CLIL: KEY PRINCIPLES AND RESOURCES TO GUIDE LEARNERS WITH INPUT

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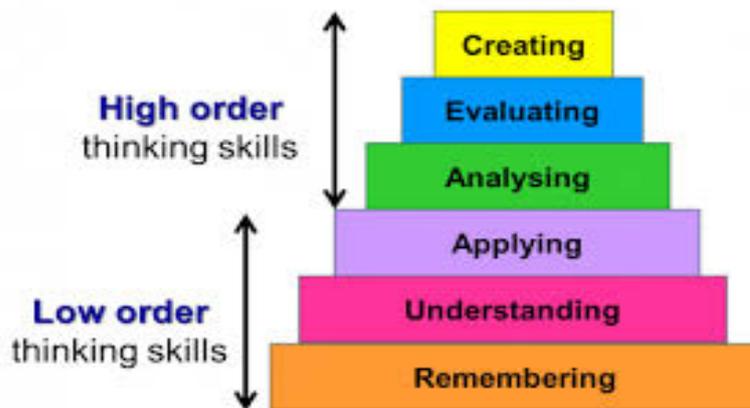
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1. USING GRAPHIC ORGANISERS
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TASK 1. Which of these activities demand LOTS and which demand HOTS?

1. Classify the musical instruments into three sets. Which features do they have they in common?
2. Read your partner's report on industrial paints. Comment on how clearly it was written.
3. Imagine you had no electricity. How would it affect your life?
4. Record the data about rainfall on the graph and decide which data goes on the X-axis and which on the Y-axis.
5. Compare the river Nile and the river Ganges. Write down three similarities and three differences.
6. Suggest two alternative solutions to the maths problem and explain how you worked them out.
7. Sequence the following inventions on the timeline.
8. Look at the three paintings and tell your partner which colours are the most dominant.
9. How would you change the experiment to make sure it was a fair test?
10. Look at the table of imports and exports and then list those which have increased in the last five years.

TASK 2. For questions 1 – 6, look at the cognitive skills and the three activities listed A, B and C. Mark the letter (A, B or C) which is <u>NOT</u> an example of the cognitive skill on your answer sheet.

1. LOTS

  A Match the different types of energy with their uses.

  B Tell your partner why you think the photographer took this picture.

  C Green, orange and purple. Write down the word to describe these colours.

2. HOTS

  A Justify why you said the government should raise taxes.

  B Suppose you could design one new type of transport. What would it be?

  C Change the circuit by shortening the wires.

3. Rank ordering

  A Agree on the top three locations to build a new community sports centre.

  B Agree where to place each stage of the life cycle of a plant in the diagram.

  C Agree on a list of 19th century leaders who made changes to the laws of their countries. Start with the greatest change.

4. Classifying

  A Divide the numbers on the top row by those on the bottom row.

  B Categorise the movements into those which are simple and those which are complex.

  C Look at the table and then decide which groups of cells go into the different columns.

5. Hypothesising

  A Why don't you change the background music so the audience can hear the violin?

  B If there were no banks, how would people borrow money?

  C Imagine there was life on another planet, what do you think scientists would do?

6. Evaluating

  A Assess your partner's description of the sculpture using the criteria on the art website.

  B Separate the symmetrical shapes from the others and then show their lines of symmetry.

  C Say how the role-plays have improved after everyone has performed their work

TASK 3. Look at the learners' comments on tasks and match them to the three possible ways of scaffolding learning, A-C. Which type of scaffolding is most appropriate for the task? (*adapted from the TKT Course CLIL Module. 2010*)

A	B	C
using model texts for the production of content knowledge	*breaking a task down into small steps*	*giving constructive feedback*
	1	

Learners' comments

1. I don't remember all the things we have to do when we transfer the data into a spreadsheet, then make calculations.
2. It's good to have a response partner. It gives me a second opinion about my science results before I hand them in to the teacher.
3. We watched a video on YouTube. Our teacher paused it quite a lot so we could explain to each other what was happening to the animals' habitats. This really helped us understand it.
4. We read our notes about different political systems, added them to a visual organizer with some information we found on the Internet, and then we used the organiser to help us write a paragraph in our own words.
5. Before we wrote a description of the artist's work, we read two or three short descriptions about other artists' work to help us with ideas.
6. The teacher told us we had found many useful websites for the project and then she gave us her reasons why she thought some of them were useful.

TASK 4. Look at the types of scaffolding (1–8) then match them with examples of scaffolding from CLIL classrooms (A–H). There are three items with more than one key. (from *www.teachers.cambridge.org*)

Reasons for scaffolding	Examples of scaffolding
1. creating interest	**A** Play a video clip of famous sports professionals warming up and cooling down before and after a match.
2. breaking down tasks into small steps	**B** Put learners in pairs and give them criteria in order to give feedback on each other's writing. They tell their partner two things that were achieved and one thing that needs improvement.
3. providing before, during and after task support	**C** Put a substitution table on the board so learners can use it to communicate their predictions about the results of an experiment.
4. using visuals and realia	**D** Personalise learning by relating the study of environmental policies to actions staff and students take to reuse and recycle in schools.
5. demonstrating how to do a task	**E** Hand out several leaflets advertising museums so learners can see examples of persuasive techniques.
6. using word banks, glossaries, sentence level support	**F** Seat learners so those with learning needs are at the front. Provide simplified worksheets and take time to talk to the learners when they complete the task.
7. using model texts for production of language	**G** Start by adding data to your animal fact files then create an index so the files can be sorted faster. Next create a link to your three files. Later you can extract the data when you need it.
8. providing constructive feedback	**H** Take in several natural and manufactured objects for learners to sort into groups.

TASK 5. For questions 1 – 7, match the learners' comments with the types of scaffolding which can help them listed A – D. Mark the correct letter (A – D) on your answer sheet. (from *www.teachers.cambridge.org*)

Types of scaffolding

A breaking tasks down into small steps

B giving ongoing constructive feedback

C making links with what learners know

D using visual organisers

Learners' comments

1. Our teacher asked us to look at the history sources and to think of three ways they were connected to what we had read.
2. Before we watched a video about how an engine's made, the teacher gave us a glossary of difficult words to look at then as we watched it, she stopped it a few times to get us to predict what we might see next.
3. We drew a diagram to make it easier to show the causes and effects of farmers using chemicals on their land.
4. The teacher gave us reasons why she thought our choice of websites on 20th-century art was useful for the project we were about to start.
5. Before we practised measuring angles, the teacher showed us how to use a protractor and then asked a few of us to demonstrate before we did the ones in the book.
6. The only way we could understand the order of events leading to the national strike was to make a timeline and add key moments to it.
7. We listened to the music once then had to decide which composer's work it reminded us of.
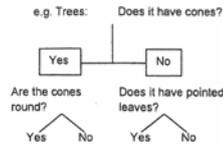
TASK 6. Match the visual organizer with its name and purpose.

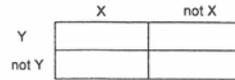Match the visual organiser with its name and purpose on Participant's Worksheet 2.
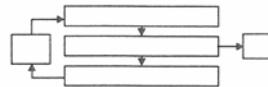
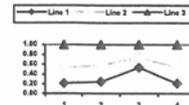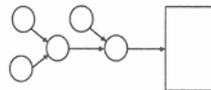1 _____

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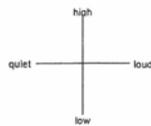3 _____

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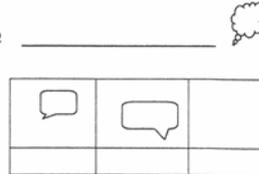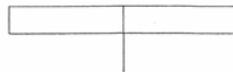

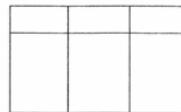7 _____
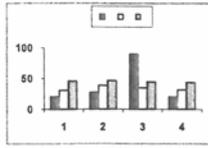
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TASK 7. DO´S AND DON´TS: HELPING LEARNERS WITH INPUT (adapted from *Clil Skills* 2011)

	DOs	Dont´s	
Planning			Start of the lesson
Warming up			
Using general ideas: the first contact with input			
Using details. further contact with input			
Applying information and concluding			End of the lesson

PLANNING & WARMING UP

(1) ____ prepare your lesson only in terms of a page number or exercise: "We're going to do exercise three on page ninety-seven".

(2) ____ decide beforehand what is important for the learners to do with the input, and set both content and language aims: "By the end of this unit, the learners can..."

(3) ____ carry out a short lead-in task linked to the topic of the input for focusing.

(4) ____ launch into a new topic without any introduction.

USING GENERAL IDEAS: THE FIRST CONTACT WITH INPUT

(5) ____ provide a task or one or two general questions for learners to answer when they read, watch or listen to input for the very first time.

(6) ____ supply a list of 'difficult' words with a translation in Spanish.

(7) ____ get learners to read new material aloud one by one.

(8) If you want learners to read aloud to practise pronunciation, ____ this at a later stage.

(9) ____ encourage learners to ignore words they do not know the first time they read a text.

USING DETAILS: FURTHER CONTACT WITH INPUT

(10) ____ provide a specific task for learners to answer while they read, watch or listen to input for a second time.

(11) ____ encourage learners to create their own questions around input, either by hypothesising before they are exposed to input, or to check understanding

(12) ____ encourage learners to stop at every single unknown word.

(13) ____ give answers to hypotheses yourself before learners have had time to think about their own explanations.

APPLYING INFORMATION AND CONCLUDING

(14) ____ give a list of English words with their Spanish translations, either at the start of the lesson or at the end.

(15) ____ expect learners to be able to reproduce vocabulary as soon as they meet it.

(16) ____ work to help learners understand and recycle. Ensure that learners know both the meanings of words and their usage.

(17) ____ use the topic or the language of the input as a stimulus for further activities.

TASK 8. SELECTING KEY WORDS.

In the following text, some words are underlined, some are in italics and some are in bold type. They were categorized following these criteria: words learners will need to use, words that can be ignored and words that learners need to understand. Can you identify these three groups? Give reasons for your choice. (adapted from *Clil Skills* 2011)

How Recessions Work   (from money.howstuffworks.com/recession.htm)

On Jan. 21, 2008, stock prices tumbled around the world. Most analysts pointed to fears surrounding the United States economy and a possible **recession** as the reason for the drop. Ironically, **economic conditions** in the United States were affecting the world economy on a day when its own markets weren't even *in session* -- they were closed for the *Martín Luther King Jr. Day* holiday. Three days later, news outlets were already reporting a new *economic stimulus package,* designed in part to try to prevent a **recession.**

This isn't the first **recession** news in recent memory. On Nov. 26, 2001, the news media announced the United States was officially in a **recession** and had been since March of that year. To most Americans, this wasn 't all that surprising: Rising unemployment and a weak **stock market** had been in the news for months.

Both the 2008 market drop and the 2001 *news blitz* raised a lot of questions. Who decides when the economy is in **recession,** and on what grounds? What actually *constitutes* a **recession,** anyway? When a nation's **economy** enters a **recession,** is life guaranteed to get harder for most of its citizens? And how often does a **recession** lead to a depression?

In this article, we'll find out what **recessions** are, see why they occur and examine the criteria **economists** use to identify them. We'll also look at the effects of **recession** as well as explore some of the ways a country can turn the economy around again

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