

HISTORY CLIL

THE LANGUAGE OF THE PAST AND PRESENT



AIMS OF THE WORKSHOP

- PRESENT LANGUAGE
- PRACTISE LANGUAGE

....required by a CLIL history teacher



TWO TYPES OF LANGUAGE – PART 1

- Classroom procedures
 - instructions have to be given
 - groups formed
 - time limits set
 - questions asked
 - answers confirmed
 - discipline maintained
 - etc.

- THE LANGUAGE OF THE PRESENT



TWO TYPES OF LANGUAGE – PART 2

- verbalization of historical sources
- using the required language to express historical events
- to focus on content, not on language development

• **THE LANGUAGE OF THE PAST**



Organization 1

a. Giving instructions

- i. *Open your books on page 73* (appropriate instructions related to activities)
- ii. *I would like you to write this down* (commands, requests or suggestions)
- iii. *All together, now. Everybody, please. I want you all to join in.* (variation)
- iv. *Who would like to read?* (offering alternatives)



Organization 2

b. Sequencing

- i. *First of all today, ...* (communicating the sequencing to kids)
- ii. *Next one, please. Which question are you on?* (what stage have pupils reached etc.)
- iii. *Let me explain what I want you to do next.* (intro to new activity or stage of lesson)
- iv. *You have ten minutes to do this. Your time is up.* (set time-limits)
- v. *Can you all see the board? Are you all ready?* (are pupils ready to start the next stage)

c. Supervision

- i. *Stop talking. Look this way.* (direct attention to lesson content)
- ii. *One more word and ...* (giving warnings)



Interrogation

a. Asking Questions

- i. *What were the reasons for ...? What were the reasons for this to happen? Why did it happen? Why did it take place?* (vary in forms of questions)
- ii. *What is your opinion on ...? What does it tell us about ...?* (ask questions in relation to specific communicative task)

b. Replying to Questions

- i. *Yes, that's right. Almost, try again.* (verbal confirmation or guiding them to correct reply)
- ii. *Very good. That's more like it.* (encouraging feedback)



Explanation

a. Metalanguage

- i. *What is the English word for “Unabhängigkeit”? Explain it in your own words. (produce and get pupils to produce a translation)*
- ii. *Fill in the missing words. Mark the right alternative. (written and spoken instructions for exercises)*

b. Reference

- i. *After they left the European continent, the pilgrims ... (appropriate background factual information)*
- ii. *This is a picture of a typically English castle. (comment on pictures, slides, films, etc.)*
- iii. *While we are on the subject of ... Let me sum up then. (rhetorical devices to make commentary sound more interesting or easier to follow)*



Interaction

a. Affective Attitudes

- i. That is interesting! That is kind of you. I was a bit disappointed with your results.*
(expressing interest, anger, surprise, pity, sympathy etc.)

b. Social Ritual

- i. Good morning. Have a nice weekend.* (everyday phrases related to recurrent social interactions)



General Classroom Phrases

Have a look at ...

Study ...

Think about ...

Let's examine ...

Describe ...

List ...

Explain ...

Use evidence from ...

Say (in your own words) ...

*Find ... out ... where/when/why ...
happened.*

Show ...

Investigate ...

Examine ...

Give examples of/for ...

Give reasons ...

Interpret ...

Discuss ...

Let's compare ...

Let's contrast ...



Questions

What evidence can you find to show that ...

What evidence is there that ...

What indicates that ...

What proves that ...

What conclusion do you draw from ...

What does ... tell you about ...

What is your opinion on ...

What do you think of/about ...

What is your impression of ...

What impression do you get from ...

What were the reasons for ...

What were the results of ...

Why do you think this happened?

What were the reasons for this to happen?

Where (When, Why, How) did it take place/happen?

What differences can you find?

What are the main differences?



Historical Research Key Words and Phrases

history

ancient history

medieval history

contemporary history

natural history

science history

historian

historic

historical

historical interpretation

historical research

evidence

historiographer

historiographical

Historiography

antiquity

the Middle Ages

modern times

modern era/age/times

ancient Rome

ancient relics

medieval

modern

anachronistic(al)

anachronism

epoch

a historic moment

oral tradition

before Christ

Anno Domini

Christian Era

Before the Common Era

Common Era



Primary Source

documents
images
objects
manuscripts
maps
photographs
journals
letters
memos
records of birth/death/marriage
birth certificates
permits
licenses
census data
published material
recordings
artefacts

Secondary Source

pieces of evidence that come from an original or primary source, textbooks, accounts (records) of ...



Working with texts (books, newspaper, text, chapter, paragraph, passage)

What sort of text is it?

Point out where in the text it says that ...

What is the text about?

What is its topic?

What/who is the text aimed at?

Where in the text does it say that?

Can you find examples of ... in the text?

What does ... mean?

What is the meaning of ?

What are the main/central ideas of the text?

What is the author's opinion on ...?

What does the author think about...?

What is the author's intention/point of view?

Do you agree with the author?

What reasons/examples does the author give?

How could the author know something about this event?

Can we believe the author of the text?



TASK 1

- Introduce the classroom procedure
- Ask questions on the text
 - VOCAB on PADLET
 - https://padlet.com/o_regelsberg/CLILVOC
 - Post on
 - https://padlet.com/o_regelsberg/task1
- Think of possible answers students might come up with

Revolution

Britain established several colonies in North America during the 17th century, starting with Virginia in 1607. A century of **rivalry** between European powers, including England, France, Spain, Austria, and Prussia, culminated in the Seven Years' War (1756–63). After the British victory over the French in the Seven Years' War, Britain became the **major** colonial power in North America.

To help cover the **expense** of defending its North American colonies, the British Government decided to tax its American colonies more **strictly**. The problem for many American colonists was not that taxes were high, but that they were not consulted about them, as they had no representation in Parliament. The growing **unrest** was reflected in the slogan: *No taxation without representation!* and there were lots of political debates about the role of democracy and republican values in society.



In 1773, 'The Boston Tea Party' signalled the start of an escalation in protests and violence around the city of Boston. Groups of local militia formed, and in 1775 British soldiers were sent to nearby Lexington to confiscate a **store** of weapons. As the British soldiers faced the colonial rebels, the 'shot heard around the world' was fired on April 19th 1775. The American War of Independence had begun.

The thirteen colonies involved formed a provisional government, called 'The United Colonies of America', and formed their own 'Continental Army' under the leadership of George Washington. They declared their independence on July 4th 1776, a date which is still celebrated with a national holiday every year as Independence Day. *The Declaration of Independence*, written by Thomas Jefferson, was influenced by the

Enlightenment philosophy that had come out of Europe, and shows the desire for a new, more egalitarian society. Its opening lines have become famous:

We hold these truths to be self-evident, that all men are created equal, that they are **endowed** by their Creator with certain inalienable Rights, that among these are Life, Liberty and the **pursuit** of Happiness.

The British suffered some surprise **defeats** at the hands of the Continental Army, but returned to the war with reinforcements. The Americans formed an alliance with France in 1778, and the French helped the Americans with money, weapons, ships, and soldiers. The British, under General Cornwallis, were forced to surrender at Yorktown in 1781. The war formally ended with the **Treaty** of Paris in 1783 and the United States became a sovereign state, with George Washington as its first President.



Working with pictures and films

On the left/right there is/are...

In the foreground you can see a/an ...

In the middle of the picture there is/are

In the top right/right-hand corner ...

In the bottom left/left-handed corner ...

In the background...

Look at the picture/painting and find out...

Give (one, two...) examples of ...

What evidence is there ...

What can you see in the picture?

What information can you get from the picture?

What does the picture tell you about ...?

Which picture shows ...?

What does a ... look like?

What are/were the main/central/most important aspects/topics of the film?

What does the picture tell us/the viewer?

What does the painter/the artist want to show?

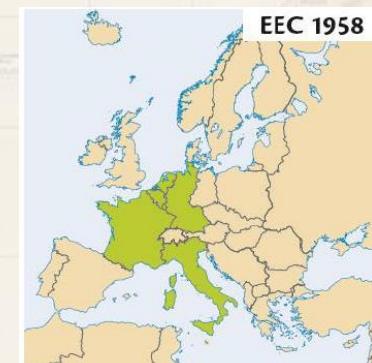
What was/is/his/her intention?

Why was it made/painted? For whom?



TASK 2

- Introduce the classroom procedure
- Ask questions on the pictures
 - VOCAB on PADLET
 - https://padlet.com/o_regelsberg/CLILVOC
 - Post on
 - https://padlet.com/o_regelsberg/task2
- Think of possible answers students might come up with



TASK 3

- Introduce the classroom procedure
- Ask questions on the picture
 - VOCAB on PADLET
 - https://padlet.com/o_regelsberg/CLILVOC
 - Post on
 - https://padlet.com/o_regelsberg/task3
- Think of possible answers students might come up with



Working with graphs, charts, diagrams and figures

graph/chart/diagram

line graph

climate graph

bar graph

pie chart/circular chart

figure

table

axis

vertical axis

horizontal axis

Fill in the table...

Put your findings/results in a table ...

In/on the chart/graph you can see/find ...

The chart/graph/table ...

shows/explains/describes ... the number of/the
rate of/the amount of/the increase of ...
since/from ... to/between

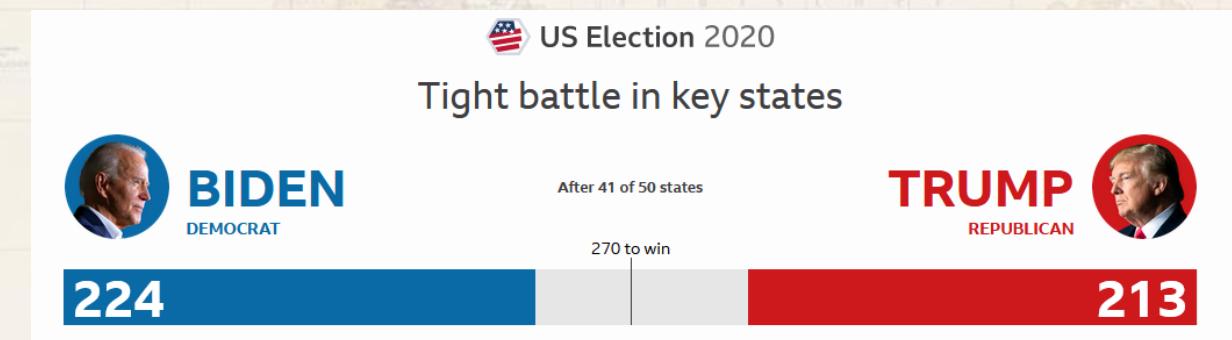
... that the number of ... has risen/fallen

... that the amount of ... has increased/decreased
since



TASK 4

- Introduce the classroom procedure
- Ask questions on the figure
 - electionVOCAB on PADLET
 - https://padlet.com/o_regelsberg/CLILVOC
 - Post on
 - https://padlet.com/o_regelsberg/Task4
- Think of possible answers students might come up with



Working with maps

map/chart

town map

road map

world map

nautical map

geographical map

topographical map

atlas

legend/key

scale

distance

direction

globe

degree of latitude

line of longitude/meridian

tropic of capricorn

tropic of cancer

southern hemisphere

northern hemisphere

western hemisphere

eastern hemisphere

antarctic circle

arctic circle

Look for/Find/Study ... on the map/atlas

The map shows us/tells us something about/informs us about ... cities, villages, borders, distances

rivers/borders are shown by thick/thin blue lines

cities/forests/mountain areas/regions

In what direction is X from Y?

Which is closer?

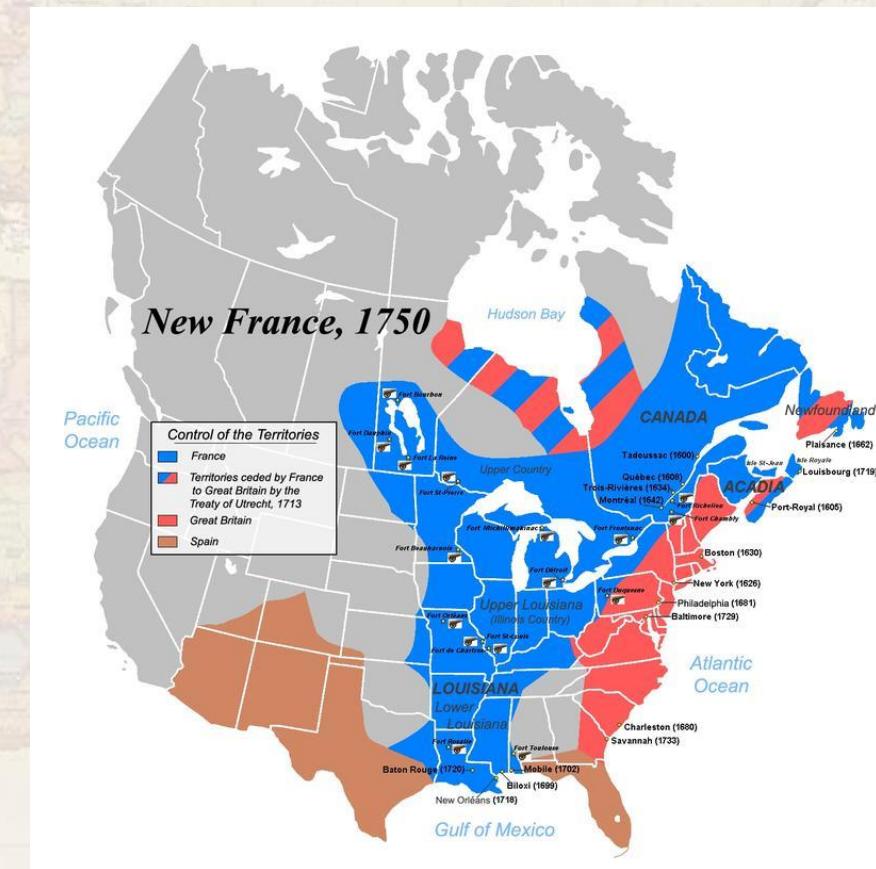
What is X called today?

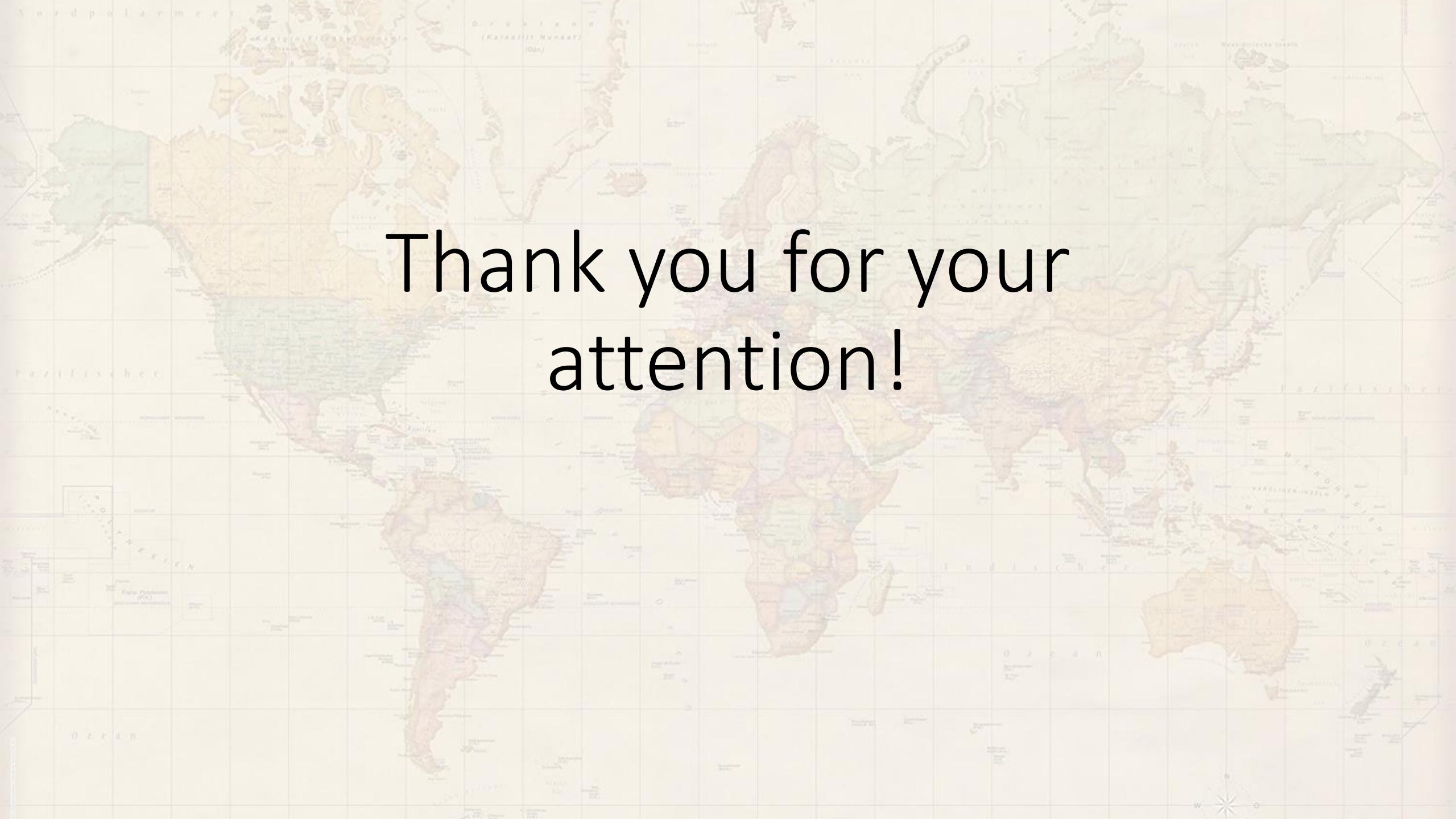
In which country is X?



TASK 5

- Introduce the classroom procedure
- Ask questions on the map
 - VOCAB on PADLET
 - https://padlet.com/o_regelsberg/CLILVOC
 - Post on
 - https://padlet.com/o_regelsberg/task5
- Think of possible answers students might come up with





Thank you for your
attention!