



# IES Molí de la Vila

ESO

Bstxihert



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# **CLIL / AICLE PROJECT**

- Subject: Classical Myths (Optional subject)
- Level: 4th ESO (15-16 year-old students)
- Teachers involved:

Carme García (English Teacher)

Norma Jorba (Classics Teacher)



# CLIL /AICLE PROJECT

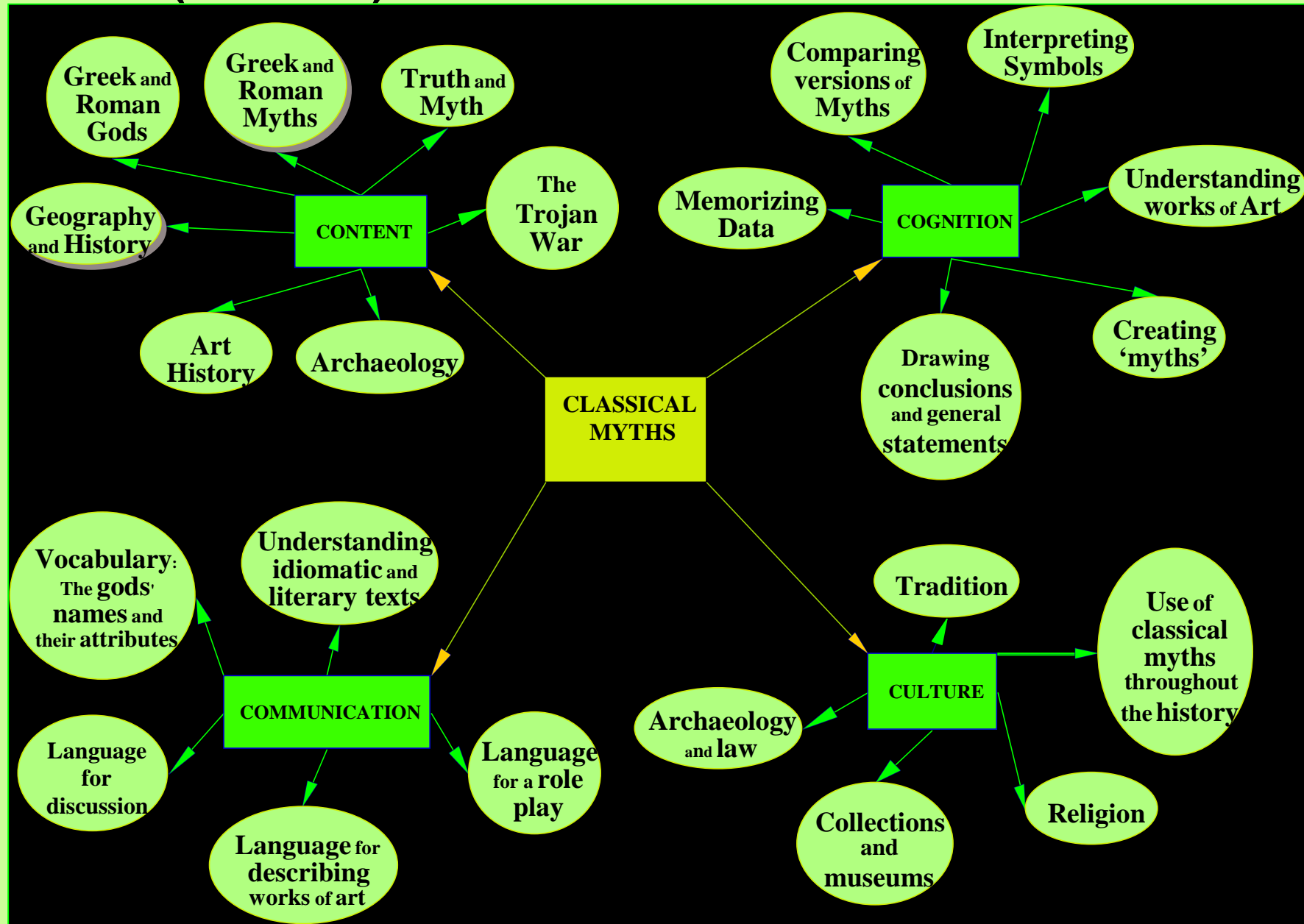
## Initial aims:

- To prepare and implement in the last term of school year 2006/07 a teaching programme involving Greek and Roman mythology for an optional subject (35 hours)

## Future development:

- To implement and evaluate *Classical Myths* every term in school year 2006/07
- To involve teachers of other subjects in the project
- To involve students participating in the school's exchange programme in the CLIL / AICLE project as well.

# module (35 hours)



# Content - Culture

- Based on the official syllabus  
(Decret 75/1996 de 5 de març, pel qual s'estableix l'ordenació dels crèdits variables d'ESO)
- Extended in order to enhance students' cultural awareness

## CLASSICAL MYTHS

### I. CONTENT

- A. Greek and Roman Gods
- B. Truth and Myth
- C. Greek and Roman Myths
- D. Art History
- E. The Trojan War
- F. Geography and History
- G. Archaeology

### II. CULTURE

- A. Use of Classical Myths throughout the History
- B. Religion
- C. Tradition
- D. Archaeology and Law
- E. Collections and Museums

# Communication - Cognition

- Progressive challenge
- Focus on reading and reading skills

- Wolff 2005:
  - 'Most of the acquisitional processes are related to reading comprehension'
  - 'Although reading strategies play an important role in all learning contexts, in CLIL they decide on the students' success or failure'
  - 'Learners do not read texts in order to learn language but in order to acquire knowledge in the content subject. This makes the whole learning process more skill-oriented both with respect to language and to content'

## CLASSICAL MYTHS

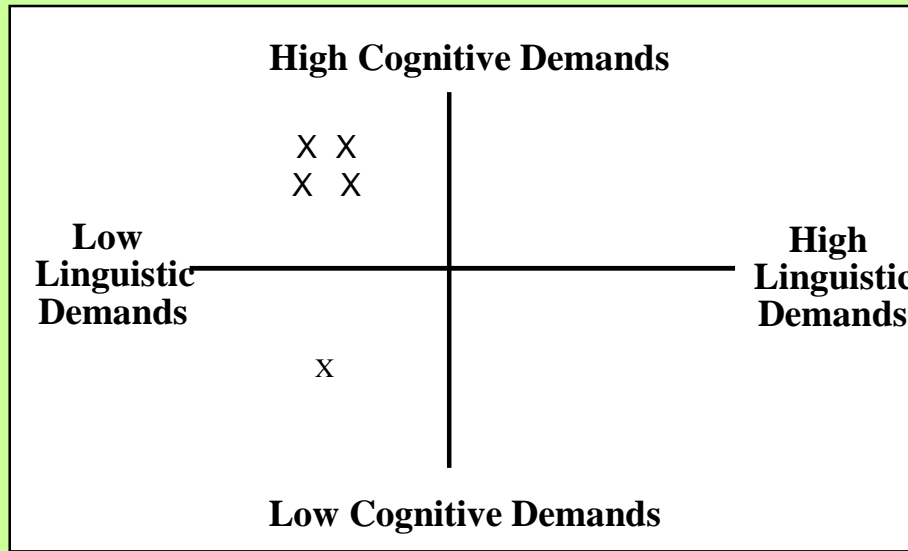
### I. COMMUNICATION

- A. Vocabulary: The names of the gods and their attributes
- B. Understanding idiomatic and literary texts
- C. Language for a role play
- D. Language for describing works of art
- E. Language for discussion

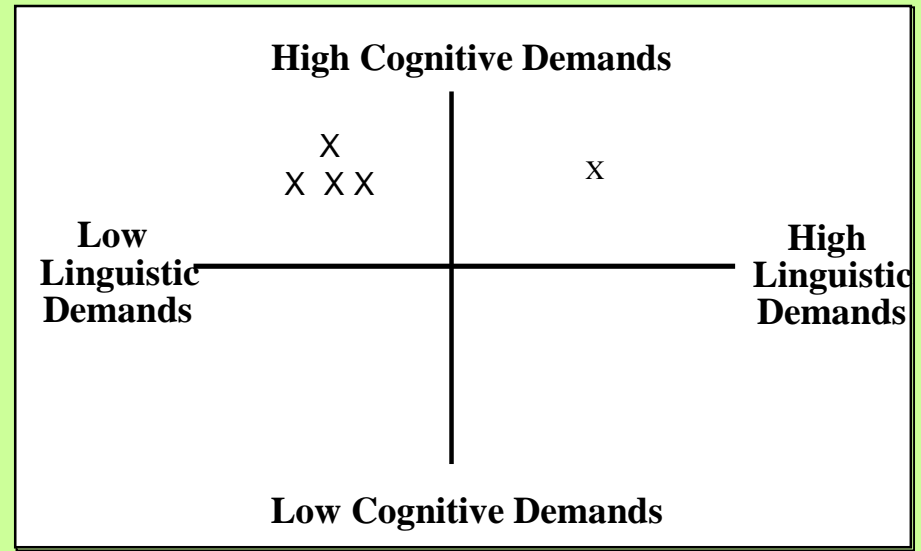
### II. COGNITION

- A. Memorizing data
- B. Comparing versions of myths
- C. Interpreting symbols
- D. Understanding works of art
- E. Creating myths
- F. Drawing conclusions and general statements

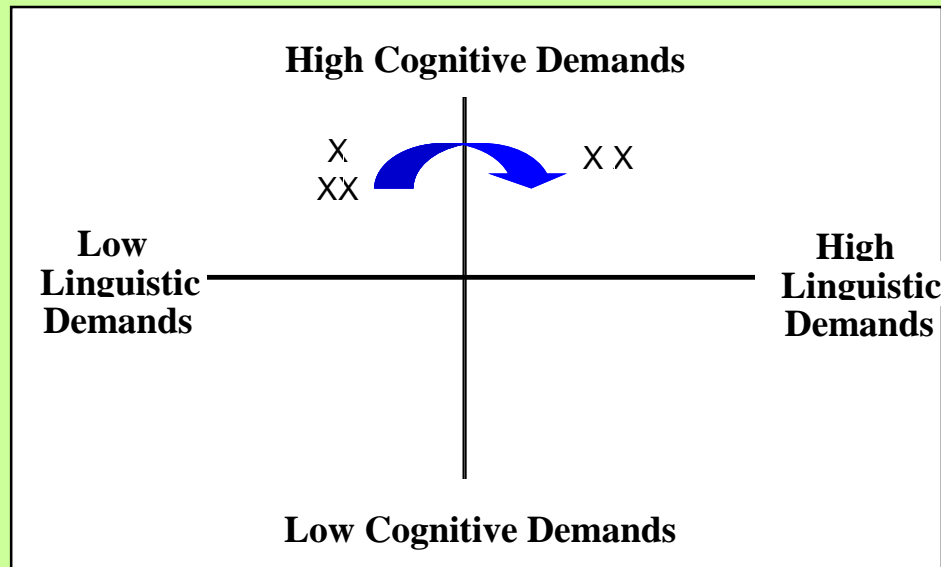
## Unit 1



## Unit 2



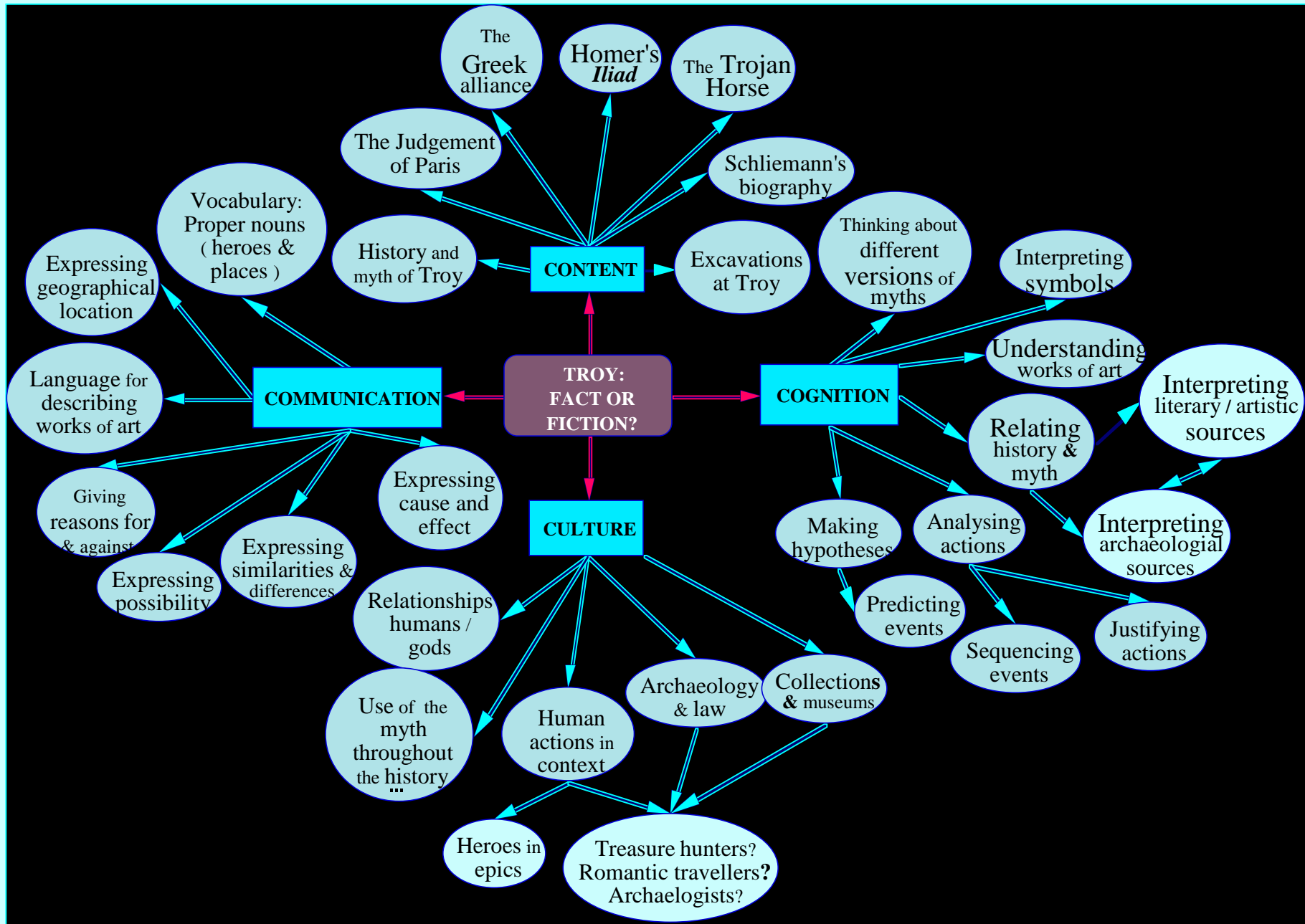
## Units 3-4



The CLIL Matrix adapted from Cummins (1984)

(Coyle 2005)

# Unit 3 (11 hours)



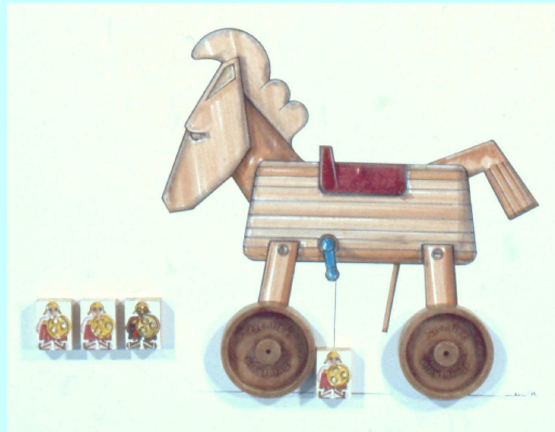


# Sequence of lessons

## UNIT 3



1. The Judgement of Paris



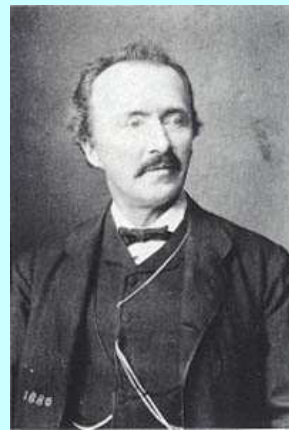
2. The myth of Troy



3. Homer's *Iliad*



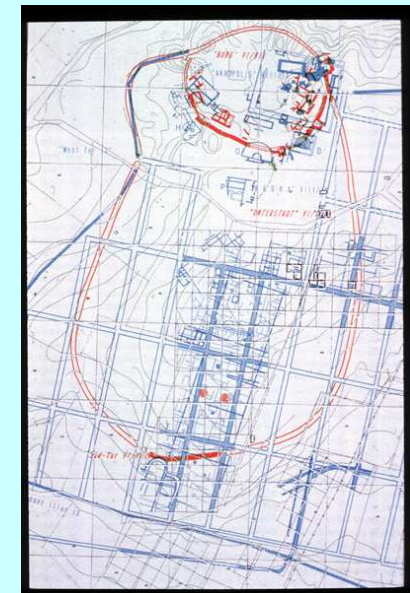
4. Divine meddling  
in human affairs



5. Did Troy exist?



6. The Trojan War:  
truth or myth?



7. Archaeology of Troy



# Activity in lesson 1

Content is provided by pictures

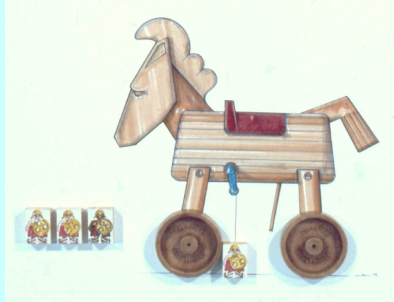


A. Write sentences in your notebook to describe the picture using the frame:

On the left	we recognise	the god	X	because ...
In the middle				
On the right		the goddess		
Behind the seated figure				

Scaffolding for writing

# Activities in lesson 2

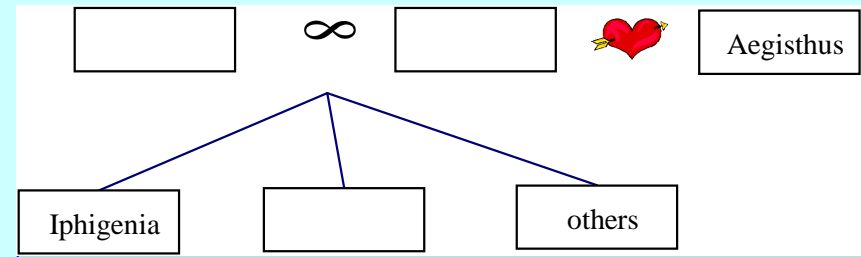


Content is provided by a long text

Writing: fill in the gaps

Frame for speaking

Make appropriate sentences without looking at the map



Argos	is	a town	in the	north	of Peloponnesian peninsula		
Ithaca				south	in	Aegean	sea
Mycenae				east	the	Ionian	
Pilos				west			
Salamis							
Sparta							

Writing: sentence starters

According to the version shown in the text of exercise 1, Paris \_\_\_\_\_  
 According to Apollodorus' text, Helen \_\_\_\_\_.

# Activity in lesson 4



Scaffolding for listening and speaking frame



Content provided by a DVD report

	Tick the right one <input checked="" type="checkbox"/>			Explain the reason
	supported the Greeks	supported the Trojans	was neutral	... because ...
Ares				
Hephaestus				
Artemis				
Apollo				
Aphrodite				
Poseidon				
Zeus				
Hera				
Athena				

Examples of activities



# Activity in lesson 5

Content is provided by different texts  
(Collaborative task)

**TITLE:** Was Schliemann a good archaeologist?

Ideas for

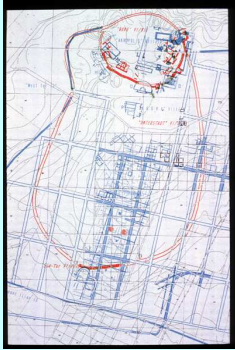
Ideas against

Speaking:  
discussion about  
Heinrich Schliemann's  
work in the site of Troy.  
Scaffolding is provided  
by cards

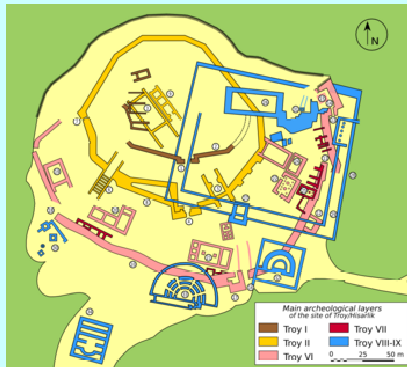
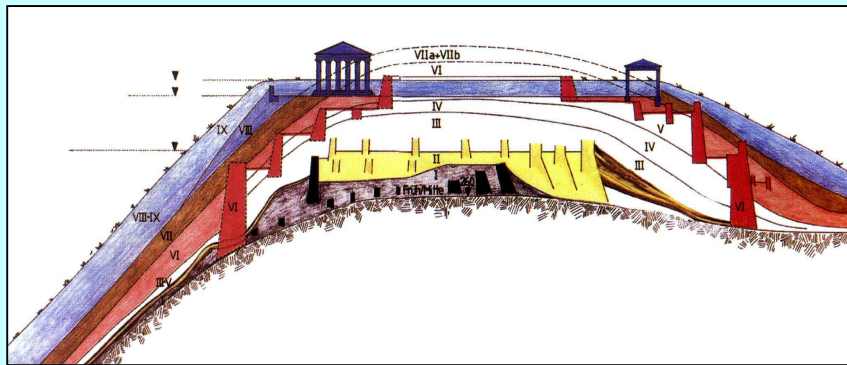
CONCLUSION

Examples of activities

# Activity in lesson 7



Sentence starters for a written synthesis of the unit



Content is provided by images

Content is also provided by recalling previous lessons

- In the nineteenth century nobody believed that Troy had existed until Schliemann ...
- Although he mistook a previous layer for the Homeric Troy, ...
- Recent research directed by Manfred Kormann at the *Troia Project* has demonstrated ...
- A proof that the excavated site could actually have been Troy may be constituted by ...
- According to the myth, Trojans warred against Greeks because ...
- However, the real cause of the war, if it actually took place, could be ...

# References

- Coyle, D. (2005) 'Developing CLIL: Towards a Theory of Practice' in *CLIL in Catalonia, from Theory to Practice. APAC Monographs 6* pp. 5-28
- Wolf, D. (2005) 'Approaching CLIL' in Marsh, D. (co.) (2005) *Project D3-CLIL Matrix. The CLIL Quality Matrix. Central Workshop Report 6/2005 (Graz, Austria, 3-5 November 2005)*. Graz: European Centre for Modern Languages pp. 10-25



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