

Seznam příloh

Příloha 1: Otázky pro polostrukturovaný rozhovor

1. Jak dlouho již vyučujete prostřednictvím přístupu CLIL?
2. Proč jste se rozhodla pro používání přístupu CLIL?
3. Jaké výhody a nevýhody vidíte ve vyučování prostřednictvím přístupu CLIL?
4. V porovnání s běžnou třídou, co dělá žákům v CLIL třídách největší obtíže?
5. Dodržujete v CLIL hodinách nějakou strukturu?
6. Finské národní kurikulum požaduje po žácích v CLIL třídách, naplnění stejných cílů jako pro žáky v běžném proudu vzdělávání. Jak postupujete, abyste tento požadavek naplnila?
7. Jakými způsoby podporujete žákovské porozumění v průběhu CLIL lekce?
8. Jak si ověřujete, že porozuměli instrukcím?
9. Jaká specifika má CLIL vyučovací hodina, ve které je zaváděno nové téma?
10. Jakým způsobem podporujete žákovskou produkci ve vyučovacích hodinách CLIL?
11. Jak podporujete své žáky v průběhu CLIL hodin emocionálně?
12. Jak podporujete žákovskou koncentraci a jejich motivaci do úkolů?
13. Přístup CLIL je charakterizován svým propojením výuky obsahu a jazyka, jak tyto dvě složky kombinujete?
14. Někteří vědci upozorňují, že nabízená podpora žáků by se měla postupně snižovat, aby vedla žáky k samostatnosti. Oproti tomu jiní zdůrazňují, že s podporou žáci dosáhnou vždy lepších výsledků, a proto by jim měla být nabízena stále. Jak bilancujete v nabídce podpory Vy? Ke kterému přístupu se přikláníte?
15. Chtěla byste závěrem něco dodat?

Některé z navazujících otázek:

1. Jak se zaměřujete na různé styly učení žáků?
2. Jak žáci reagují na používání jiného jazyka ve výuce?
3. Jakým způsobem a jak často kombinujete různé způsoby práce?
4. Používáte “speaking frames” a “writing frames”, prezentované v Handboocích, nebo nějaké podobné pomůcky pro podporu žákovské produkce v cizím jazyce?
5. Jakým způsobem kombinujete v hodinách anglický a finský jazyk?
6. Odborná literatura rozlišuje mezi okamžitým a plánovaným scaffoldingem. Jaký ve svých hodinách používáte Vy?
7. Jaké předměty vyučujete prostřednictvím CLIL?

Příloha 2: Rozpis předmětů ve vzdělávacím programu

Rozvrh (třídy 1-2) bude platit od 1.8.2021.

ODKAZ: Nařízení vlády o zahájení výuky cizích jazyků v základním vzdělávání od 1. ročníku 793/2018 a navýšení počtu hodin 794/20.9.2018.

Látky	Třídy		Regulační minimum					Nařízení minimum					JKL	Regulační minimum
	1	2	min	3	4	5	6	min	7	8	9	min		Celkem 1-9
Mateřský jazyk a literatura	5	5	14	4	4	4	5	18	3	4	3	10	37	42
Jazyk A1	3	3	2	4	4	3	3	9	2	2	3	7	27	18
Jazyk B1 - švédština						2		2	1	2	1	4	6	6
Matematika	3	3	6	4	4	4	4	15	3	4	4	11	33	32
Environmentální studia: (třídy 1-6) BG, Fy, Ke, Tl integrováno)	2	2	4	3	3	2	2	10					14	
Biologie a geografie									2	2	3	7	7	
Fyzika a chemie									2	3	2	7	7	
Zdravotní informace									1	1	1	3	3	
Environmentální a přírodní vědy celkem.													31	31
Náboženství/ET	1	1	2	1	2	1	1	5	1	1	1	3	10	10
Dějepis a společenské vědy					1	2	2	5	2	2	3	7	12	12
Hudba	1	1	2	2	1	2	1	4	2	0	0	2	10	8
Výtvarné umění	1	1	2	1	1	2	1	5	2	0	0	2	9	9
Řemesla	2	2	4	2	2	2	2	5	2	0	0	2	14	11
Sport	2	2	4	2	2	2	3	9	3	2	2	7	20	20
Domácnost									3	0	0	3	3	3
Volitelné předměty v oblasti umění a řemesel								6	0	2	3	5	5	11
Umění a řemesla celkem	6	6		7	6	8	7		12	4	5	21	61	62
Vedení žáků									0,5	0,5	1	2	2	2
ICT (informační a komunikační technologie)				1					0,5	0,5	0,0		2	-
Volitelné předměty						1	1		0,0	4,0	3,0	9	9	9
Počet hodin týdně na žáka JKL	20	20	40	24	24	25	27	100	30,0	30,0	30,0	90	230	
Minimální počet hodin Nové nařízení 422 - 2012	20	20		22	24	25	25		29	29	30			224
Jazyk A2, nepovinný					2	2	2		2	2	2	12		12
Jazyk B2, nepovinný										2	2	4		4

U hodin angličtiny jsou barevně vyznačeny změny rozvrhu schválené výborem pro vzdělávání dne 18.12.2019:

Změny jízdního řádu:

1 týdenní lekce jazyka A1 přidána pro třetí třídu

Pro šestou třídu je vypsána 1 týdenní hodina mateřského jazyka a literatury.

Ostatní změny jsou shodné s rozhodnutím pedagogické rady o rozdělení hodin základního vzdělávání ze dne 18. prosince 2019.

Na základní škole jsou 2 nepovinné hodiny pro žáky 1 v 5. a 1 v 6. třídě. Škola může žákům nabídnout všechny předměty (včetně dramatické výchovy a ICT) nebo víceoborové vyučovací jednotky jako nepovinný předmět navíc.

Přeloženo překladačem: jízdním řádem je myšlen rozvrh vyučovacích hodin

Příloha 3: příprava hodiny na téma počasí pro 1. ročník

CLIL grade 1 (2 x 45 min)	Vyučující D, 2022-2023
Theme	ENS: Weather, observing and investigating the weather Key concepts: weather, sunny, rainy, cloudy, snowy
Orientation = switching the mode into CLIL lesson	-English flag on the board as a sign -hat/apron/scarf for the role -doll/stuffed toy as a mark
	Introduce the words in the song “How’s the weather? (super simple songs) https://youtu.be/rD6FRDd9Hew?feature=shared -introduce by listening once -teach words with symbols and combine them with actions -repeating the phrases together one phrase at a time -singing together
Drilling part	Memorising the new words Kim game or “memory game” in groups
Producing the language	Verbal/written assignment: Start following the weather daily with the class, chart in the ENS booklet to fill out.
Offering opportunities for practising (and listening) the language	Make observations together: “Have a look outside. How’s the weather today?” → becomes part of the morning routines → the pictures on the calendar Task: combining the concept and the picture
Ways to continue the theme in the next lesson	Verbal use of language: Mimic game (verbal use of language) → engaging students by asking them to act out and take part verbally by answering the questions How’s the weather? Written task: -combine the concept and picture OR -filling out the weather chart (symbols) Continue the theme in art/crafts lesson -snowflakes -rainboots
How to support understanding?	-weather pictures when speaking -video/song -actions with concepts -verbal modelling -repetitions using different tasks

Příloha 4: Příprava hodiny na téma hmyz pro druhý ročník

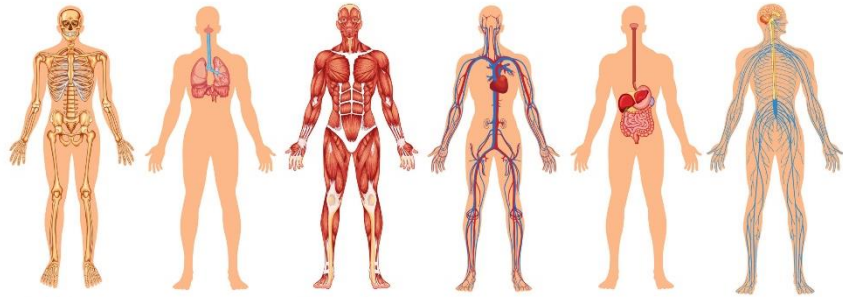
CLIL grade 2 (1 x 45 min)	Vyučující D, 2022-2023
Theme	ENS: Insects Key concepts: caterpillar, butterfly, cocoon
Orientation	1. Just watch the video: The Very Hungry Caterpillar https://www.youtube.com/watch?v=75NOK-Sm1YY
Offering opportunities for practising (and listening) the language	2. pause the video at certain points to go through vocabulary, teacher points out important information
Drilling part	Drilling game: The teacher uses flashcards with pictures of insects and their names (ant, bee, butterfly, mosquito, ...) - Repeat after the teacher and go through flashcards (written name on the board) - Movements: Fly like a bee, .. (advanced say the whole sentence, lower demand: say the name of the animal)
Producing the language -Verbal assignment	Each student has one card, they go around and ask "Hello, who are you?" - Scaffolding: walks around, models phrases if children don't remember them, clear instructions example and model before, helps individually those who need it Go around classroom and guess: What insect is this? - Who am I? I have ... (in Finnish, but children had to find the flashcard with the English name and picture, afterwards they could write it down)
Ways to continue the theme in the next lesson	Further activities: each group has names of insect, go and find your food, they walk around the classroom and match the names of insects with the description of what they eat.
How to support understanding?	-weather pictures when speaking -video -actions with concepts -verbal modelling -repetitions using different tasks

Příloha 5: Příprava hodiny na téma lidské tělo pro 5. ročník

CLIL grade 5 (2 x 45 min)	Vyučující D, 2022-2023												
Theme	ENS: Anatomy of the Human body Key concepts: Nervous System, Skeletal System, Skin, Respiratory System, Circulatory System, Joints and Muscles, Digestive System, The Natural Homeschool												
Orientation = switching the mode into CLIL lesson	<p>Presentation:</p> <p>The systems of the body: (names with pictures)</p> <ul style="list-style-type: none"> - Nervous System, Skeletal System, Respiratory System, Circulatory System, Digestive System <p>Handout. Partly in Finnish partly in English. Human Body Systems – Activity Sheet</p> <ul style="list-style-type: none"> - Draw a line to match the system with its function. <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; text-align: center;">Respiratory System</td> <td style="width: 50%; text-align: center;">Responsible for transporting materials through the body.</td> </tr> <tr> <td style="text-align: center;">Circulatory System</td> <td style="text-align: center;">Consists of the brain, spinal cord and nerves. Controls the body.</td> </tr> <tr> <td style="text-align: center;">Nervous System</td> <td style="text-align: center;">Responsible for bringing oxygen into the body and removing carbon dioxide.</td> </tr> <tr> <td style="text-align: center;">Digestive System</td> <td style="text-align: center;">Produces a new individual.</td> </tr> <tr> <td style="text-align: center;">Reproductive System</td> <td style="text-align: center;">Helps the body move.</td> </tr> <tr> <td style="text-align: center;">Muscular System</td> <td style="text-align: center;">Responsible for breaking down food.</td> </tr> </table>	Respiratory System	Responsible for transporting materials through the body.	Circulatory System	Consists of the brain, spinal cord and nerves. Controls the body.	Nervous System	Responsible for bringing oxygen into the body and removing carbon dioxide.	Digestive System	Produces a new individual.	Reproductive System	Helps the body move.	Muscular System	Responsible for breaking down food.
Respiratory System	Responsible for transporting materials through the body.												
Circulatory System	Consists of the brain, spinal cord and nerves. Controls the body.												
Nervous System	Responsible for bringing oxygen into the body and removing carbon dioxide.												
Digestive System	Produces a new individual.												
Reproductive System	Helps the body move.												
Muscular System	Responsible for breaking down food.												
Drilling part	<p>Instructions in PowerPoint presentation</p> <div style="border: 1px solid black; padding: 5px;"> <p>Miming game (in English)</p> <ul style="list-style-type: none"> - Give your partner a mime of a non-organic activity and have the other guess in English. (in Finnish) - Swap linings. (in Finnish) </div>												
Producing the language -Verbal assignment Offering opportunities for practising (and listening) the language Ways to continue the theme in the next lesson	<p>4) Handout (Instructions in PowerPoint presentation)</p> <div style="border: 1px solid black; padding: 5px;"> <p>3. slide:</p> <p>Handout of the systems (in English)</p> <ol style="list-style-type: none"> 1. Name the bodies in Finnish and English. (in Finnish) 2. Find a video about organisms. Underline the titles, write what you hear about the bodies or parts of bodies. Words will do. (in Finnish) 3. You can also draw pictures or write words in English. Use the translator to translate the English translations. (in Finnish) 4. Search for the video using the keyword BBC Organs of the human body and continue writing the words under the titles. (in Finnish) </div> <p>5) Game: Instructions in PowerPoint presentation</p>												

	<p>4. slide: (in English)</p> <p>Nervous system – reacting competition in two groups</p> <p>Head, shoulders, knees and toes.</p> <p>Head, shoulders, knees and toes. Eyes are watching, ears are listening.</p> <p>Head, shoulders, knees and toes.</p> <p>6) Video: Elesapiens: The system of the human body https://youtu.be/8fG5Pxr9ZQ0?feature=shared</p> <p>Task: - pick up some words and phrases</p> <ul style="list-style-type: none"> - discussion about the video partly in Finnish and in English - written forms of the words and phrases <p>7) Quizlet x Socrative.com quizez https://quizlet.com/171290520/body-systems-digestive-system-flash-cards/</p> <p>8) We will write a test on organs in the next lesson.</p>
How to support understanding?	<ul style="list-style-type: none"> -weather pictures when speaking -video/song -actions with concepts -verbal modelling -repetitions using different tasks

Příloha 6: Příprava hodiny na téma orgánové soustavy pro 5. ročník

CLIL grade 5 (2 x 45 min)	Vyučující D, 2022-2023
Theme	ENS: Nervous system Key concepts:
Orientation	Handout Name all the body systems in Finnish. Try to find the corresponding word in English. Human Body Organ Systems  _____ _____ _____ _____ _____
Drilling part	Miming game – mime different body systems Children sing songs and dance to remember the body parts
Offering opportunities for practising (and listening) the language	- find a YouTube video, look it through first and stop it to write notes during the second time - worksheet (writing assignment):
Producing the language - Written assignment	What can you pick up from the video? Pick some words and draw the picture next to it (circulatory system, heart, veins, lungs, ...)
Ways to continue the theme in the next lesson	Work with each of the systems in depth
How to support understanding?	- pictures - stop the video and talk about smaller parts - teacher writes the notes on the board


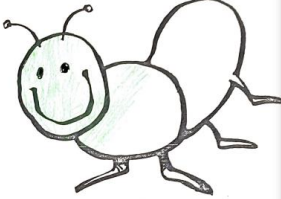
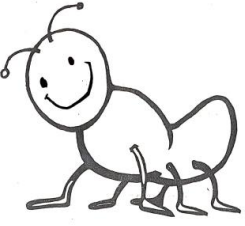
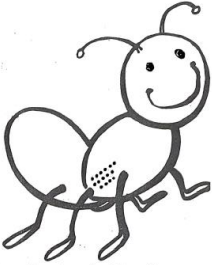
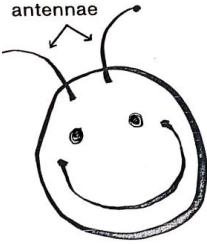
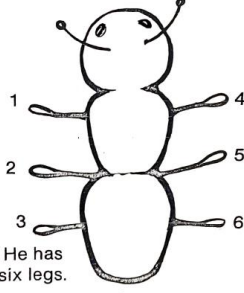
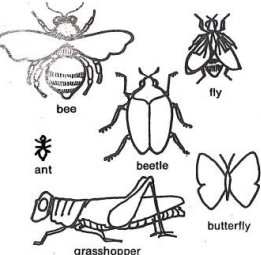
Příloha 7: Příprava hodiny na téma lidské tělo pro 5. ročník

CLIL grade 5	Vyučující D, Variation of planned scaffolding
Theme	ENS: Human body Key concepts: cell, organ, organism, body systems
Orientation	Introduction of keywords with pictures in a presentation
Drilling part	Vocabulary games
Offering opportunities for practising (and listening) the language	<p>Watch a video about cells.</p> <p>The teacher needs to think about differentiation. Some of the students understand well, but some of them don't.</p> <p>Differentiation ideas:</p> <ul style="list-style-type: none"> - Videos in Google Classroom. There are videos with Finnish and English subtitles. The children can choose which subtitles to use. - The video is in English, but the worksheet with questions is in Finnish. - Work in English with the terms, you introduced in the previous lesson. Or work with some easy topic f. e. Digestive system.
Ways to continue the theme in the next lesson	In case, the concepts are too difficult to understand, the teacher explains everything in Finnish, and they can continue with English explanations in the next lesson.
How to support understanding?	<p>Work with pictures. One step back in the theme of Human body -> body parts (they know many of them, we work with their previous knowledge and gradually add some new vocabulary)</p> <p>For presenting new expert terms in English, it is good to present the topic of the “Digestive system”, which is very easy to understand: “I eat an apple. Where does it go? ...”. They already know most of the terms (stomach, mouth, teeth, ...). !!! But the teacher still needs to think about the fact, that they might don't know some terms even in their mother tongue.</p> <p>In case you teach a new topic. After the lesson you show them the chapter in the Finnish students' book, and they can read it and hopefully the meaning of the terms in both languages will connect. But it is hard for the teacher. The teacher must know, what are the main concepts that they need to understand in Finnish.</p>

Příloha 8: Příprava hodiny na téma starověký Egypt pro 5. ročník

CLIL grade 5 (45 min)	Vyučující C
Theme	ENS: Egypt life Key concepts: food, clothes, houses
Orientation	PowerPoint presentation with key vocabulary and pictures What did they eat? ... grapes, bread, ... (children name, what do they see in the picture. What clothes did they wear? ... Other pictures ...
Drilling part	Form of work: Whole classroom discussion Questions: What kind of clothes were they wearing? What colours did the clothes have? Were there any long dresses? What kind of houses did they have? How did an ordinary family look like? ... other simple questions about the pictures in the presentation, presenting the Egypt life. The form of work depends on the topic and sometimes, the teachers regrets, that she is teaching some topics in English, because, all the topics aren't suitable for CLIL lessons.
Offering opportunities for practising (and listening) the language	Pairwork Draw a plate model. What could the ancient Egyptians eat?
How to support understanding?	This topic was easy to follow and the teacher was satisfied with this lesson. As a type of support, she recommends using slideshows, which are slow enough, so it is easy to follow. It's easy to prepare as well and the teacher can reuse it later with a different classroom.

Příloha 9: Knížka pro lekci o hmyzu

 <p>1</p>	 <p>Ben Bug is an insect.</p> <p>2</p>	 <p>His body is in three sections. He has a head, thorax and abdomen.</p> <p>5</p>	 <p>Ben Bug has holes along the side of his body for breathing.</p> <p>6</p>
 <p>antennae</p> <p>He has two antennae.</p> <p>3</p>	 <p>1 2 3 4 5 6</p> <p>He has six legs.</p> <p>4</p>	 <p>bee ant grasshopper beetle fly butterfly</p> <p>These are Ben Bug's friends.</p> <p>7</p>	<p>Directions:</p> <ol style="list-style-type: none"> 1. Listen to the story. 2. Color the pictures. 3. Cut out the pages. 4. Put the pages in order. 5. Staple the pages. 6. Read the story. 7. Make a cover. <p>8</p>

Příloha 10: Pracovní listy pro výuku míchání barev

18. 2. 2005








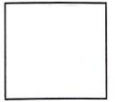

Name: _____

MIXING COLOURS

The primary colours are: _____ and _____.

By mixing primary colours I get _____.

Test:

	+		=	
	+		=	
	+		=	

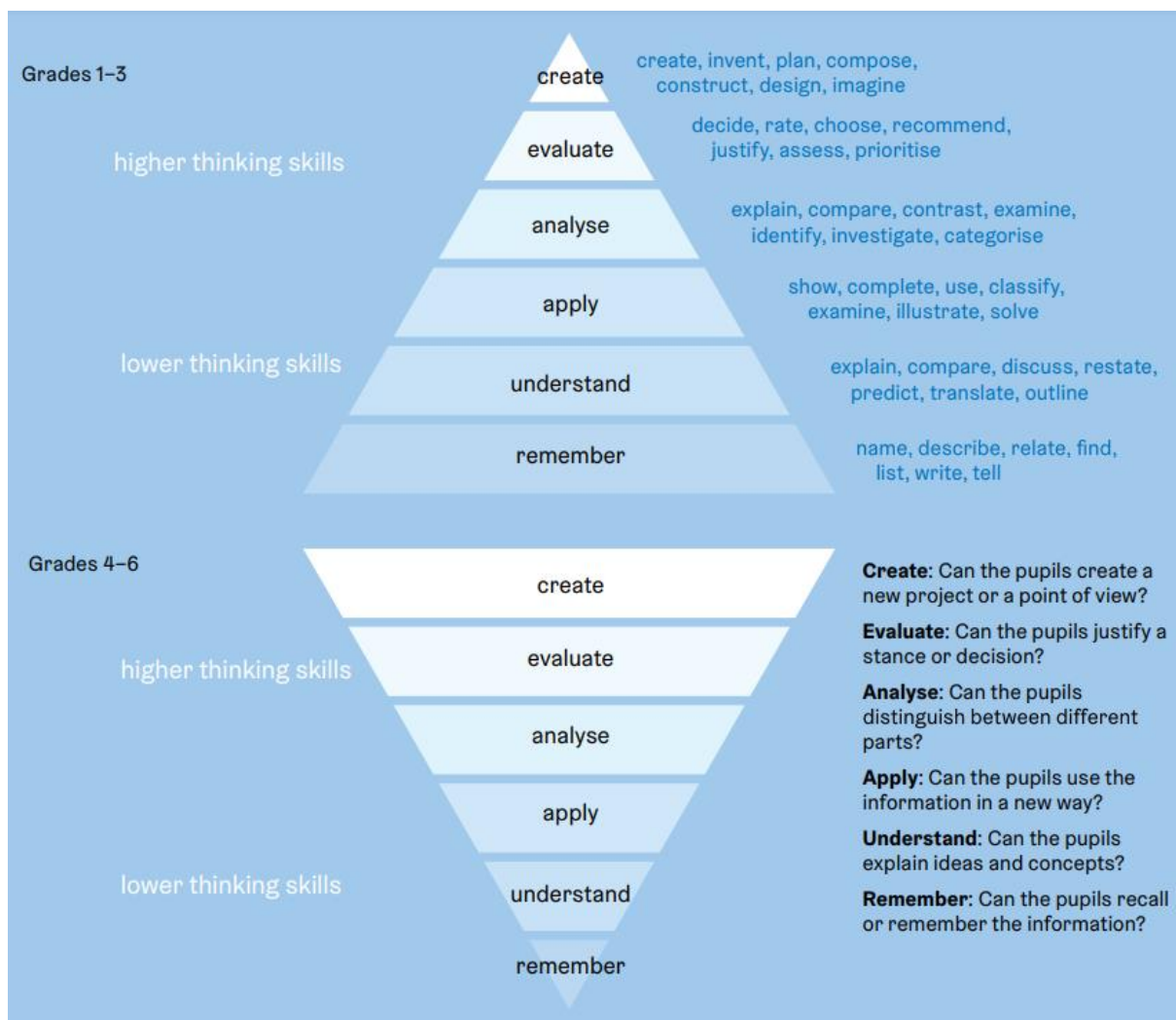
These are the secondary colours.

Mixing colours

Mix a colour, mix a colour,
 Mix a colour, all day long.
 Mix a colour, mix a colour
 Mix a colour, sing this song.

_____ and _____ make _____
 _____ and _____ make _____
 _____ and _____ make _____
 _____ and _____ make _____

Příloha 11: Bloomova taxonomie pro 1. – 3. a 4. – 6. ročník obsahující aktivní slovesa, zdroj: Handbook for bilingual education, English-enriched teaching and learning, str. 10



Příloha 12: Příprava hodiny z učitelské příručky Handbook for bilingual education, English-enriched teaching and learning, grade 1-2 (Early Autumn)

Seasons, temperature, weather and clothing

Content outcomes

You can:

- identify and name the four seasons (using pictures)
- match activities to seasons (using pictures)
- read the temperature and link it to the weather
- name the clothing you wear in each season
- describe the weather in each season
- match words about weather with temperature.

Language outcomes

You can:

- match words and pictures about the weather and clothing
- ask and answer questions about the weather, temperature and clothing
- discuss your likes and dislikes about seasons
- give a reason for your likes and dislikes
- group words and phrases about the weather (e.g. the weather I like/don't like)
- *copy words and sentences about the weather (e.g. create your own book about the weather).

Key words

season, winter, summer, autumn, spring, temperature, weather, clothes

Key phrases

- What's the temperature?
What's the weather like?
It's -20. -> It's cold/freezing.
It's +15. -> It's hot/warm.
You can ski / skate / go sleighing in the winter.
It's cloudy / sunny / rainy / snowy / freezing / warm / hot / cold.
What should you wear today? / What should I wear today?
- What is your favourite season?
My favourite season is summer, because it's warm and sunny.

Input scaffolding

- Weather Song:
<https://bit.ly/EEHB00001>
- Calendar display pack
- Weather Story
- Weather flashcards



Output scaffolding

- Calendar display pack
- Writing Frame 1
- Speaking Frame 1
- Activity flashcards

LOTS & HOTS

- naming
- describing
- listing
- telling
- classifying
- solving

Attachments:

- Attachment 2.2: Calendar display pack
- Attachment 4.1: Weather Story cards
- Attachment 4.2: Weather Story
- *Attachment 4.3: Writing Frame 1
- Attachment 4.4: Clothing flashcards
- Attachment 4.5: Speaking Frame 1
- Attachment 4.6: Activity flashcards

What's the weather like?

What you need: Weather Song, Calendar display pack (attachment 2.2), Weather Story cards (attachment 4.1), Weather Story (attachment 4.2),

*Writing Frame 1 (attachment 4.3)

The pupils listen and sing the Weather song.

The pupils get their own set of weather flashcards from the Calendar display pack. The teacher reads the Weather Story. The pupils pick up the right flashcard every time they hear the teacher say a weather word in the story.

The pupils make their own picture dictionary by using the weather flashcards. *The pupils can write down sentences about the weather and seasons under the pictures with the help of the writing frame (e.g. It is sunny in the summer).

What should I wear today?

What you need: Clothing flashcards (attachment 4.4), Calendar display pack (attachment 2.2), Speaking Frame 1 (attachment 4.5)

The teacher puts clothing flashcards on display. The teacher chooses a weather card from the calendar display pack and puts it on display. The pupils work in pairs and tell each other in turns what to wear during that kind of weather with the help of the speaking frame.

Activities and seasons

What you need: Calendar display pack (attachment 2.2), Activity flashcards (attachment 4.6)

The pupils work in small groups. The groups have their own set of season flashcards from the calendar display pack and activity flashcards. One member of the group picks up an activity card and mimes the activity. The rest of the group has to guess in which season you usually do the activity.

*The pupils can also guess the name of the activity. The pupils write down the name of the activity in their notebooks under the different seasons.

Příloha 13: Příprava hodiny z učitelské příručky Handbook for bilingual education, English-enriched teaching and learning, grade 1-2 (Early Autumn)

Colours

Content outcomes

You can:

- name different colours
- make new colours by mixing different colours
- group things according to colour.

Language outcomes

You can:

- say what colour something is
- create a table of things of different colours, and talk about it
- match words and pictures about colours
- *explain what your favourite colour is
- write the names of colours (fill in blanks).

Key words

colours, favourite, yellow, red, blue, green, orange, brown, black, white, purple

Key phrases

- What do you get if you mix blue and yellow?
You get green.

- What colour is a plant?
red, blue, yellow, purple, green, orange, brown

- Bananas are yellow.
The sun is yellow.
My sweater is yellow.
I like the colour yellow.

- *What is your favourite colour?
My favourite colour is_____.

- I love pink. I like purple.
I don't like black.

- Primary colours and secondary colours

Scaffolding

Input scaffolding

- Colour flashcards
- Colour Song:
<https://bit.ly/EEHB00003>
- Colour Wheel
- School Supplies flashcards



Output scaffolding

- Colour flashcards
- Colour Wheel
- School Supplies flashcards
- Speaking Frame 1
- Speaking/Writing Frame 1

LOTS & HOTS

- choosing
- explaining
- identifying
- categorising
- showing
- naming
- writing
- telling
- finding

Attachments:

- Attachment 6.1: Colour flashcards
- Attachment 6.2: Colour Wheel turtle template
- Attachment 6.3: Colour Wheel
- Attachment 6.4: School Supplies flashcards
- *Attachment 6.5: Speaking Frame 1
- *Attachment 6.6: Speaking/Writing Frame 1

Activities

Primary and secondary colours

What you need: Colour flashcards (attachment 6.1), Colour Song, water colours, small cups, paintbrushes, Colour Wheel Turtle template (attachment 6.2)

The teacher puts the flashcards on display. The pupils listen and sing the Colour Song.

The pupils work individually. First they mix primary colours and paint the right sections of the turtle with them. Then they mix secondary colours and paint the right sections of the turtle with them. The pupils write the names of the colours around the turtle.

*The pupils write down the primary and secondary colours in their notebooks.

Group things according to colour

What you need: objects from the classroom, Colour Wheel (attachment 6.3), School Supplies flashcards (attachment 6.4), *Speaking Frame 1 (attachment 6.5)

Pupils work in small groups. Each group makes their own colour wheel with objects they find in the classroom. The colours are arranged in primary and secondary colours.

*The teacher asks the pupils which objects are a certain colour (e.g. Which objects are red?). The pupils name the classroom objects (scissors, pencils and sponge are orange) and what colour they are with the help of the speaking frame.

*Favourite colour

What you need: Speaking/Writing Frame 1 (attachment 6.6)

The pupils explain or write about their favourite colour and how to mix it (or if it is a primary colour) with the help of the speaking/writing frame. Then they present their opinions in small groups or for the whole class.

Příloha 14: Příprava hodiny z učitelské příručky Handbook for bilingual education, English-enriched teaching and learning, grade 3-4 (Early Autumn)

The colour wheel

Content outcomes

You can:

- draw and colour in a colour wheel
- name the primary, secondary and tertiary colours
- mix colours.

Language outcomes

You can:

- follow the teacher's instructions for making a colour wheel.

Speaking frames:

Yellow Blue Red	is a primary colour.
Purple Orange Green	is a secondary colour.
Blue-green Yellow-green Yellow-orange Red-orange Red-purple Blue-purple	is a tertiary colour.

To make	green orange black purple	you mix	blue and yellow. red and yellow. all primary colours together. red and blue.
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When you mix	blue and yellow red and yellow blue and red	you get	green. orange. purple.
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Input scaffolding

- An example of the Goethe triangle
- Worksheet 1

Output scaffolding

- Speaking frame 1
- Worksheet 1

LOTS & HOTS

- create
- plan
- compare
- describe

Attachments

- Attachment 8.1: An example of the Goethe triangle
- Attachment 8.2: Speaking frame 1
- Attachment 8.3: Worksheet 1
- Attachment 8.4: Speaking frame 2
- *Attachment 8.5: Speaking frame 3

The Goethe triangle

What do you need: paper, ruler, pencil, watercolours, An example of the Goethe triangle (attachment 8.1), Speaking frame 1 (attachment 8.2)

First, the pupils need paper, a ruler and a pencil. Then they draw a triangle on the paper and divide it in 9 equal-sized triangles. In each corner there will be primary colours, between each primary colour are the secondary colours and between the secondary colours are the tertiary colours. With the help of the teacher, the pupils will mix and paint the colours.

The teacher:

*What colours do you need to mix to make green/purple/orange?
What colours do you need to mix to make this tertiary colour?*

After finishing their work, the pupils talk about the colours in their triangle with the help of Speaking frame 1.

Mixing colours and giving feedback

What do you need: Worksheet 1 (attachment 8.3), watercolour: Speaking frame 2 (attachment 8.4)

The pupils use watercolours and try out different colour mixes. They are then given Worksheet 1 where they need to mix different colours.

After finishing their work, the pupils give feedback on each other's work by using Speaking frame 2.

*Presentation of the colour wheel

What do you need: Worksheet 1 (attachment 8.3), Speaking frame 3 (attachment 8.5)

The pupils use watercolours and mix different colours. After finishing their work, the pupils present the principles of the colour wheel with the help of Speaking frame 3.

Příloha 15: Příprava hodiny z učitelské příručky Handbook for bilingual education, English-enriched teaching and learning, grade 5-6 (Early Spring)

16. THIS IS ME

Organs

Content outcomes

You can:

- name the vital internal organs in human body
- name the main organs of the reproductive system
- explain
 - what different organs do
 - where they are in human body.

Language outcomes

You can:

- skim texts for key ideas
- skim text for words you don't know and look them up
- visualise words and concepts
- *brainstorm language that might be needed for a task
- write about your body using scientific language.

Key words

heart, brain, lungs, liver, kidneys, stomach, skeleton, intestines, arteries and veins

Speaking/writing frame:

My	heart stomach kidneys liver lungs small intestines	pumps blood. digests food. filter waste. cleans my blood. breathe. absorb nutrients.
----	---	---

Scaffolding

Input scaffolding

- Organ flashcards

Output scaffolding

- Worksheets 1 and 2
- Speaking/writing frame 1

LOTS & HOTS

- choosing
- understanding
- deciding
- solving
- naming
- describing
- writing
- remembering

Attachments

- Attachment 16.1: Organ flashcards
- Attachment 16.2: Worksheet 1: Fill in the blanks 1
- Attachment 16.3: Worksheet 2: Fill in the blanks 2
- *Attachment 16.4: Speaking/writing frame 1

Activities

Memory game: Organs

What do you need: Organ flashcards (Attachment 16.1) pictures of the organs, their names and functions

The pupils play the memory game with different rules.

First match an organ with its name. Then match the name of an organ with its function.

Scientific text: Fill in the blanks

What do you need: Worksheets 1 and 2 (Attachment 16.2 and 16.3), *Speaking/writing frame 1 (Attachment 16.4)

Pupils take both Worksheets 1 and 2 and fill in the blanks.

*The pupils then write a short text about their body using scientific language with the help of Speaking/writing frame 1.

Příloha 16: Příprava hodiny z učitelské příručky Handbook for bilingual education, English-enriched teaching and learning, grade 5-6 (Late spring)

Ancient Roman society

Content outcomes

You can:

- describe how the Romans lived in Ancient Rome
 - clothing
 - food
 - housing
 - work (including slavery)
- explain some features of Roman society
 - culture
 - government
 - leisure
- list things that made Roman civilisation powerful/successful
- *explain how Ancient Rome is still influencing today's Europe
- compare Roman and Modern/western societies.

Language outcomes

You can:

- use the passive voice and a timeline to explain key features of Roman society
- ask and answer questions about Ancient Rome
- *use the passive voice and years in explaining the similarities and differences in Roman and modern society
- examine and compare Latin and other languages.

Key words

republic, elected officials, senators, (Caesar's) invasion, infrastructure (aqueducts), conquer, gladiators, the Roman Empire, civilisation, taxes, (geographical) location, roads, road network, street pavement, forms of transport, hypocaust, the River Tiber, mountain ranges, government, law, senate, legacy / impact, architecture, structures, concrete, Latin

Scaffolding

Input scaffolding

- Key words on display

- Video about the Roman Empire
<https://bit.ly/5-6EEH0036>



- Infograph about what the modern world has adapted from ancient Rome
<https://bit.ly/5-6EEH0037>



- A video about growing up Roman (24 min.)
<https://bit.ly/5-6EEH0038>



Output scaffolding

- Speaking frame 1

LOTS & HOTS

- describing
- choosing
- comparing
- writing
- imagining

Attachments

- Attachment 26.1: Key words on display
- Attachment 26.2: Text 1
- Attachment 26.3: Speaking frame 1

Activities

Identifying a certain feature of Ancient Roman society - Information search

What do you need: Computers or iPads, Key words on display (Attachment 26.1)

Working in pairs, the pupils choose a certain feature of Ancient Roman society from the list below and present it to others.

Key words are put on display: republic, elected officials, senators, (Caesar's) invasion, infrastructure (aqueducts), conquer, gladiators, the Roman Empire, civilisation, taxes, (geographical) location, roads, road network, street pavement, forms of transport, hypocaust, the River Tiber, mountain ranges, government, law, senate, legacy/impact, architecture, structures, concrete, Latin

To be a child in Ancient Rome

What do you need: A link to the video about growing up Roman and/or Text 1 (Attachment 26.2)

The pupils either watch a video or read Text 1 about what it was like to be a child in Ancient Rome. After watching or reading, they work in pairs or groups of three and either discuss or write about in which ways it was different to be a child in Ancient Rome compared to modern society.

*Representing the Roman civilisation

What do you need: link to the video, Speaking frame 1 (Attachment 26.3)

The pupils first watch a short video about the Roman Empire and what Ancient Roman society consisted of. After this they find similarities and differences between Roman and modern societies and discuss them, using Speaking frame 1.

Příloha 17: Infografika jako Input scaffolding pro výuku o antickém Římě

Water Traces of Ancient Rome in Our Modern World

INFRASTRUCTURE

Roads
The Romans built about 50,000 miles (80,000 km) of roads. The roads were used primarily by the military, but also by merchants and citizens. Today, we build roads the same way the Romans did and our highway systems replicate their road systems.

Tunnels
Tunnels were built mainly to transport water, diverge rivers, and to open mountains to roads. Today, we use many of the engineering techniques the Romans used but modern machines and tools allow tunnels to be built faster, safer, and under water.

Bridges
The Romans transformed the building of bridges through their use of arches. The use of arches made the structure strong and stable. Today, modern bridges often reflect the form and structure of the Roman bridges.

Water Systems
Ancient Rome was famous for its water systems. Today, our water systems are more complex than those of the Romans, though they are concerned in similar ways. Aqueducts brought water to the city of Rome. They provided water for the 1,000,000 Roman residents. Some aqueducts, or tunnels, were built underground so enemies could not tamper with them. Once the water was in Rome, they used settling basins as filters for the water. The basins slowed the water down and arrested impurities. The water flowed into and was held in large cisterns. Then it flowed through lead pipes to public baths, fountains, and private wells. Some historians claim the lead pipes led to the decline of the Roman Empire. **Wastewater systems** were drainage pipes that expelled waste from bathrooms, baths, and homes to the Tiber River. The system built about 25 centuries ago still exists today. **Fountains** and **public baths**, and drinking water were the primary uses of water that flowed into Rome. The supply of water was so constant in Rome that it was considered one of the seven wonders in the ancient world.

Buildings were often municipal projects that Roman emperors sponsored. Architecturally, the Romans followed the Greek style of buildings with minor changes to columns and the use of arches. **One** of the most famous kinds of Roman buildings was the **stadium**. The Colosseum is an example of a stadium. Modern stadiums use the shape and form of the Colosseum. Like modern stadiums, the Colosseum was used for entertainment and sporting events. Over 50,000 people would crowd into it to watch gladiators fight, view contests, and wild animal hunts.



GOVERNMENT

Justice System
The justice system provided a set of rules and procedures for Roman citizens to live by. It began with the writing of the Twelve Tables in approximately 454-450 B.C. These provided a series of rules that governed issues such as crimes committed against citizens, punishments for debts, and rules for handling contracts between people. The Romans also created a standard practice for trying legal disputes, where a plaintiff called a defendant to court, presented their case before a magistrate, and if the trial was allowed to proceed, then made their argument to a judge, or a prominent layman who decided the verdict.

Senate
The Senate was made up of prominent individuals in Rome, called senators, who were appointed to office. They debated issues relating to the Roman city and state. For any policy to become law in Rome, it must be presented to the Senate for debate. The senators would debate the issue and then make recommendations for supporting or opposing the policy. It was the **magistrate** and the **popular assembly** that would vote to make laws official. Senators could also issue emergency decrees when they felt the need to protect the republic, such as appointing a dictator for a term of six months.



The Roman alphabet is the basis of many modern languages written in Roman languages, including French, Spanish, and Italian. The Roman alphabet consisted of 23 letters compared to the 26 in modern English. Today, it is considered the most widely used writing system in the world.

Libraries were considered a cultural gathering place in ancient Rome. The city of Timgad had one of the largest libraries in ancient times. It had a full library system and about 5,000 scrolls.

Communication in ancient Rome happened in many different ways. Citizens using Roman roads sent letters and messages. **Rome** developed early **newspapers**. Information was carried on stone tablets and the tablets were displayed in town centers for the citizens to read. **Rome** had a **mail system** called "cursus publicus." Official messages and communications were sent using a relay system of messengers. Today, newspapers are online as well as printed. Our postal delivery system delivers letters and other communications to our homes, much like ancient Rome's. However, advances in technology like cellular phones and the internet, have changed how we communicate with one another in the modern world.







Příloha 18: Speaking frame – tabulka na podporu diskuse o odlišnostech společnosti starověkého říma od západní kultury

Similarities and differences

	Roman society	Modern/western society
Structures in society	Senators, elected officials	parliament
Technical innovations	aqueducts, sewers, socks	canalisation
Arts/entertainment	gladiators	sports events (less violent)
Language	Latin	Latin is still used in... ...derives from Latin

17

Příloha 19: Flashcards

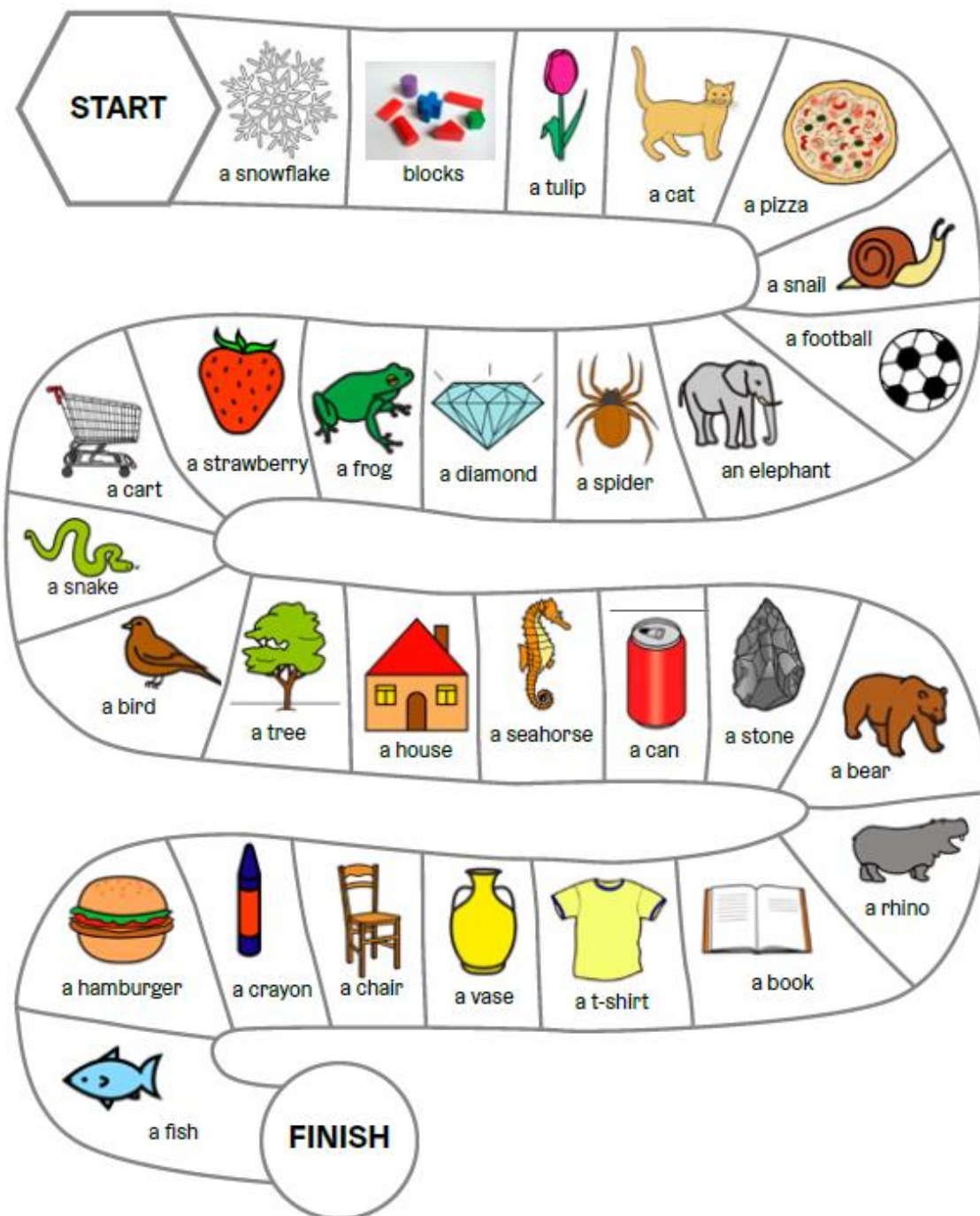
 <p>listen</p>	 <p>stop</p>
 <p>play</p>	 <p>wait</p>
 <p>start</p>	 <p>dance</p>

Příloha 20: Speaking/writing frame

It is	sunny	in the summer.
	cloudy foggy	
	stormy	in the autumn.
	cold warm	
	hot	in the winter.
	windy	
	rainy	
	snowy	in the spring.

Does your shape	have	three	angles?
		four	sides?
Is your shape	green? blue? red? yellow? purple?		
Is your shape	a square? a triangle? a rectangle? a quadrangle? a circle?		

Příloha 21: Hra



Příloha 22: Rozvrhy hodin výuky obohacené o anglický jazyk

1. Immersion

	Monday	Tuesday	Wednesday	Thursday	Friday
8.30–9.15	CLIL Mathematics group A	CLIL Crafts group B	Finnish group B	Finnish group A	CLIL Mathematics group A
9.15–10.00	CLIL Morning circle Finnish	CLIL Morning circle Finnish	CLIL Morning circle Mathematics	CLIL Morning circle Arts	CLIL Morning circle Finnish
10.30–12.15	CLIL Lunch Science	CLIL Lunch Finnish	CLIL Lunch PE	CLIL Lunch Crafts	CLIL Lunch A1 languages
12.45–13.30	CLIL Mathematics group B	CLIL Crafts group A	CLIL Music	CLIL Mathematics group B	CLIL Religion/ Ethics

In immersion programs, **100%** of the lessons are implemented in the target language. The target language in total immersion is one of the Finnish national languages (Finnish, Swedish and Sámi). The programme begins in pre-primary education and lasts until the end of basic education. The teacher of the pre-primary group uses only the target language with pupils.

2. Large-scale bilingual education

	Monday	Tuesday	Wednesday	Thursday	Friday
8.30–9.15	Mathematics group A	Crafts group B	Finnish group B	Finnish group A	CLIL Mathematics group A
9.15–10.00	CLIL Morning circle Finnish	CLIL Morning circle Finnish	CLIL Morning circle Mathematics	CLIL Morning circle Arts	CLIL Morning circle Finnish
10.30–12.15	CLIL Lunch Science	CLIL Lunch Finnish	CLIL Lunch PE	CLIL Lunch Crafts	CLIL Lunch A1 languages
12.45–13.30	CLIL Mathematics group B	Crafts group A	CLIL Music	CLIL Mathematics group B	Religion/ Ethics

In large-scale bilingual education programmes, **25–50%** of the activities are implemented in the target language. The language of instruction (e.g. Finnish) and target language (e.g. English) form an entity where both languages are present on a daily basis.

3. English-enriched education (Small-scale bilingual education)

	Monday	Tuesday	Wednesday	Thursday	Friday
8.30–9.15	Mathematics group A	Crafts group B	Finnish group B	Finnish group A	CLIL Mathematics group A
9.15–10.00	CLIL Morning circle Finnish	CLIL Morning circle Finnish	CLIL Morning circle Mathematics	CLIL Morning circle Arts	CLIL Morning circle Finnish
10.30–12.15	CLIL Lunch Science	CLIL Lunch Finnish	CLIL Lunch PE	CLIL Lunch Crafts	CLIL Lunch A1 languages
12.45–13.30	Mathematics group B	Crafts group A	CLIL Music	CLIL Mathematics group B	Religion/Ethics

In language-enriched programmes, **10–25%** of the activities are implemented in the target language. The language of instruction (e.g. Finnish) and target language (e.g. English) form an entity where both of the languages are present on a daily basis.

4. Language tasting

With language tastings, the language of instruction is Finnish. The teacher can implement activities in various target languages. Language tastings are **short sessions** during the school year (for example in the second grade when the pupils are deciding their A2 languages).