, using all the materials from previous activities of the lesson to develop and rehearse their video clip about Oxygen and /or Oxidation Processes in Nature (peer-assessment).

Erasmus+KA 1 projekts “CLIL metodes pielietošana projektu darbībā” /“Implementing CLIL in project work”

“ŪDENS PIESĀRŅOJUMS”

Autors	Ķīmijas skolotāja Nadežda Usačova	
Skolēnu vecuma grupa	8.klase, 30 skolēni	
Laiks (min)	20 min.	
Priekšmetu integrācija	Ķīmija, bioloģija un angļu valoda	
Kā šī nodarbība iekļaujas Jūsu programmā	Bloks 3. Ūdens. Ūdens īpašības un piesārņošana	
Mērķis	Padziļināt skolēnu izpratni par ūdens piesārņojuma avotiem un to sēkam, izmantojot tekstu angļu valodā	
Uzdevumi	6. Organizēt skolēnu darbu grupās 7. Attīstīt skolēnu lasīšanas prasmes, spēju atbildēt uz jautājumiem un ievietot trūkstošos vārdus tekstā 8. Paplašināt vārdu krājumu ar terminoloģiju angļu valodā 9. Apspriet dažādu faktoru ietekmi uz ūdens iemītniekiem	
Konteksts un sakars ar reālo dzīvi	Ūdens piesārņojums ir ļoti svarīgā ekoloģiskā problēma. Teksta materiāls „Water pollution” ir saistīts ar mūsdienās aktuāliem procesiem - kā rodas piesārņojumi un kā tie ietekmē dzīvos organismus.	
Plānotie rezultāti	Saturs	Skolēniem ir izpratne par ūdens piesārņojuma avotiem un to sekām, kā arī cilvēka ietekmi uz apkārtējo vidi.
	Valoda	Speciālā vārdu krājuma paplašināšana attiecībā uz ūdens piesārņojumu
	Komunikācija	Kooperatīvo sadarbības prasmju uzlabošana
	Kognitīvās prasmes	Skolēni patstāvīgi apgūs jaunas zināšanas, tiem radīsies izpratne par ūdens piesārņojumiem, kā arī spēš prognozēt piesārņojuma sekas

Kādā veidā tiek īstenota CLIL metode (projektu darbībā)?

Skolēni izmanto tekstu par ūdens piesārņojumu (katrai grupai tiek izdalīta teksta daļa ar konkrēto nosaukumu), grupas dalībnieki apspriež tekstu un atbild ar jautājumiem. Katra grupa prezentē savu darbu, bet citu grupu dalībnieki uzdot jautājumus. Pēc tam katra grupa aizpilda tā saucamo “Word Scramble”, praktizējot apgūto terminoloģiju angļu valodā.

Norise

Ievaddaļa

Aktivitāte 1

Skolēni sadalās 3 grupās un saņem tekstu „Water pollution”. Katrai grupai tiek piedāvāta vārdnīca.

Uzdevums 1. grupai – How water is polluted

Uzdevums 2. grupai – Waste disposal

Uzdevums 3. grupai – Fertilizers and rivers

Apspiešanai tiek dotas 10 minūtes.

(Izdales materiāli Nr. 1)

Galvenā daļa

Aktivitāte 2

Skolēni lasa tekstu angļu valodā un apspriež to grupā angļu vai latviešu valodā.

Palīgresursi 1: vārdnīca,

(Izdales materiāli Nr. 2)

Aktivitāte 3

Skolotājs izdala jautājumus katrai grupai, pamatojoties uz tekstu, skolēni atbild uz jautājumiem rakstiski savās burtnīcās.

(Izdales materiāli Nr. 3)

Aktivitāte 4

Skolēni atbild uz jautājumiem un pamato savas atbildes. Skolotājs vēro skolēnu darbību, palīdz, ieklausās skolēnu atbildes.

(Izdales materiāli Nr. 3)

Nobeiguma daļa

Aktivitāte 5

Katrs skolēns saņem „Word Scramble” un izpilda uzdevumu.

Izmantojot interaktīvo tāfeli skolēni salīdzina savas atbildes ar pareizām atbildēm un apspriež ar skolotāju un klases biedriem.

(Izdales materiāli Nr. 4)

Resursi

- Teksts „Water pollution” Resource: Taylor Charles (ed.) 2005 Kingsfisher Science Encyclopaedia. Conservation and the environment. London: Kingsfisher Publications Plc.
- Word Scramble: https://www.epa.gov/sites/production/files/2016-03/documents/activity_grades_4-8_wordscramble.pdf

WATER POLLUTION

Water is vital to every living thing on our planet. However, too often it is polluted by sewage, animal waste, or dissolved chemicals and fertilizers.



Liquid waste from factories and farms pours into rivers and streams, making drinking water unsafe and killing wildlife.



Collecting water for the family is a daily chore in many countries. Here girls pump water from a well in Burkina Faso in West Africa. Clean water from a tap is still a luxury in countries where water is in short supply.

All the water in the world goes round and round in a great cycle called the hydrological cycle. Water that falls as rain soaks into the ground and is taken up by plants, or runs off and forms rivers.

HOW WATER IS POLLUTED

Water is described as polluted if the amounts or kinds of substances contained in it are likely to cause harm to people, animals, plants or the environment. Clean water is a precious resource. Many countries lack regular rainfall, and water storage is often inadequate. In developing countries, wells and rivers often cannot meet the needs of growing populations. In addition to this, water supplies may be polluted by waste.

Water is a very good solvent. It is able to dissolve more solids than many other liquids. Water dissolves minerals when it passes through rocks as groundwater. In rivers, lakes and streams it almost always contains dissolved chemicals or carries debris suspended in it.

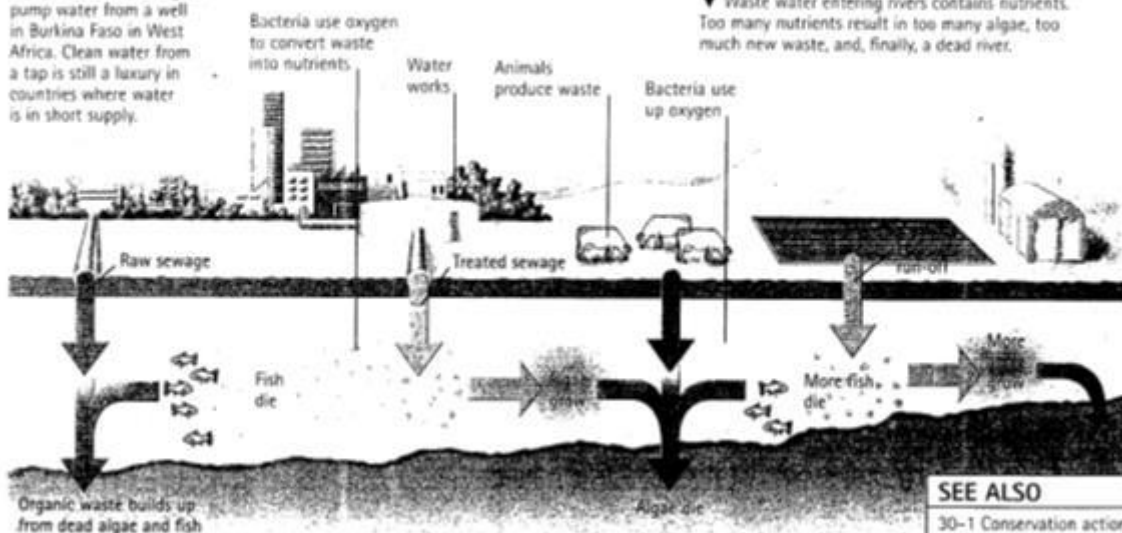
WASTE DISPOSAL

Rivers and seas have traditionally been used for the disposal of waste. Fast-flowing rivers transport sewage and other waste away from people's homes and into the oceans, where the natural processes of decay can usually cope. But in slow-flowing waters or in places where too much waste is put into the water, this natural decay cannot deal with the waste. The water may then become polluted with disease-carrying sewage. Water also becomes polluted by oil and chemicals from factories, and natural decay processes cannot deal with this.

FERTILIZERS AND RIVERS

Water can also be polluted by becoming too rich in nutrients. Sewage, animal waste and fertilizers can eventually kill off life in a river. These waste products enrich the water with organic waste. Bacteria in the river water use oxygen to break down the waste into nutrients (food-substances). The nutrients encourage the growth of certain plants, such as algae. As these plants die, they add to the organic waste in the water. The bacteria use so much oxygen to break down the waste that fish cannot breathe and so die.

▼ Waste water entering rivers contains nutrients. Too many nutrients result in too many algae, too much new waste, and, finally, a dead river.



SEE ALSO
30-1 Conservation action

Izdales materiāli Nr. 2

Vocabulary (1. grupai)
How water is polluted

To pollute – загрязнять

Environment – окружающая среда

Wells – скважина

Waste – отходы

Solvent – растворитель

To dissolve – растворить, растворять

Vocabulary (2. grupai)
Waste disposal

Disposal – удаление

Waste – отходы

Sewage – сточные воды

To pollute – загрязнять

Disease – carrying –

Oil – нефть

Vocabulary (3. grupai)

Fertilizers and rivers

To pollute - загрязнять

Fertilizers – удобрения

Nutrients – питательные вещества

Sewage – сточные воды

Waste – отходы

Algae - водоросли

Water pollution

How water is polluted

- When is water described as polluted?
- Why is there lack of water in some countries?
- What can water dissolve?
- What do rivers, lakes and streams almost contain?

Waste disposal

- What can water become polluted with?
- Where do fast-flowing rivers transport sewage and other waste into?
- Where does the natural process of decay usually happen?
- In what places can natural decay not deal with water pollution?

Fertilizers and rivers

- How else can water be polluted?
- What exactly can kill off life in a river?
- What encourages the growth of algae?
- What is one of the reasons why fish cannot breathe and so die in the water?

Izdales materiāli Nr. 4



Word Scramble

Put the letters in the right order to complete the sentence!

All living things need _____ to live.
t a w e r

When water evaporates, it travels into the air and becomes part of a _____.
d l o c u

Less than 1% of all the water on the earth is _____ water.
s e f r h

We _____ water in the liquid form.
i k r d n

Check for leaks and save hundreds of _____ of water a day.
a l l o g n s

You'll save water by taking a quick _____.
h o w s e r

Wash bikes and cars with a _____ and sponge instead of a running hose.
k e c b u t

Ask your _____ to look for ways to save water.
m f a i y l



Erasmus+KA 1 projekts “CLIL metodes pielietošana projektu darbībā” /“Implementing CLIL in project work”

“ŪDENS PIESĀRŅOJUMS”

Autors	Ķīmijas skolotāja Nadežda Usačova	
Skolēnu vecuma grupa	8.klase, 30 skolēni	
Laiks (min)	20 min.	
Priekšmetu integrācija	Ķīmija, bioloģija un angļu valoda	
Kā šī nodarbība iekļaujas Jūsu programmā	Bloks 3. Ūdens. Ūdens īpašības un piesārņošana	
Mērķis	Padziļināt skolēnu izpratni par ūdens piesārņojuma avotiem un to sēkam, izmantojot tekstu angļu valodā	
Uzdevumi	10. Organizēt skolēnu darbu grupās 11. Attīstīt skolēnu lasīšanas prasmes, spēju atbildēt uz jautājumiem un ievietot trūkstošos vārdus tekstā 12. Paplašināt vārdu krājumu ar terminoloģiju angļu valodā 13. Apspriet dažādu faktoru ietekmi uz ūdens iemītniekiem	
Konteksts un sakars ar reālo dzīvi	Ūdens piesārņojums ir ļoti svarīgā ekoloģiskā problēma. Teksta materiāls „Water pollution” ir saistīts ar mūsdienās aktuāliem procesiem - kā rodas piesārņojumi un kā tie ietekmē dzīvos organismus.	
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Norise

levaddaļa

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(Izdales materiāli Nr. 3)

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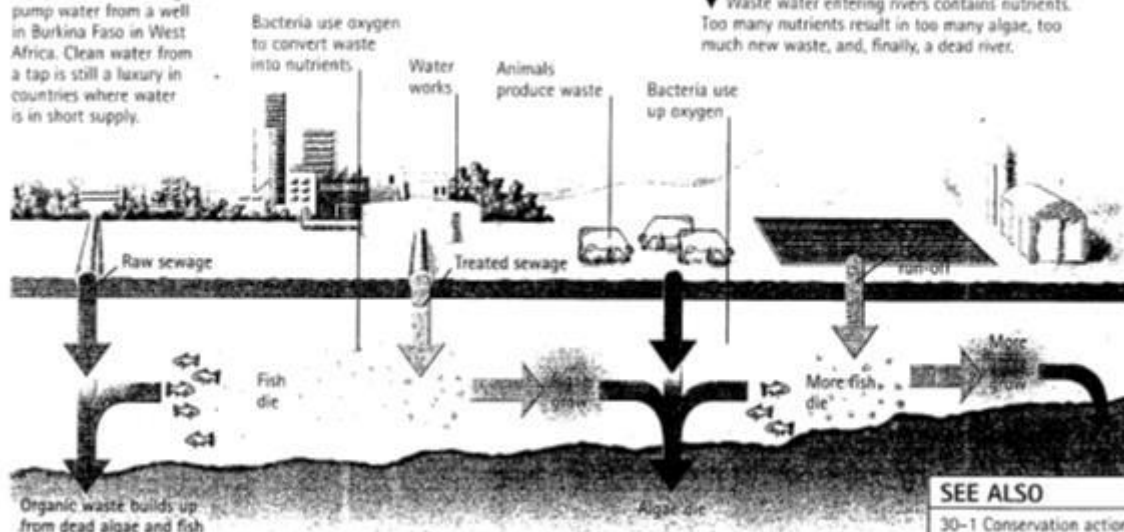
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▼ Waste water entering rivers contains nutrients. Too many nutrients result in too many algae, too much new waste, and, finally, a dead river.



SEE ALSO
30-1 Conservation action

Izdales materiāli Nr. 2

Vocabulary (1. grupai)
How water is polluted

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Environment – окружающая среда

Wells – скважина

Waste – отходы

Solvent – растворитель

To dissolve – растворить, растворять

Vocabulary (2. grupai)
Waste disposal

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Waste – отходы

Sewage – сточные воды

To pollute – загрязнять

Disease – carrying –

Oil – нефть

Vocabulary (3. grupai)

Fertilizers and rivers

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Sewage – сточные воды

Waste – отходы

Algae - водоросли

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- What is one of the reasons why fish cannot breathe and so die in the water?

Izdales materiāli Nr. 4



Word Scramble

Put the letters in the right order to complete the sentence!

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t a w e r

When water evaporates, it travels into the air and becomes part of a _____.
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Less than 1% of all the water on the earth is _____ water.
s e f r h

We _____ water in the liquid form.
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Check for leaks and save hundreds of _____ of water a day.
a l l o g n s

You'll save water by taking a quick _____.
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Ask your _____ to look for ways to save water.
m f a i y l



Erasmus+KA 1 projekts “CLIL metodes pielietošana projektu darbībā”

“Projekts. Elektrodrošība. Pirmās dienas 1. aktivitāte” (projekta apraksts ir pielikumā)

Autors	Mg. ph. Svetlana Sokolova	
Skolēnu vecuma grupa	11 skolēni no 8.klases.	
Laiks (min)	40 min	
Priekšmetu integrācija	Fizika un angļu valoda.	
Kā šī nodarbība iekļaujas Jūsu programmā	Bloks 2. Elektrība.	
Mērķis	Veidot izpratni par elektrodrošības pamatprincipiem.	
Uzdevumi	<ul style="list-style-type: none"> • Organizēt skolēnu darbību pāros • Prast izmantot videofragmentu, kā informācijas avotu. • Prast lietot zināšanas par strāvu dzīvē; • Attīstīt skolēnu lasīšanas prasmes, spēju atbildēt uz jautājumiem un ievietot trūkstošos vārdus tekstā • Paplašināt savu vārdu krājumu ar jauniem vārdiem angļu valodā 	
Konteksts un sakars ar reālo dzīvi un kultūru	Katru dienu mēs izmantojam elektroierīces un to izmantošanai jābūt drošai, energo- efektīvai un saudzīgai pret dabu.	
Plānotie rezultāti	Saturs	Skolēniem jāzina, kā ievērot drošības noteikumus, lietojot elektroierīces un jāprot izskaidrot kustīgo drošinātāju un automātisko drošinātāju lietojumu elektroierīču un elektrotīkla aizsardzībai pret pārslodzi.
	Valoda	Skolēni apgūs konkrēto elektrības terminoloģiju latviešu un angļu valodā
	Komunikācija	Skolēni pilnveidos sadarbības prasmes strādājot grupās
	Kognitīvās prasmes	Elektrības pamatlikumu saprašana, salīdzināšana un analīze.

Kādā veidā tiek īstenota CLIL metode (projektu darbībā)?

Pēc video noskatīšanas par elektrodrošības pamatprincipiem angļu valodā, skolēni strādā grupās, lai apkopotu un sistematizētu jaunu informāciju.

Norise

Ievaddaļa

Aktivitāte 1

Skolēni tiek iepazīstināti ar iespēju izmantot interneta vietnes, lai papildinātu vārdu krājumu.

Galvenā daļa

Aktivitate 2

Skolēni iepazīnās ar darba lapas saturu. (individuāli). (*Izdales materiāli: darba lapa*)

Aktivitāte 3

Skolēni skatās video un pilda darba lapas pirmo uzdevumu. (pāros) (*Izdales materiāli: darba lapa I. uzdevums*)

Aktivitāte 4

Skolēni skatās video un pilda darba lapas otro uzdevumu. (individuāli) (*Izdales materiāli: darba lapa II. uzdevums*)

Nobeiguma daļa

Aktivitāte 5

Skolēni apkopojas grupās, pārbauda darba lapas I. uzdevumu. Katra pāra uzdod savus jautājumus citiem projekta dalībniekiem. (*Izdales materiāli: darba lapa*)

Resursi

- Video <https://www.youtube.com/watch?v=A9KSGAnjo2U>
- iPad ar interneta pieslēgumu (6 gab)
- Darba lapa

Electrical safety

Uzd.I. Use the link <https://www.youtube.com/watch?v=A9KSGAnjo2U> , to answer the questions or fill in the blanks below

1. What is the material that conducts an electric current? _____

Examples

What is the material that does not conduct electricity?

Examples

Can an insulator become a conductor? If Yes, then in which case?

2. What will be the consequences of the action of electric current on the human

3. _____ and _____ are protective devices

stopped the flow of electricity when it reaches a dangerously high level as in a short

circuit _____ have a metal filament that melts and _____

automatically disconnect the power _____ and _____

help protect equipment and prevent fires but they won't protect a person from getting shot.

4. What strain is especially dangerous? _____

5. The amount of electrical current is measured in _____, usually called _____ it's .

6. Who are particularly exposed to electric current?

7. What kind of damage the human body can cause the action of an electric current?

Uzd.II. Watch the video for a second time and formulate five questions.

Mācību projekts „Elektrodrošība”

Dalībnieki: 8. klases skolēni (11 cilvēki)

Projekta vadītāja: fizikas skolotāja Svetlana Sokolova

Projekta mērķis: veidojot kompetences patstāvīgas izziņas darbības jomā, attīstīt komunikatīvas iemaņas un veidot izpratni par elektrodrošību, izmantojot CLIL metode.

Uzdevumi:

- Iepazināt skolēnus ar teorētisko materiālu par elektrisko strāvu un elektrodrošību;
- Paaugstināt valodas kompetences;
- Organizēt skolēnu darbību grupās;
- Nodrošināt skolēnu drošību filmēšanas laikā;
- Izveidot video par elektrodrošību angļu valodā;
- Prast prezentēt savu darbu

Resursi: iPad ar interneta pieslēgumu (6 gab)

Projekta gaita

Projekts notiek piecas dienas laikā ģimnāzijas projektu nedēļas ietvaros.

1.diena.

1. Skolēni iepazīs ar mācību vielu. (darba forma: individuālais darbs, darbs pāros un grupās)
 - Ierosināšana;
 - Darbs ar video materiāliem (ar CLIL metode);
 - Darbs ar Internet resursiem (ar CLIL metode);
2. Atlasa nepieciešamu materiālu, izmantoja Internet resursi. (darba forma: grupu darbs)

Skolēni sadalās trīs grupās un izvēlas savai grupai darba segmentu (elektrodrošība mājā, elektrodrošība ārpus mājas un palīdzība elektrotraumas gadījumos). Strādā ar Internet resursiem.

2. diena. Atlasīto materiālu apkopošana un scenārija rakstīšana. Skolēni raksta scenāriju sadarbībā ar projekta vadītāju un angļu valodas skolotājām.

3. diena. Video nofilmēšana un apstrāde.

4. diena. Video apstrāde turpinājums. Prezentācijas sagatavošana.

5. diena. Prezentācija. Mērķauditorija: 8. klases skolēni.

Erasmus+KA 1 projekts “CLIL metodes pielietošana projektu darbībā”

“ Projekts. Elektrodrošība. Pirmās dienas 2. aktivitāte.” (projekta apraksts ir pielikumā)

Autors	Mg. ph. Svetlana Sokolova	
Skolēnu vecuma grupa	11 skolēni, 8.klase	
Laiks (min)	40 min	
Priekšmetu integrācija	Fizika un angļu valoda	
Kā šī nodarbība iekļaujas Jūsu programmā	Blocs 2. Elektrība. Skolēniem jāzina, kā ievērot drošības noteikumus, lietojot elektroierīces un kā jārikojas elektrotraumu gadījumos.	
Mērķis	Veidot izpratni par elektrodrošību mājas un ārā; veidot priekšstatu par pirmo palīdzības sniegšanu elektrotraumu gadījumos	
Uzdevumi	<ul style="list-style-type: none"> • Organizēt skolēnu darbību grupās; • Spēt pielietot zināšanas par strāvu praksē; • Attīstīt skolēnu lasīšanas prasmes; • Paplašināt vārdu krājumu ar terminoloģiju angļu valodā; • Izmantot dažādus informācijas avotus par elektrodrošību; • Apzināties elektriskās strāvas iedarbības uz cilvēka organismu sekas; • Apzināties fizikas atklājumu un tehnoloģiju nozīmi. 	
Konteksts un sakars ar reālo dzīvi	Katru dienu mēs izmantojam elektroierīces un to izmantošana jābūt drošai un ekonomiskai. Mums ir jāzina kā rīkoties elektrotraumu gadījumos.	
Plānotie rezultāti	Saturs	Skolēniem jāzina, kā ievērot drošības noteikumus, lietojot elektroierīces un kā var palīdzēt cilvēkam ar elektrotraumu.
	Valoda	Skolēni apgūs konkrēto elektrības terminoloģiju latviešu un angļu valodā
	Komunikācija	Skolēni pilnveidos sadarbības prasmes strādājot grupās
	Kognitīvās prasmes	Elektrības pamatlikumu saprašana, salīdzināšana un analīze. Skolēni apkopos un analizēs informāciju no dažādiem avotiem.

Kādā veidā tiek īstenota CLIL metode (projektu darbībā)?

Skolēni, strādājot grupās, izmanto internēta vietnes, kā informācijas avotus un izstrādā elektrodrošības noteikumus un pirmās palīdzības noteikumus.

Norise

Īevaddaļa

Aktivitāte 1 (jeb uzdevums 1)

Skolotāja piedāvā iepazīties ar darba lapu saturu un uzdod jautājumi, ja nav skaidrs.
(Izdales materiāli: darba lapa)

Galvenā daļa

Aktivitāte 2

Skolēni izmanto internēta vietnēs un sadala darbu grupās.

Aktivitāte 3- etc.

Skolēni atlasa informāciju un aizpilda darba lapu (Izdales materiāli: darba lapa)
Skolotāja palīdz pēc vajadzības.

Nobeiguma daļa

Aktivitāte 4

Pārstāvji no katras grupas dodas uz citu grupu. kur apspriež pilnīgumu un veikto darbu kvalitāti (Izdales materiāli: darba lapa)

Resursi

Internēta vietnes:

<http://www.hse.gov.uk/electric>

<http://www.esfi.org/>

https://www.ccohs.ca/oshanswers/safety_haz/electrical.html

- iPad ar interneta pieslēgumu (6 gab)
- Darba lapa

Task 1 Use these sites for your work:

<http://www.hse.gov.uk/electric>

<http://www.esfi.org/>

https://www.ccohs.ca/oshanswers/safety_haz/electrical.html

Write down five basic principles of electrical safety

at home

on the street

How to provide the first aid for electric shock?

Mācību projekts „Elektrodrošība”

Dalībnieki: 8. klases skolēni (11 cilvēku)

Projekta vadītāja: fizikas skolotāja Svetlana Sokolova

Projekta mērķis: veidojot kompetences patstāvīgas izziņas darbības jomā, attīstīt komunikatīvas iemaņas un veidot izpratni par elektrodrošību, izmantojot CLIL metode.

Uzdevumi:

- Iepazināt skolēnus ar teorētisko materiālu par elektrisko strāvu un elektrodrošību;
- Paaugstināt valodas kompetences;
- Organizēt skolēnu darbību grupās;
- Nodrošināt skolēnu drošību filmēšanas laikā;
- Izveidot video par elektrodrošību angļu valodā;
- Prast prezentēt savu darbu

Resursi: iPad ar interneta pieslēgumu (6 gab)

Projekta gaita

Projekts notiek piecas dienas laikā ģimnāzijas projektu nedēļas ietvaros.

1.diena.

3. Skolēni iepazīs ar mācību vielu. (darba forma: individuālais darbs, darbs pāros un grupās)

- Ierosināšana;
- Darbs ar video materiāliem (ar CLIL metode);
- Darbs ar Internet resursiem (ar CLIL metode);

4. Atlasa nepieciešamu materiālu, izmantoja Internet resursi. (darba forma: grupu darbs)

Skolēni sadalās trīs grupās un izvēlas savai grupai darba segmentu (elektrodrošība mājā, elektrodrošība ārpus mājas un palīdzība elektrotraumas gadījumos). Strada ar Internet resursiem.

2. diena. Atlasīto materiālu apkopošana un scenārija rakstīšana. Skolēni raksta scenāriju sadarbībā ar projekta vadītāju un angļu valodas skolotājām.

3. diena. Video nofilmēšana un apstrāde.

4. diena. Video apstrāde turpinājums. Prezentācijas sagatavošana.

5. diena. Prezentācija. Mērķauditorija: 8. klases skolēni.

Rezultāti un secinājumi

ES mūžizglītības projekti: tieši šodien, kad nereti skan runas par Eiropas Savienības beigām, kļūst skaidrs, cik daudz mēs visi ieguvām no Eiropas mūžizglītības projektiem. Protams, tas nebūtu iespējams bez finansējuma, iespējas brīvi ceļot, satikties ar cilvēkiem, mācīties un iepazīties ar citu pieredzi un kultūru. Tas viss prasa milzīgu darbu, bet ievērojami arī bagātina. Tāpēc mūsu galvenais ieteikums skolām – noteikti iesaistīties mūžizglītības projektos gan ar skolēniem, gan ar mācītājiem.

CLIL skolotāju izglītība: Eiropas Padomes rekomendācijas par to, ka vajadzētu stimulēt svešvalodu lietošanu arī citos, nevalodu, priekšmetos (*Council of Europe*, 1998) un mācīt vismaz divas svešvalodas ļoti agrīnā vecumā (EK, 1995, *Eurydis*, 2005) ir zināmas un tiek izpildītas iespēju robežās. CLILursos iedvesmotie skolotāji cenšas īstenot CLIL pieeju, balstoties uz savu pieredzi un entuziasmu, apgūstot gan svešvalodu, gan CLIL pamatus dažādosursos, vebināros un pašmācības ceļā, daloties ar pieredzi un meklējot informāciju internetā, kas, protams, ir tikai apsveicami. Tajā pašā laikā, ja mēs paskatīsimies uz augstskolām, CLIL kursu var atrast pārsvarā svešvalodu skolotāju programmās un parasti tas ir izvēles kurss, taču tieši tādi kursi par priekšmetu integrāciju un sadarbību starp dažādu priekšmetu skolotājiem ir ļoti vajadzīgi pilnīgi visiem pedagogiem.

CLIL kursi ir ļoti vērtīga pieredze, kas motivē attīstīties tālāk, tomēr tas ir tikai pirmais solis, jo speciālo zināšanu apjoms, kurš būtu jāapgūst CLIL skolotājiem, ir milzīgs, un būtu labi, ja jaunie speciālisti sāktu iepazīties ar to jau augstskolā. Vēl 2011. gadā publicētas Eiropas pamatnostādnes par CLIL skolotāju izglītību <http://clil-cd.ecml.at/> (*European Framework for CLIL Teacher Education*) dod iespēju katram pedagogam novērtēt, cik ļoti viņš atbilst ideālā CLIL skolotāja kritērijiem un ko vēl varētu pilnveidot.

Svarīgi atzīmēt, ka CLIL pieeja parasti tiek īsi raksturota kā vienlaicīgā koncentrēšanās uz saturu un valodas apgūšanu, un to ir viegli saprast, jo tas pilnībā atbilst šīs pieejas nosaukumam. Savukārt *European Framework for CLIL Teacher Education* uzsver, ka CLIL skolotājiem ir jākoncentrējas nevis uz divām, bet gan trīs lietām: saturu, valodu un skolēnu mācīšanās prasmēm. Turklāt šis trešais komponents – mācīšanās prasmes – ir ārkārtīgi svarīgs un prasa īpašu uzmanību, izmantojot CLIL pieeju. Nenoliedzami, spēja organizēt mācību procesu, koncentrējoties pirmām kārtām uz mācīšanās prasmēm, bieži nosaka to, cik efektīvs un produktīvs būs šis mācību process.

Resursi: CLIL jeb ISVA pieeja paver plašas iespējas mācību resursu izmantošanai svešvalodās, un skolotāji, kuri apzinās to milzīgo resursu klāstu un prot atlasīt un rediģēt materiālus, pielāgojot tos savu skolēnu vajadzībām, vairs nekad nevēlēsies no tās atteikties. Šeit rodas vēl viens ļoti aktuāls jautājums – pedagogu prasmes mācību materiālu vērtēšanā, atlasē, rediģēšanā un veidošanā. Protams, ka mācību grāmatu rakstīšana nav katra skolotāja uzdevums, bet spēja orientēties mācību materiālos, novērtēt un pareizi rediģēt, ņemot vērā skolēnu svešvalodu zināšanas, ir un acīmredzot kļūs daudz aktuālāka nākotnē. Šodien bieži lietojamais teiciens *All teachers are language teachers* jeb *Visi skolotāji ir valodas skolotāji* nevar palikt bez

uzmanības un materiālu rediģēšana prasa no priekšmeta skolotāja ne tikai pamatīgas svešvalodas zināšanas, bet arī zināšanas par svešvalodu apgūšanas pamatprincipiem un skolēnu zināšanu līmeņiem. Vairāki pētījumi pierādīja, ka koncentrācija tikai uz saturu *CLIL* pieejas gadījumā noved pie paviršības un ir nepieciešams veļtīt pietiekamu uzmanību arī formai, t. i., valodai. Protams, valoda ir zināšanu iegūšanas instruments, taču tas ir instruments, kas jāizmanto apzinīgi un prātīgi.

Rezultāti: projekta rezultātā tapa *CLIL* skolotāju labas prakses piemēru krājums un videoklipi, tika izveidota projekta mājaslapa <http://ej.uz/clil-project>, kur var apskatīt labas prakses piemērus un resursus, tika organizēti vairāki semināri un darbnīcas gan ģimnāzijas, gan arī Rīgas pilsētas līmenī. Iesaistoties RIIMC projektā *Izglītība izaugsmei 2016*, mūsu skolotāji iemācījās veidot un rediģēt videoklipus, tika organizētas meistarklases jeb darbnīcas pedagogu pieredzes apmaiņai. Projekta beigās mēs apmainījāmies ar pieredzi un nodibinājām draudzīgās saiknes ar vairākām skolām Igaunijā un noteikti plānojam turpināt mūsu sadarbību.

Lai gan mācību mobilitātē bija paredzētas tikai 10 mobilitātes, faktiski projektā dalībnieku bija vairāk nekā divdesmit, jo ļoti daudzi skolotāji vadīja atklātās *CLIL* stundas, veidoja labas prakses piemērus un vadīja seminārus.

Ikgadējās *CLIL* ieskautes rezultāti un svešvalodu zināšanas rādītāji pierāda *CLIL* pieejas efektivitāti. Mēs ticam, ka *CLIL* pieejai ir nākotne un ir nepieciešams turpināt praksē balstītus pētījumus. Aicinām visus kam interese *CLIL* sadarboties un dalīties ar savu pieredzi.

Erasmus +KA1 projekta "Satura un valodas integrētās apguves pieejas īstenošana projektu darbībā" koordinatore (2014.-2016.)

Mg.filol. Nadežda Polianoviča

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RESOURCES FOR CONTENT AND LANGUAGE INTEGRATED LEARNING

BEST OF THE BEST ! <http://www.grahamworkman.com/>

The site of Mr. Graham Workman (our dear and amazing teacher of CLIL) presents a huge amount of useful materials and links for all subjects, age groups and all possible and impossible life situations)

- <http://www.zunal.com> – Free webquests and free software for creating your own webquests
- <http://www.bie.org> - Everything about Project Based Learning

Primary School

- <http://www.coloring.ws/> — Colouring pages, games and activities
- <http://www.activityvillage.com/>- Crosswords, interactive tasks, games etc.
- <http://www.robertpottle.com/poems/index.php/> — Poems for children
- <http://learnenglishkids.britishcouncil.org/en/> — Songs, online games, colouring pages and interactive tasks
- http://www.bbc.co.uk/schools/websites/4_11/ - materials for different subjects in English
- <http://www.primaryresources.co.uk/> - materials for different subjects in English
- <http://www.bbc.co.uk/schools/a-z/topic/a.shtml> - materials for different subjects in English
- <http://www.kidzone.ws/> -- materials for different subjects in English
- <http://schoolexpress.com/fwsindex.php/> - materials for different subjects in English
- <http://www.schoolexpress.com/fws/worksheet.php?id=59459/> materials for printing, colouring and learning
- <http://www.schoolexpress.com/funtime/index.php/> - Online games

Lower-secondary and Secondary School

Materials for different subjects in English:

- http://www.bbc.co.uk/schools/websites/11_16/ -
- <http://www.kidzone.ws/>
- <http://www.globalclassroom.org/ecell00/javamath.html/> -
- <http://www.bbc.co.uk/schools/websites/16/>
- <http://www.globalclassroom.org/ecell00/javamath.html/>

Art and Music

- <http://www.playmusic.org/stage.html/> -Music
- http://www.bbc.co.uk/northernireland/schools/4_11/primaryart/- Art
- <http://www.primaryresources.co.uk/art/art.htm/> - Music
- <http://www.impressionism.org> - Art - impressionisms
- <http://www.ejohnrobinson.com/> — Art – video lesson
- <http://smartmuseum.uchicago.edu/smartkids/home.html/>- Art dictionary with audio clips
- <http://www.lyrics.com/> -Song lyrics

Social Science and History:

- <http://webguide.wordpress.com/category/social-sciences/> - Social Science
- <http://www.historyworld.net/wrldhis/lishstories1.asp?gtrack=mtop1/> -

Historical events in different countries

- <http://www.csb.gov.lv/en/> - Statistics in Latvia
- http://www.liaa.gov.lv/eng/home/latvia_in_facts/ Facts about Latvia
- <http://learnenglish.britishcouncil.org/en/business-and-work> —
- <http://www.wall-street.com/> -News about Economy
- <http://www.worldbank.org/> - News about Economy
- <http://en.wikipedia.org/wiki/Diagram> — Types of Diagrams

Mathematics:

- <http://www.ixl.com/> - Tasks for all age groups
- <http://www.primaryresources.co.uk/maths/maths.htm/>- Tasks and handouts
- <http://www.aaamath.com/> — Tasks and short descriptions for all age groups
- <http://webguide.wordpress.com/category/mathematics/>- Online maths – games and extra links
- <http://www.globalclassroom.org/ecell00/javamath.html> - Tasks

Natural Science:

- <http://www.planet-science.com> - Resources about geography, biology and nature
- http://education.nationalgeographic.com/education/st/?ar_a=4/ National Geographic
- <http://animal.discovery.com/videos/> - Videos about nature and animals
- <http://science.discovery.com/> - Videos, games, interesting facts and news
- <http://www.nasa.gov/>- Astronomy

MAGAZINES AND NEWSPAPERS ONLINE:

- <http://www.baltictimes.com/> - The Baltic Times
- www.nytimes.com/ - The New York Times
- www.economist.com/ - The Economist
- www.businessweek.com/ - The Business Week
- www.reuters.com/ - News agency REUTERS
- <http://edition.cnn.com/> - News agency CNN
- <http://bbc.com/> — News agency BBC news
- <https://www.theguardian.com/international> - The Guardian
- <http://www.breakingnewsenglish.com/> - Lessons based on news issues

DICTIONARIES:

- <http://dictionary.cambridge.org> English – English dictionary
- <http://www.merriam-webster.com> English – English dictionary

- <http://thesaurus.com> English – English dictionary synonyms and antonyms dictionary with pronunciation
- <http://www.wordreference.com> — Multilingual dictionary
<http://www.freetranslation.com> — Multilingual translator
- <http://www.etymonline.com/> — English-English etymology (word origin) dictionary
- <http://www.acronymfinder.com/> — Abbreviation dictionary
<http://www.letonica.lv> English- Latvian- Russian dictionary
<http://termini.lza.lv/term.php> Academic term base
- <http://www.eurotermbank.com/> European Terminology
<http://www.britannica.com/> — Encyclopaedia Britannica
- <http://www.lib.purdue.edu/eresources/readyref/> -different themes
<http://www.peevish.co.uk/slang/index.htm> — Sleng dictionary
- <http://whatis.techtarget.com/> — IT terms
- <http://www.techweb.com/encyclopedia/> — IT English-English dictionary
- <http://economics.about.com/cs/econometrics/l/blglossary.htm> — Business English-English dictionary
- <http://dictionary.cambridge.org/dictionary/business-english/> — Business English-English dictionary
- <http://www.investopedia.com/dictionary/#axzz1o3e3nU8X> — Business English-English dictionary
- <http://dictionary.law.com/> - Legal English dictionary
- <http://www.nolo.com/dictionary> — Legal English dictionary
<http://freerice.com/#/english-vocabulary/1358> — Educational vocabulary game - feed the world

GRAMMAR AND WRITING:

- <http://grammar.ccc.commnet.edu/grammar/> — Grammar online
 - <http://learnenglish.britishcouncil.org/en/grammar-and-vocabulary/> - Grammar online
 - <http://www.englishclub.com/grammar/index.htm/> — Grammar online
 - <http://www.bbc.co.uk/worldservice/learningenglish/> -Tasks and activities online
 - <http://www.englishclub.com/downloads/PDF/EnglishClub-English-Prepositions-List.pdf> / — Prepositions
 - http://www.englishclub.com/downloads/PDF/EnglishClub_Top-20-Business-Vocabulary.pdf / -Materiāli lējuplādei — Business terminology
 - <http://www.englishclub.com/downloads/presentations.htm> / - How to make presentations
 - <http://www.bbc.co.uk/podcasts> — Radio programmes and interviews for downloading
 - <http://www.letterwritingguide.com/> — How to write letters and letter samples
<http://www.bestsampleletters.com/> - How to write letters and letter samples
 - http://www2.actden.com/writ_den/tips/essay/index.htm/ — How to write essays
 - <http://www.123helpme.com/> - Essay samples
 - <http://www.statementofpurpose.com/> - How to write a statemet of purpose
- TESTS:**
- Free online tests for FCE, CAE, IELTS, KET, PET, TOEFIC and TOEFL:

- http://www.oxfordenglishtesting.com/browse_tests.aspx?userType=1&menuId=2#/

IELTS:

- <http://www.ielts.org/>
- <http://learnenglish.britishcouncil.org/en/ielts/>

TOEFL:

- <http://www.ets.org/toefl/>
- <http://www.onestopenglish.com/exams/toefl/>

EDUCATIONAL VIDEOS:

- <http://learnenglish.britishcouncil.org/en/how-to/> - Videoclips „How to say it ”
- <http://learnenglish.britishcouncil.org/en/listen-and-watch/> — Educational videos
- <http://animal.discovery.com/videos/> — Videos about nature and animals
<http://science.discovery.com/> — Videos, games, interesting facts and news
<http://www.englishclub.com/downloads/video.htm> — Videos about different countries

FOR READING ONLINE:

- <http://www.gutenberg.org/> — Project Gutenberg
- <http://onlinebooks.library.upenn.edu/lists.html/>
- <http://www.findpoetry.com/> — Poetry for all age groups
- <http://www.bartleby.com/reference/> — Celebrity quotes
- http://www.special-dictionary.com/proverbs/source/l/latvian_proverb/ — Latvian sayings in English
http://simple.wikipedia.org/w/index.php?title=Wikipedia:Basic_English_international_wordlist&printable=yes/ - International words
- <http://shakespeare.mit.edu/> — All about Shakespeare
- <http://www.10-minute-plays.com/index.html/> — 10 minute plays

RESOURCES FOR IPADS AND TABLETS

<http://macibas.e-skola.lv/mod/page/view.php?id=16473>

The list of programmes for CLIL lessons

http://www.numbers.lv/dropbox1/Applist_iOS_Android_EN-2.pdf

JPL Apps (Jet Propulsion lab). NASA programmes for Android, iPad and Windows tablets

<http://www.jpl.nasa.gov/apps/>

Handouts and printables are added for augmented reality:

- **Spacecraft 3D**

<http://www.jpl.nasa.gov/apps/images/3dtarget.pdf>

- **Anatomy 4D**

<http://www.twoguysandsomeipads.com/2014/06/anatomy-4d-update-allows-users-to.html>

- **Basketball 4D**

http://www.brendahauff.com/uploads/2/6/3/7/2637751/4739026_orig.jpg

- **4D Elements**

http://www.brendahauff.com/uploads/2/6/3/7/2637751/cube1-target_1.pdf

http://www.brendahauff.com/uploads/2/6/3/7/2637751/cube2-target_1.pdf

- **What is on Mrs. Hauff's iPad ...**

Very useful resource- different subjects and tools

<http://www.brendahauff.com/mrs-hauffs-ipad.html>

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2. Marsh, D., Mehisto, P., Wolff, D., Jesss, M., Martķn F. (2011) A framework for the Professional development of CLIL teachers. Available online: <http://clil-cd.ecml.at/>
3. White paper on education and training teaching and learning. Towards the learning society. Available online: http://europa.eu/documents/comm/white_papers/pdf/com95_590_en.pdf
4. Starkey, H. (2002). Guide for the development of Language Education Policies in Europe. From Linguistic Diversity to Plurilingual Education. Reference Study.
5. Strasbourg: Council of Europe. Available online: <https://www.coe.int/t/dg4/linguistic/Source/StarkeyEN.pdf>
6. EURYDICE (2006) *Content and Language Integrated Learning (CLIL) at School in Europe*. Brussels: European Commission. Available online: <http://bookshop.europa.eu/en/content-and-language-integrated-learning-clil-at-school-in-europe-pbNCX106001/>