
CLIL for the language classroom

Focus on CLIL
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The plan for today...

- Concepts, Procedures, Language (3D CLIL)
- Student focus
- Curriculum-based
- Resources and activities
- Products and audiences
- Follow up – networks (factworld@yahoogroups.com)

CLIL in the Curriculum

Locate the curriculum guidelines for subjects you are interested in

UK National Curriculum:
Guidelines, resources, samples of work

Example - What goes on in Science?

Exploring content websites



The screenshot shows the BBSRC website with a navigation bar at the top containing links: Home, Our organisation, Our science, Funding research, Working with business, Science in society, Publications, and Media, news & events. The main content area is titled 'Secondary (ages 12-16) and Post-16 resources' and includes a list of resources under the heading 'Publications and web-based activities'. A sidebar on the left lists 'Schools and young people' resources, and a right sidebar lists 'Related links' and 'External links'.

BBSRC
bioscience for the future

Home > Science in society > Schools and young people
> Secondary (ages 12-16) and Post-16 resources

Schools and young people:

- Primary (ages 5-12) resources
- Secondary (ages 12-16) and post-16 resources**
 - Stem cells - science and ethics
 - Ideas and evidence pack
 - DNA in the garden
 - Case studies in cell and molecular biology for post-16 students
 - Biotechnology and bacterial friends and foes
 - Science through seeds
 - A-maiz-ing
 - Discovering DNA - the recipe of life
 - Antibiotics: from bacterial and fungal cells to healthcare
 - Genetic futures
 - Clippy Island - investigation into natural selection

Secondary (ages 12-16) and Post-16 resources

Publications and web-based activities

- Stem cells - science and ethics
- Ideas and evidence pack
- DNA in the garden
- Case studies in cell and molecular biology for post-16 students
- Biotechnology and bacterial friends and foes
- Science through seeds
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- Discovering DNA - the recipe of life
- Antibiotics: from bacterial and fungal cells to healthcare
- Genetic futures
- Clippy Island - investigation into natural selection
- Organising a schools-based consensus conference

In addition to these targeted resources for schools, teachers and students may be interested in many of our topic-based and corporate publications and public exhibitions.

Related links

- Public exhibitions and discussion meetings
- Publications
- Bioscience behind secure harvests
- Bioscience behind tackling superbugs
- Bioscience behind tackling obesity
- Bioscience behind coping with climate change (in the UK countryside)
- Bioscience behind cancer prevention, diagnosis and treatment

External links

BBSRC is not responsible for the content of external websites

- ASE schoolsscience
- Biosonar: Seeing with sound

Your own GM person



Create ...

... and present



Presenting your own GM person



Linguistic skills - language of heredity

Naming parts of the face

Eyes, nose, ears, earlobes,
eyebrows,
hair, chin, cheeks

Describing facial features

S/He has / has got

Her/His ... is/are ...

(brown, green, blue, blond, red, grey)

(round, thin, fat, long, short, flat,
curly, straight, spiky, wavy)

Describing inherited characteristics

He gets his ... from his ...

She gets her ... from her ...

He looks like his ...

She looks like her ...

He takes after his ... with his

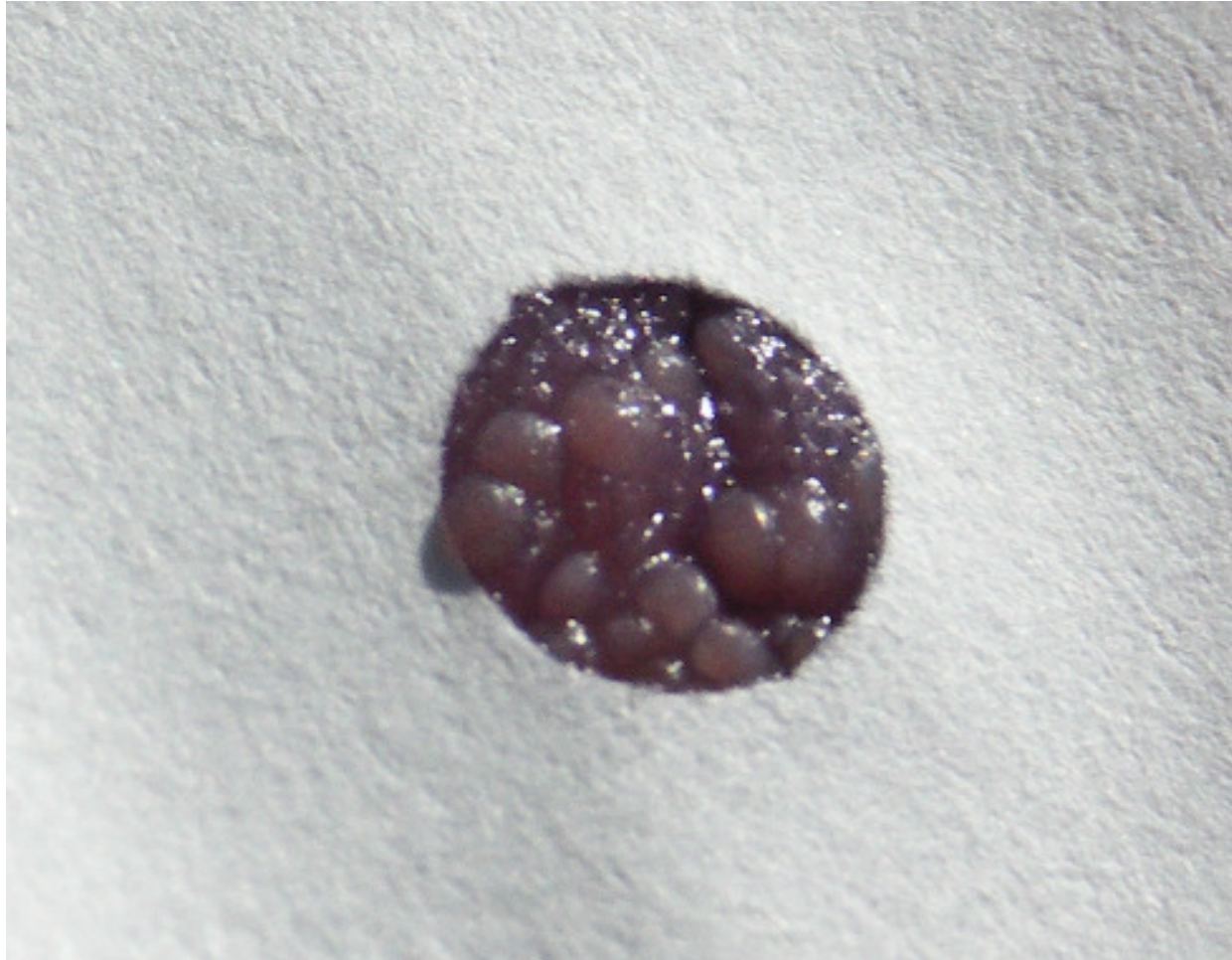
She takes after her ... with her

He has inherited his mother's ...

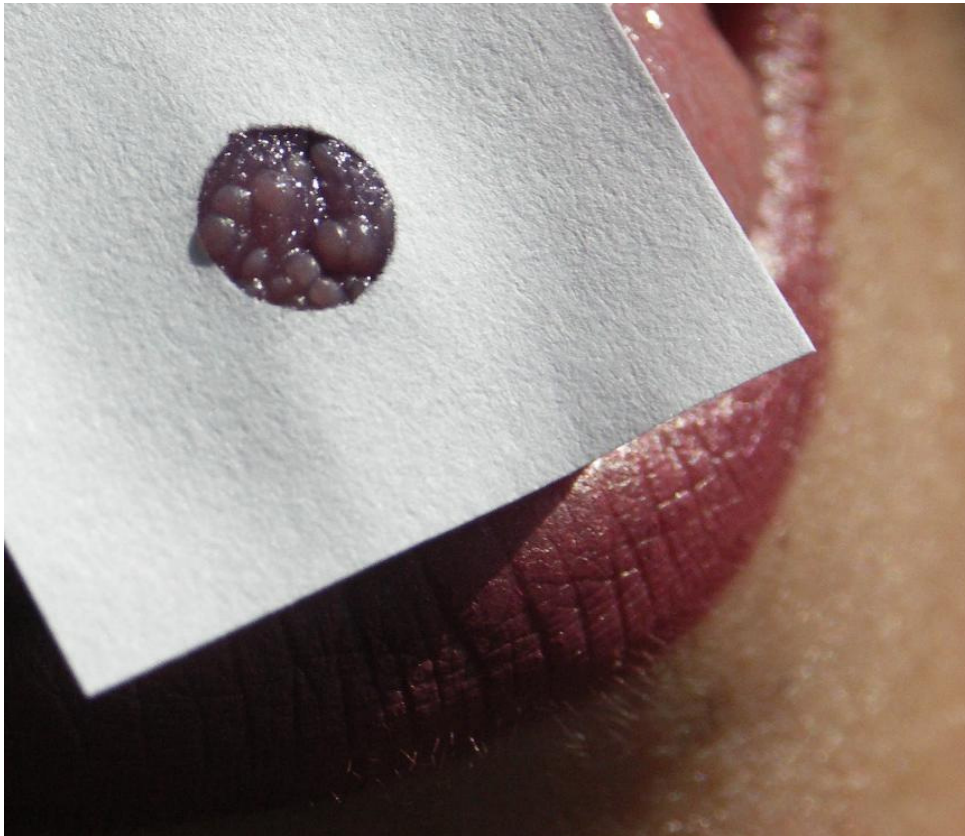
She has inherited her mother's ...

S/He has (got)	(a)	(adjective) long brown	face nose hair
Her/His ...	ears eyes nose hair colour	is/are ...	blue green curly
He/she gets his/her		from his/her	mother father grandmother grandfather

Curriculum area?



Conceptual skills in Biology – genetic heredity



Resources...

Science Across the World – www.scienceacross.org

- a) a bank of resources for general Science projects
- b) a database of contacts for carrying out a curriculum exchange project with a school in another country,
- c) an internet-based and ICT focus to learning.

Example – What did you eat?

Ice Cream Consumption in Europe

■ Who eats the most?

The average consumption (litres) of ice cream per person per year					
Sweden		14.9	The Netherlands		6.9
Denmark		9.1	Germany		6.5
UK		8.4	Belgium		6.3
Switzerland		8.0	Italy		5.2
Ireland		7.5	France		4.9
			Austria		4.8
			Spain		4.1
			Greece		3.8
			Portugal		2.9
			USA		22.0

Figure 1: How much ice cream do we eat?

CLIL products and audiences

PART 2 WHAT ARE YOUR EATING HABITS?

Copy Questionnaire A. Fill in the columns

Activities

Fill in the time you get up, start school, have lessons, eat meals, finish school and what you do for the rest of the day.

Meals eaten

Say what sweets/snacks/meals you eat during the day.

Where you eat

Where you eat "At home", "in school dining room", "in restaurant", etc.

Who chooses your food?

"You", "the school", "your mother", etc.

Time of day	Activities	Sweets/Snacks/ Meals eaten	Where you ate?	Whose chose your food

Questionnaire A



8th Class Eating Habits

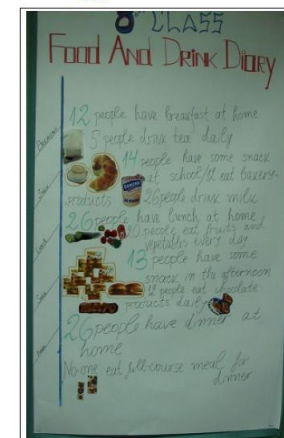
Publisher 8th Class, 12th Grade, Bulgaria
Some statistics about our class

Volume No. 1

Issue No. 1

Date December, 2002

What we think



The people who choose and prepare my food in our family. Usually my mother chooses and prepares our food. But recently my father goes shopping. My brother and I sometimes go shopping. No. My mother often prepares lunch and dinner. But my brother and I prepare our breakfast. When my mother is busy my grandmother prepares our food. In fact most of the time, I prepare my food because now I'm in the school boarding house, so I choose and decide what to prepare for myself. Elena

Evgenia 8 - 4000 years ago there were no fast food restaurants. In fact there were no restaurants. I think that people didn't know what 'diet' or 'balanced' meant. They ate what they took from the land. But now all the people want to live longer. They believe that the right eating habits are important for their health. So, they don't eat meat and many other foods; they only eat food that the doctors call 'healthy' food. But there are people who don't think that 'healthy' food helps their bodies feel better so they eat what they want and say 'we feel happy'.

A traditional Bulgarian recipe

Yana 8-3 - A traditional Bulgarian recipe - Stuffed Cabbage Leaves (Sarma)

You need: 2-3 onions, 5 tablespoons of oil, half a kilo of minced meat, black and red pepper, minced aromatic herbs, a little tomato juice, half a cup of rice and smetana. The onions are chopped fine and stirred in a little water and the oil. Then, the herbs are added as well as the black and red pepper. The rice is added to the mixture and it is browned in the oven for a few minutes. After that the minced meat is added and stirred well. The smetana is washed beforehand and separated into little cabbage leaves. Each of them is taken and some of the mixture is put into it, and then wrapped up. Next, all of the rolled leaves are arranged closely in a saucepan and are covered with the remaining smetana because and boiled over a gentle flame. I wish you good appetite.

- Some statistics about us (8B)
- 10 people don't eat at home.
 - 10 people eat snacks at school, during and after the day. They eat at home.
 - 10 people eat breakfast at school. Like berries and cocoa only for example.
 - 10 people eat at lunch, like soup, mince, the others eat things like meat, vegetables, fresh coffee and so on.
 - 2 people eat fruits like berries, oranges, kiwi and so on. The others eat chocolate again.



Procedural skills

- research work
- dealing with data (gathering, presenting)
- presentation work

Products - Let's Launch a Rocket

Content projects for language learning



Design Build Test Observe Present

Procedures - observe and present

How good is your rocket?

	1	2	3	4	5	6	7	8	9	10
Rocket body										
Nose cone										
Rocket length										
Design										
Fins										
Wings										
Flight										

Making comments on the rockets

The rocket body was (too) tight/loose/just right
not tight enough/loose enough

The nose cone wasn't stuck on properly
The nose cone blew off/came off
The nose cone was ok

The rockets with a shorter/longer body flew/seemed to fly further

The best design was

Larger/smaller fins helped direction/stability...

Larger/smaller wings helped direction/stability...

Procedures - What's going on here...?



Creating cosmetics



Young Learners 3D CLIL

■ Invisible ink 'oxidation of fruit'



Other ‘Product and Audience’ projects

- 24 paper airplanes to create and fly
<http://www.paperairplanes.co.uk/>
- Bridge building challenges
<http://42explore.com/bridge.htm>
- School partnership project
‘Trashed’ – a platform for school exchanges on waste

Getting started...

1) Explore the content curriculum:

- Concepts
- Procedures (skills)
- Language
- Resources

2) Identify an appealing aspect of this context for you and students

- a skill - PPTs
- a grammar area - passive voice
- general academic language for the content curriculum - economy

3) Offer a focus in your language lesson (large or small).

4) Join www.factworld.info to find partners and create exchanges

References

- Forum for Across the Curriculum Teaching
 - www.factworld.info
 - factworld@yahoogroups.com
 - Young learners and teens group younglearners@yahoogroups.com,
 - onestopclil discussion forum
www.onestopclil.com/forum_board.asp?catid=80
 - Gibbons, P (2002) Scaffolding Language, Scaffolding Learning, Heinemann
 - Science across the world www.scienceacross.org
 - Biotechnology and Biological Sciences Research Council,
www.bbsrc.ac.uk
 - UK National Curriculum Website
 - <https://www.gov.uk/national-curriculum/overview>
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