



HUMAN CAPITAL
NATIONAL COHESION STRATEGY

EUROPEAN UNION
EUROPEAN
SOCIAL FUND



Project Bilingual education. MA in teaching English to young learners as a second and foreign language co-financed by the European Union under the European Social Fund

Template for CLIL Unit Plan for TEYL

Unit name: _____

Subject/Course: _____

Teacher: _____

School Year: _____

Grade: _____

Possible start/end dates: _____

Addressing Learners' Diversified Needs: -

Connections with National Curriculum (both language and content): _____

Unit Aims:	
Unit Objectives : content thinking language culture	
Summary of the unit	



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Unit Materials and Resources:	
Instructional Strategies:	
Unit Assessment:	
Unit Evaluation:	

Summary of Lessons

Lesson 1 Title _____

Lesson 2 Title _____

Lesson 3 Title _____

Lesson 4 Title _____

Lesson 5 Title _____

Lesson 6 Title _____

Lesson 7 Title _____

Lesson 8 Title _____



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Content-Thinking-Language Organization for TEYL CLIL Unit

Content	Thinking	Language	Culture (Intercultural Knowledge)
<p>Relevant, academic, real-life, deep content Content is the starting point for the planning</p> <p>What will I teach? What will they learn? What are my teaching aims/objectives?</p>	<p>Which tasks will I develop to encourage higher order thinking?</p> <p>What are the language (communication) as well as the content implications?</p> <p>Which thinking skills will we concentrate on which are appropriate for the content?</p>	<p>What language do they need to work with the content?</p> <p>What specialized vocabulary and phrases?</p> <p>What kind of talk will they engage in?</p> <p>Will I need to check out key grammatical coverage of a particular tense or feature e.g. comparatives and superlatives?</p> <p>What language tasks and classroom activities?</p>	<p>What are the cultural implications of the topic?</p> <p>What are the familiar cultural concepts?</p> <p>What are the unfamiliar cultural concepts?</p>
Topic:	Levels of Thinking (Blooms):	Language functions:	
Facts (nouns):	Verbs:	Key language structures:	
Big understandings ("Students will	Questions:	Key vocabulary:	



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understand that...")			
Essential Question (high level thinking questions):		Modes of communication:	
		Targeted strategies:	

CLIL Lesson Plan Template for TEYL

Date: _____

School: _____

Teacher: _____

Subject: _____

Lesson title	
Class length	
Class/ student information	
Overall instructional aims	



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Objectives	content	Topics:
		Facts:
		New understandings: <i>Students will understand that:</i>
	language	Content-obligatory language objectives <i>Learners will be able to:</i>
		Content-compatible language objectives <i>Learners will be able to:</i>
		Language functions: Key language structures: Key vocabulary:
cognition	Lower-order thinking skills: Higher-order thinking skills:	
culture	Familiar concepts used in a new way: Unfamiliar concepts:	





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<p>Instructional strategies (building background, using learning phases, integrating modalities, using scaffolding, etc.) Describe briefly</p>	
<p>Justification for lesson (why is it important to your students)</p>	
<p>Assessment for/as learning</p>	
<p>Teaching materials</p>	



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Stages and time	Lesson procedure (describe the activities and instructional strategies)	Justification for the activity (content, language, cognition, culture)



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