

CLIL TO GO

Useful CLIL methods



What is CLIL?

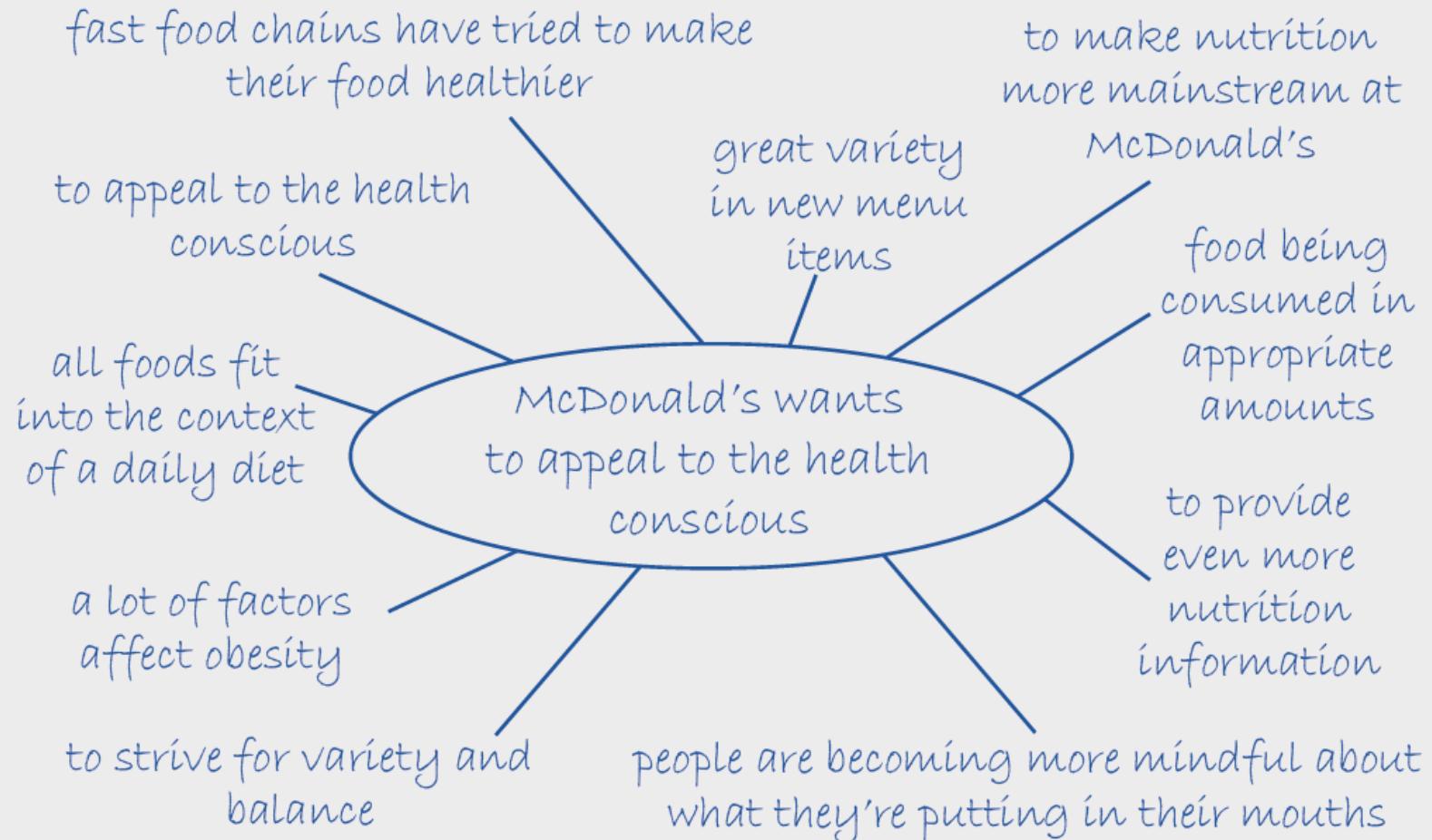
- using different methods which actively involve the students
- CLIL = students gain content knowledge and improve their language skills at the same time
- teacher → preparation is the key for a successful CLIL lesson
 - needs to support students (vocabulary / phrases)
- Students → they do the work in class
 - work in pairs/teams ...
 - practice topic-related/subject-related language

Mind Mapping 1 → done by students

- students summarise an article / video
- take notes using key phrases (verb + noun / verb + adjective / etc.)
- different information
- students give their summaries

Mind Mapping 2 → done by teacher AND students

- phrases are provided by the teacher (jargon, key vocabulary, ...)
- students add information
- students give their summaries



Word cloud

- intro activity
- making students familiar with new words/phrases
- revising / summarising what happened in the last lesson

→ possible activities:

- look up all the words in an online dictionary
- form sentences
- explain the words to each other
- summarise the content of an article / video / etc.

www.wordclouds.com

Asking questions

- teacher provides wh-questions on a text/video
- what / where / when / why / who / how many / how much
- open questions
- no YES/NO-questions! (do / does / have / etc.)
- add: Explain. / Give reasons. / Describe. → to get more content as answer

Learner-generated questions

- learners design their own questions + have to provide the correct answers

4. Watch this video and answer the following questions:

Video: <https://www.youtube.com/watch?v=GvD-8ZfxfOY>

- a. Why do you have to use yeast when you want to bake bread?
- b. How do you get the airy texture in bread?
- c. What are the main components of gluten?
- d. Is it possible to have bread without gluten?

4. Exercise:

Max. 4

Describe the difference between an external static definition and an internal static definition. Explain the following equation:

$$n = (a+s) - 2k$$

What happens with the framework, if n is equal to zero, greater than zero or lower than zero?

When a framework is statically defined, which restrictions must be fulfilled?

True/False statements

- statements on the text (tick true/false) + justification
- alternative: two options which one is the better / correct one?

3. True-false-statements

Read the text again and tick whether the statements are true (T) or false (F). Provide the correct answer for the false statements.

a. Saccharomyces cerevisiae is a species of fungus.	T	F
b. Bacteria are much larger than yeast cells.		
c. Saccharomyces cerevisiae is dangerous to work with.		
d. Yeasts can only use one type of sugar, sucrose, for energy.		

2. Exercise:

Are the following statements true definitions of a framework or not? Explain your decisions.

Max. 2 points

- The singular beams are only connected by divotable joints.
- The extern forces charge everywhere on the framework.
- The beams of a framework are charged only by tension or compressive forces.
- Frameworks were used in former times, because they were easy to calculate.

true false

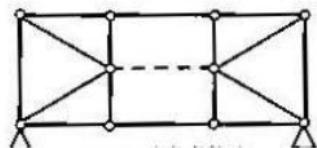
true false

true false

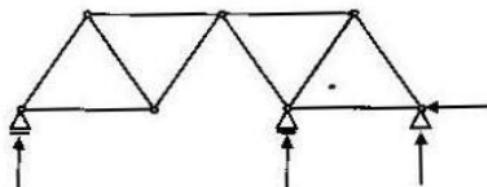
true false

3. Exercise:

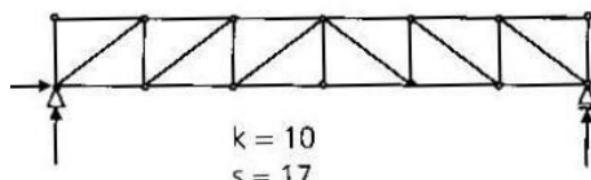
Which of these frameworks are stable, which are unstable?



stable unstable

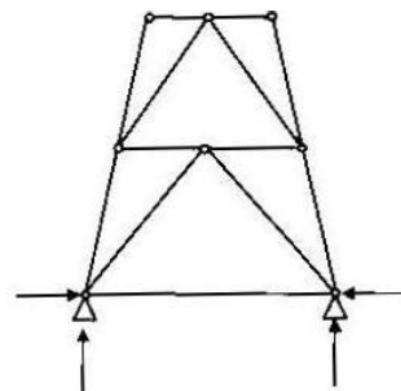


stable, unstable



stable unstable

Max. 2 Points



stable unstable

What's the best option

- teacher asks a question and provides a maximum of five options
- students discuss the best option/s for the question raised
- 1st question: general question 2nd question: specific question

**protective gloves
protective boots**

**safety helmet
safety glasses**

**cup mask
ear protectors**

What is the following equipment used for?

Which of the mentioned equipment or protective clothing is most important when visiting a building site? Give good reasons to support your view.

**suspension bridge
beam bridge**

**cable-stayed bridge
draw bridge**

A new pedestrian bridge is going to be built across the „Große Gusen“. Explain each type of bridge in more detail. Which type of bridge would you suggest and why?

Giving advice / Problem solving

- teacher puts the students into a certain situation
- students have to give advice on how to solve/fix the problem

5. Giving advice

As a quality manager of a bakery, you will not carry out that plan on your own. Discuss the plan with your neighbor who is the laboratory chemist of the bakery, maybe he can give you some useful pieces of advice.

After adjusting your plan, you can start with your experiments. (work together, time: 30 minutes)

Questions to answer:

- Which yeast type should be used for the manufacturing of bread?
- How is yeast activity affected by the two different types of sugar?
- If you did this investigation again what improvements could you make?

Giving advice

You are a dairy farmer and produce cow milk. What are the most important benefits of drinking milk for children? Give appropriate pieces of advice to a mother! Use the benefits mentioned in the handout and phrases from the LanguageBox below.

LanguageBox

I would suggest doing/ going/ trying ...

If I were you, I would ...

You could...

If I were in your shoes, I would...

Another possibility would be to ...

I would advise you to ...

Priority Ranking/Sequencing

- teacher provides a list of possibilities/options
- students discuss on the most/least important one
- students have to put the possibilities/options into the correct order

4. Exercise:

Put the following steps of calculating a framework into the right order:

Max. 1 Point

- Cut the single joints out of the system.
- Try to calculate the bream forces with the help of the balance conditions.
- Increase the external forces because of higher safety.
- Calculate the reaction forces.

Priority ranking

Read the following hygiene rules when processing milk. Tick the three most important ones and find good reasons for your decision. Then get in groups of three and compare your results. Finally, try to come up with a group ranking.

- Wash your hands and nails with clean water and soap before handling milk
- Wear clean over-clothes and gumboots while handling milk
- Never handle milk if you are suffering from a communicable disease or have an open sore or wound on your arms, hands, head or neck.
- Do not cough or sneeze near milk or milk containers

Group Reading/Expert Group

- dividing a text into several sections (with sub-headings, paragraphs, ...)
- different categories for research
- students become experts in their topic
- share information with others
- post activity (to make sure the students listen to each other)



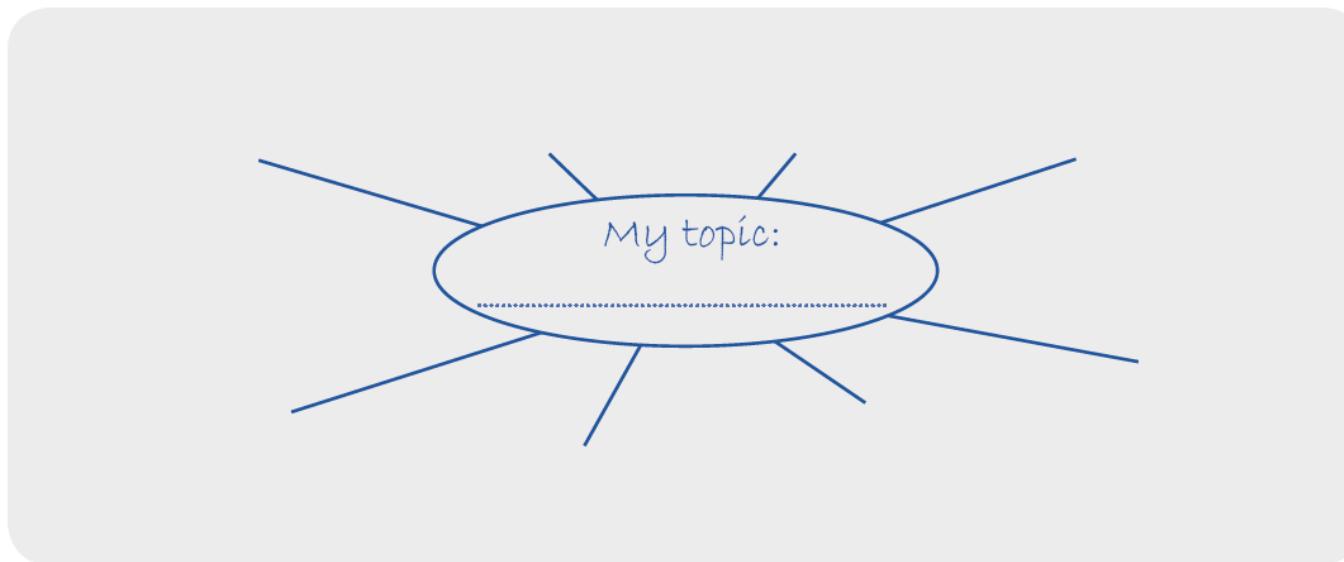
1 Get in groups of three. Each of you should do some Internet research on one of the following topics.

A organic food

B healthy diet

C keeping fit

Collect your ideas in the mind map.



Different types of bridges:

- 1) Arch bridge
- 2) Draw bridge
- 3) Cable-stayed bridge
- 4) Suspension bridge

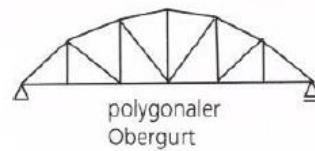
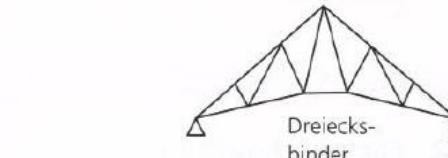
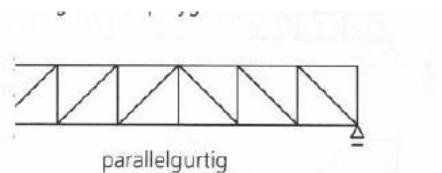
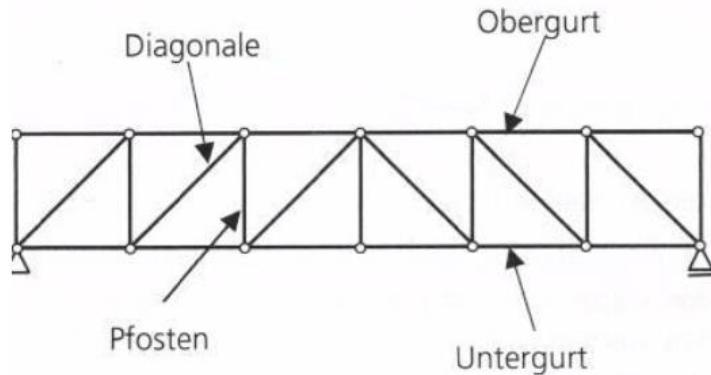
length (minimum and maximal length)	
How does it work?	
material used	
How do the forces work on the bridge?	
Famous example	

Labelling of pictures (parts of tools, machines, devices)

1. Exercise:

Find the correct English words for the different pieces of the framework shown below:

Max. 1 points



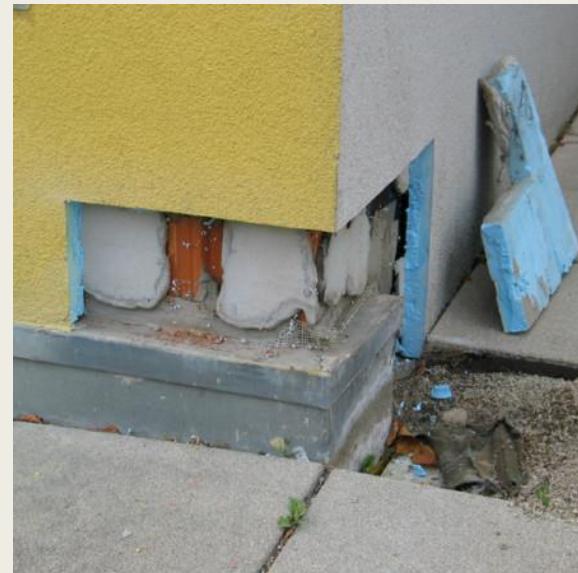
Label the microscope parts using the words in the box. Compare your results in groups of three. Add any missing information.

objective turret	condenser	objectives	eyepiece tube
base	eyepiece	illumination system	fine focus
head	frame	coarse focus	stage
illumination intensity knob			



Describing pictures

- students describe pictures
- students present information of charts or graphs



Thank you!

Presentation designed for CLIL to GO

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