

Let them talk!

Aleksandra Zaparucha



4. ÖSTERREICHISCHE BMHS CLIL-KONFERENZ
PRIVATE PÄDAGOGISCHE HOCHSCHULE DER DIÖZESE LINZ
03-04 APRIL 2025

Words →
Sentences → Text

4. ÖSTERREICHISCHE BMHS CLIL-KONFERENZ
PRIVATE PÄDAGOGISCHE HOCHSCHULE DER DIÖZESE LINZ
03-04 APRIL 2025

	Sequence A	Sequence B	Sequence C
Words	Students brainstorm vocabulary individually based on a visual, writing down only what they see. They work in pairs or groups to exchange and explain/translate words where needed.	Groups of students get 16 terms, which they divide among themselves. They use online dictionaries to find pronunciation and meaning, then teach each other.	Students brainstorm vocabulary individually based on a visual, writing down only what they see. They work in pairs or groups to exchange and explain/translate words where needed.
Sentences	Students write sentences using sentence starters provided.	Students pick up four words and then play an elicitation game, producing sentences.	Students write down sentences showing what they think about the photo and what they wonder about.
Text	Students organise words and sentences in a Venn diagram showing similarities and differences between the residual areas in the photo. Students use a speaking frame to discuss the topic. Students repeat the activity without the support of the speaking frame.	Students group vocabulary into categories, create a mind map, and use a speaking frame to discuss volcanoes. Students repeat the activity without the support of the speaking frame.	Students produce sets of three sentences using provided sentence starters. Students repeat the activity without the support of the sentence starters.



Sequence A

**4. ÖSTERREICHISCHE BMHS CLIL-KONFERENZ
PRIVATE PÄDAGOGISCHE HOCHSCHULE DER DIÖZESE LINZ
03-04 APRIL 2025**

- Everyone needs to prepare **pen and paper**
- One team member needs to **control the time**
- In **1 minute** write all the words related to the photo in the next slide: nouns, verbs, adjectives...

READY? STEADY, GO!

Make sure you stop writing after 1 minute

A2



By Vilar Rodrigo - Own work, CC BY-SA 3.0, <https://commons.wikimedia.org/w/index.php?curid=40537597>

A3

Words

- Count your words and write down the number
- Work with your partners to compare your lists
- Add all the new words to your list

At the end your lists should be the same :)

How much longer was the final list than your individual list?

A4

Sentences

- Now draw a table like this:

	Paraisopolis: life in the favela	Morumbi: life in the rich district
'Give one'	1. ... 2. ... 3. ...	1. ... 2. ... 3. ...
'Get one'		

Sentences

- Study the same photo (included in the next slide) and write three sentences describing **the life in Paraisópolis favela** and three describing **the life in the wealthy Morumbi district** in São Paulo, Brazil.
- Use some of these sentence starters:
 - *The area is/isn't/has/hasn't/feels/looks/smells...*
 - *People are/aren't/have/don't have/can/can't...*
 - *It is/isn't possible to...*

A6



By Vilar Rodrigo - Own work, CC BY-SA 3.0, <https://commons.wikimedia.org/w/index.php?curid=40537597>

Now follow these instructions of '**Give One, Get One**' activity:

- Each member of the team gets a number, e.g. 1, 2, 3 & 4.
- Take turns to do the following:
 - Person 1 reads one of his/her sentences ('Give One') to Person 2.
If this is a new idea, person 2 writes it down ('Get One') *in the bottom part of the table, either on the left ('poor') or right ('rich')*.
 - Person 2 reads one of his/her sentence ('Give One') to Person 3 etc. and the whole procedure is repeated.
 - Repeat the procedure until everyone has got minimum two new sentences

A8

Text

Now let's try to produce a longer description of the photo, following this title:

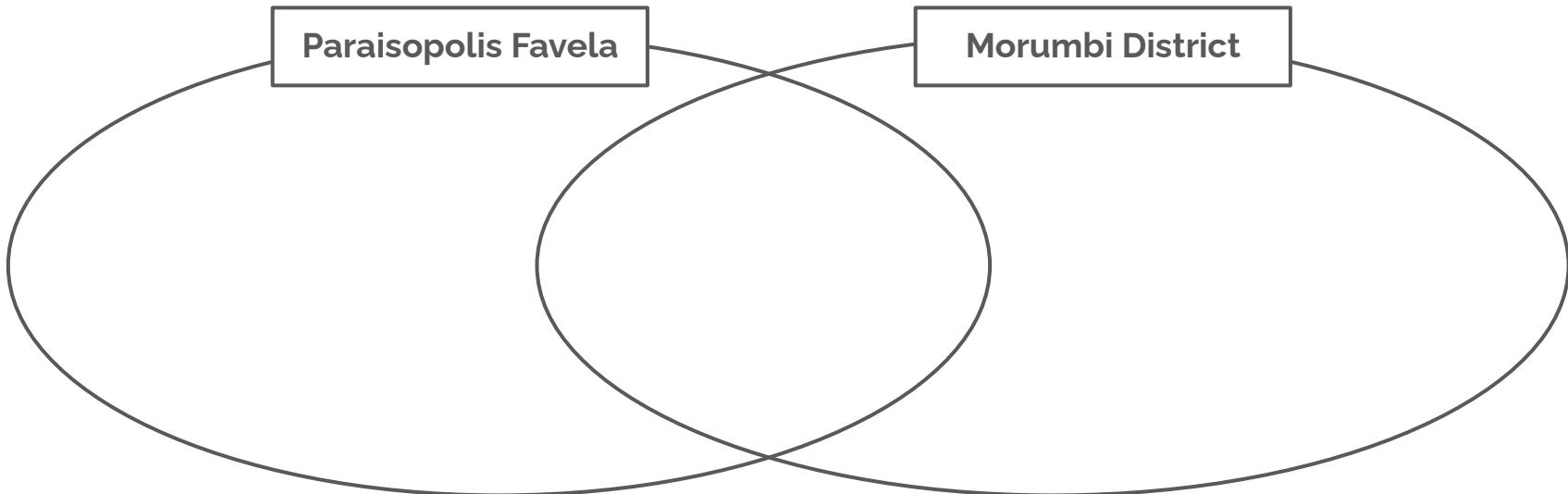
The life in Paraisópolis and Morumbi:
similarities and differences

Follow the instructions on the next page

A9

Text

- First, prepare the Venn diagram as below:



A10

Text

- Take 2-3 min to fill in **all three parts** with words or phrases
- Compare your notes with those your partners have. **Add extra information if needed.**
- Now **take turns** to produce one sentence each, following **the speaking frame** on the next slide...

Writing frame	Sentence starters
Introduction	São Paulo is... [where is it located?] It is/has... [tell here about the rich/poor divide]
Similarities	Both favelas and wealthy districts... [tell here about any similarities you can think of, e.g. urban population, families, etc]
Paraisópolis	However, these areas are very diverse... [e.g. socially, economically, in terms of wealth, municipal services etc] The favela of Paraisópolis is/has/isn't/hasn't... [tell here about all the specific features of the favela]
Morumbi	In contrast, Morumbi is/has/isn't/hasn't... [tell here about all the specific features of the wealthy district]

A12

Text

- Now try to retell the same text taking turns, but with no support of the speaking frame

Repetition of the same speaking text without the support of the speaking frame leads to better oral performance.

A13

Follow up

If you want to read more about
'Give One, Get One' strategy,
scan this QR code to read this article.



Sequence B

**4. ÖSTERREICHISCHE BMHS CLIL-KONFERENZ
PRIVATE PÄDAGOGISCHE HOCHSCHULE DER DIÖZESE LINZ
03-04 APRIL 2025**

- Everyone needs to prepare **pen and paper**
- The next page contains **16 terms** related to volcanoes and volcanic activity
- Depending on the number of participants in the group, decide **how many vocabulary words** everyone is going to get (ideally 4×4)

B2

Words

1.	2.	3.	4.
active volcano	cone	explosive eruption	mudflow
ashes	crater	extinct volcano	steam
bombs	dormant volcano	gases	vent
caldera	effusive eruption	lava flow	volcano

Words

- You need to become an expert on your words and their:
 - pronunciation
 - meaning
 - translation

Use one of these online dictionaries:

Macmillan



Oxford



Cambridge



Merriam-Webster



- Now go over the list of the words together
- **Teach each other** how to pronounce these words, explain the meaning and help with translation

B5

Sentences

- For this activity, draw a 2 x 2 table, as below:

1.	2.
3.	4.

B6

Sentences

- In the four boxes, write **four of the vocabulary words** from the list. *Make sure you do not use only those you have explored!*

active volcano	cone	explosive eruption	mudflow
ashes	crater	extinct volcano	steam
bombs	dormant volcano	gases	vent
caldera	effusive eruption	lava flow	volcano

Don't show your table to your partners!

Now follow the instructions of this **elicitation activity**:

- Each member of the team gets a number, e.g. 1, 2, 3 & 4.
- Take turns to do the following:
 - Person 1 tries to elicit the vocabulary term 1 from his/her list.
The strategies to use: definition, description, drawing, miming.
 - The person who guesses the word, gets a point.
 - Person 2 tries to elicit his/her word 1.

If any of the words are repeated, try to use a different elicitation strategy than a person before. The person with the highest number of guesses wins the game :)

B8

Text

- Now think how you can group these words

active volcano	cone	explosive eruption	mudflow
ashes	crater	extinct volcano	steam
bombs	dormant volcano	gases	vent
caldera	effusive eruption	lava flow	volcano

- Tip: there are **four groups** and **one central word!**

- These are **four groups of words** related to the **VOLCANO**

active volcano	cone	explosive eruption	mudflow
ashes	crater	extinct volcano	steam
bombs	dormant volcano	gases	vent
caldera	effusive eruption	lava flow	volcano

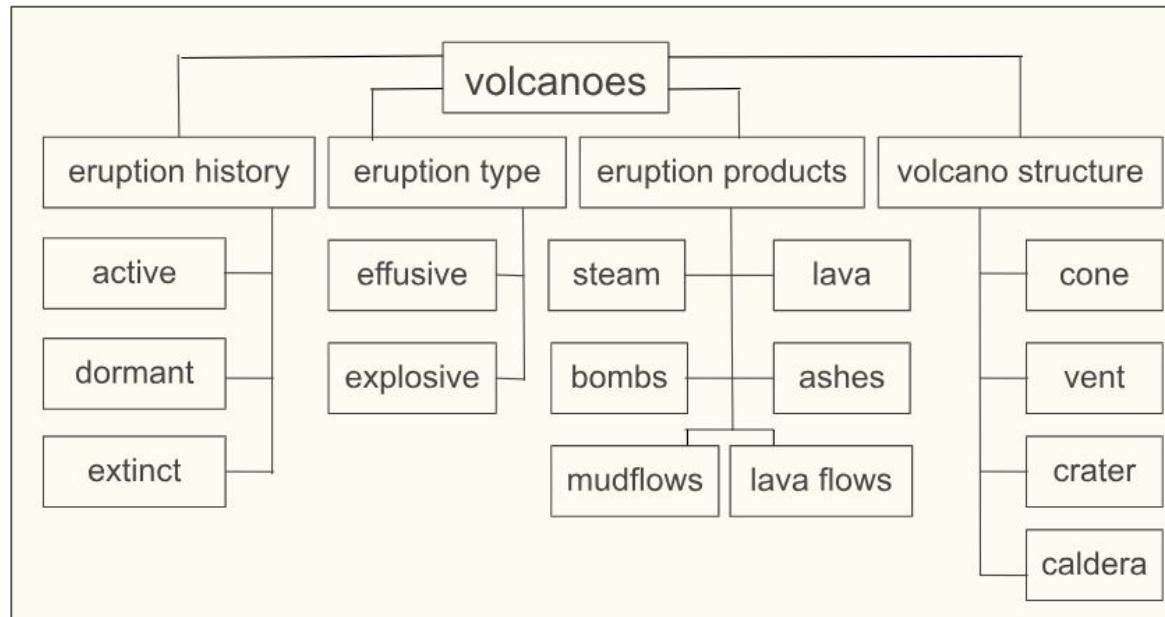
- Is your grouping the same?

B10

Text

- These are the **four categories** built around the word **VOLCANO**
 - volcanic structure
 - eruption type
 - eruption products
 - eruption history

- So, you can build a mind map as follows:



- Use this mind map to talk about volcanoes
- The next page gives you a speaking frame with sentence starters; take turns to talk about one area each

Volcanoes:
their structure, products and types

B13

Text

	Sentence starters
Volcano structure	Some of the elements of a volcano structure are... [tell what they are]. A cone is a... [give definitions or describe the elements of a volcano]
Eruption types	There are two main types of volcanic eruptions... [say what they are and how they are different]
Eruption products	Some of the products of a volcanic eruption are... [tell what they are and describe some of them]
Eruption history	One way of grouping volcanoes is according to their ... [say what it is and what these types are]

- Now try to retell the same text taking turns, but with no support of the speaking frame

Repetition of the same speaking text without the support of the speaking frame leads to better oral performance.

B15

Follow up

In this activity, you use a mind map.
If you want to read about using mind maps
for preparing speeches,
scan this QR code:





Sequence C

**4. ÖSTERREICHISCHE BMHS CLIL-KONFERENZ
PRIVATE PÄDAGOGISCHE HOCHSCHULE DER DIÖZESE LINZ
03-04 APRIL 2025**

C1

Words

- In your notebook **draw a table** as below:

SEE	THINK	WONDER

- The next page contains a photo
- Study it **in silence** and in the first column of the table **write what you can see**
- Use single words (nouns, adjectives or verbs) or longer phrases but **NOT sentences**
- You have **three minutes**

C3



Photo: Aleksandra Zaparucha

- Work with your partners to **compare your lists**
- Add some of the words and expressions your partners have that you think are really good or useful
- You do not need to write everything

Make sure you include only what you see, not what you think you see!

C5

Sentences

- Now go back to the photo (included in the next slide) and in your table **in silence** write **what you think you see**. You can use these sentence starters:
 - I think / don't think it is ...*
 - It/They must be ...*
 - It/They can't be...*

C6



Photo: Aleksandra Zaparucha

- Work with your partners to compare **what you think** is in the photo
- Write down **some of their ideas** if you like them
- Help each other with **the sentence structure**

- Go back to the photo (included in the next slide) and in your table **in silence** write **what you wonder about**. You can use these sentence starters:
 - *What/Why/Where/How is/are/do...?*
 - *I wonder if you can...?*
 - *I'd like to know who...?*

C9



Photo: Aleksandra Zaparucha

C10

Sentences

- Work with your partners to compare **what you wonder** about in relation to the photo
- Write down **some of their ideas** if you like them
- Help each other with **the sentence structure**

C11

Text

- Now your table is full of ideas

SEE	THINK	WONDER

- You will use it to talk about the photo

- Take turns to produce sets of three sentences, like in the example:
 - *On the left I can **see** a tree. I **think** it is a pine tree. I **wonder** how old it is.*
- Use the sentence starters on the next page. Continue until you run out of ideas.

C13

Text

Sentence starters		
What do you SEE?	What do you THINK?	What do you WONDER about?
<i>In the foreground...</i>	<i>I think / don't think it is ...</i>	<i>What/Why/Where/</i>
<i>In the background...</i>	<i>It/They must be ...</i>	<i>How is/are/do...?</i>
<i>On the left/right...</i>	<i>It/They can't be...</i>	<i>I wonder if you can...?</i>
<i>In the centre... / Behind...</i>		<i>I'd like to know who...?</i>
<i>In the left/right hand top/bottom corner...</i>		

- Now try to retell some of your sentence sets, but with no support of the speaking frame

Repetition of the same speaking text without the support of the speaking frame leads to better oral performance.

C15

Follow up

See-Think-Wonder is a thinking routine.

If you want to read about other thinking routines, scan this QR code



Words →
Sentences → Text

4. ÖSTERREICHISCHE BMHS CLIL-KONFERENZ
PRIVATE PÄDAGOGISCHE HOCHSCHULE DER DIÖZESE LINZ
03-04 APRIL 2025