

# CLIL

## Session II:

### Lesson planning and language demands

# Planning a lesson, consider...

## learning outcomes & assessment

- know
- be able to
- be aware

can the learners...?

## communication

## cognition

## citizenship/community/culture

## resources

## procedure:

- **start with:** activating prior knowledge
- **don't forget:** whole class, group, individual, differentiated activities
- **finish with:** a plenary

<b>Learning outcomes</b>	<b>Procedure</b>	<b>Communication</b>	<b>Cognition</b>	<b>Resources</b>	<b>Assessment</b>
<b>3</b> to know..., be able to...	<b>6</b> what the learners will do	<b>5</b> speaking in groups	<b>2</b> thinking skills	<b>1</b> materials needed during the lesson	<b>4</b> “can do” statement

**1** texts with sources, worksheets and websites

**2** comparing and contrasting; reasoning with evidence

**3** to know about the events in the past; to be able to ask historical questions

**4** learners can use sources to find evidence

**5** discuss how the ship was powered using source A

**6** ask low and high order questions to elicit vocabulary in source material

## Content +communication = specific language demands

- Content-obligatory / Subject-specific
- Content-compatible / general

### Maths lesson vocabulary:

About, across, centre, circle, circumference, diameter, dramatic fall, many, number, sharp rise, size

Content-obligatory or subject-specific	Content-compatible or general	High and medium frequency words	Collocations to present curricular concepts
circle circumference diameter	centre number size	about across many	sharp rise dramatic fall

## Examples of language

## Language forms

- 1 The new bridge won't be finished until next summer. → **A** reporting verb
- 2 The data will be clearer if you use a spreadsheet. → **B** modal verb of possibility
- 3 There might be a weaker exchange rate in the future. → **C** imperative
- 4 The conductor explained to the orchestra that the rhythm changed in the second part. → **D** modal verb of obligation **extra**
- 5 The habitat around the pond is slowly changing. → **E** present tense
- 6 To find the perimeter of the rectangle, add the length of the four sides, don't multiply them. → **F** passive
- **G** conditional

# Aid the teaching of language by

- highlighting vocabulary and structures
- focusing on grammar and vocabulary as chunks rather than separately
- providing relevant examples
- correcting learners by recasting language immediately after they make mistakes
- analyzing the reasons for the errors (f.e. L1 transfer)

# Before the lesson

- examine content material
- select/adapt appropriate materials
- put lesson objectives, key vocabulary and activities on the board
- provide a language-rich environment
- design tasks for meaningful production of subject content
- plan a plenary for the end of the lesson