CLIL LESSON TEMPLATE

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Discipline: | | Undergraduate or postgraduate: | Year of study: | |
| Topic of session: | | Resources & materials: | | |
| Content | | | | |
| Learning objectives | Content objectives: | | | |
| Language objectives: | | | |
| Communication | | | | |
| Skills | |  Reading  Listening  Writing  Speaking  Interacting | | |
| Grammar & syntactic structures  Vocabulary  Pronunciation, intonation & fluency | | Language of learning | |  |
| Language for learning | |  |
| Language through learning | |  |
| Cognition\* | | | | |
| LOTS (lower-order thinking skills: include Remembering, Understanding, and Applying) HOTS (higher-order thinking skills: Analyzing, Evaluating and Creating) | |  | | |
| Questions to be used | |  | | |
| Culture (optional) | | | | |
| (e.g.: context, citizenship, intercultural elements, cultural awareness & understanding, multiple perspectives, life skills) | | | | |
| Methodology  (N.b.: Some of these elements may not be relevant for a 10-minute micro-teaching session, but when planning full sessions / units, they need consideration) | | | | |
| 1. Enabling activities | | (e.g.: warm-ups; introductory activities or vocab needed; previous knowledge; grouping: single, pairs, groups, plenary…) | | |
| 1. Development and final products | | (e.g.: making posters, making descriptions, letters, stories, presentations, contests, discussions…) | | |
| 1. Final or follow-up activities | | (e.g.: feedback, final presentations…) | | |
| 1. Assessment   (balance between content and language) | | (instruments: self-assessment, pair assessment, peer assessment, teacher assessment – tasks, tests, etc.) | | |

\* LOTS & HOTS: see Bloom’s Taxonomy

Adapted from: [icencia Creative Commons](http://creativecommons.org/licenses/by-nc/4.0/) Hernández González, J. & Julian-de-Vega, C.