DESIGNING SUCCESSFUL MATERIALS FOR CLIL

Phil Ball, Vilnius, October 16th, 2015

CLIL – approach or method?

As a *methodology* the parameters can be more easily identified.

What works, and what does not?

Guide input
Support output
(Keith Kelly)

Let them do the rest!

7 Principles of task-design (CLIL)

Seven principles for CLIL materials design	
1	The primacy of 'task' (the text–task relationship)
2	Prioritizing the three dimensions of content
3	Guiding input and supporting output
4	Scaffolding and embedding
5	Making key language salient
6	The concept of 'difficulty' in didactic materials
7	Thinking in sequences

Table 7.1 Seven principles for CLIL materials design

'Putting CLIL into Practice' (Ball, Kelly, Clegg; 2015: OUP)

- http://www.youtube.com/watch?v=2g_3ovCnbd4 (Fry)
- http://www.ekigunea.eus/eu/edukia/dbh1/english/eng-1-3/U/7?lang=en (Inventions simulation)

Inventions Activity 1: Steps 1-3:

1 Introductory activity INVENTIONS AND GADGETS

Humans invent things. It's what makes us special. We invent 'inventions' and 'gadgets'.

1. Watch the video clip and write down as many 'gadgets' as you can remember.

2. Share your list with a partner.

3. Which pair spotted the most gadgets?

Seven principles for CLIL materials design	
1	The primacy of 'task' (the text–task relationship)
2	Prioritizing the three dimensions of content

Inventions Activity 1: Step 4

4. Here is a famous invention or gadget, the 'corkscrew'. This is how we could talk about it.

This gadget is called a 'corkscrew'

It was invented in 1795.

It is used for taking corks out of wine bottles.

It works by screwing into the _____ and helping us to pull it out of the bottle.

Without corkscrews, it would be very difficult to pull out the cork.

4	Scaffolding and embedding
5	Making key language salient

Inventions Activity 1: Step 5

5. Here are two very famous gadgets. Talk to a partner and answer the questions about them below.

a) What is each one called, in English?
b) When was it invented?
c) What are these gadgets used for?
d) How do they work?
e) Without these gadgets, what problems would we have?

3	Guiding input and supporting output
7	Thinking in sequences

‘Difficulty’ in didactic materials

On the theory of relativity

Einstein stated that the theory of relativity belongs to the class of "principle-theories". As such it employs an analytic method. This means that the elements which comprise this theory are not based on hypothesis but on empirical discovery. The empirical discovery leads to understanding the general characteristics of natural processes. Mathematical models are then developed which separate the natural processes into theoretical-mathematical descriptions. Therefore, by analytical means the necessary conditions that have to be satisfied are deduced. Separate events must satisfy these conditions. Experience should then match the conclusions. The special theory of relativity and the general theory of relativity are connected. As stated below, special theory of relativity applies to all physical phenomena except gravity. The general theory provides the law of gravitation, and its relation to other forces of nature.

***Conceptual* content to be acquired**

To differentiate between the planets in the Solar System,
BY interpreting, transcribing and producing descriptions
USING derived adjectives, comparatives and superlatives.

Specific *language* items needed.

***Procedural* skills used to work on the concept**

We said that one reason for inventing was because people needed something.

1. Look at the following list of inventions. What was the need or 'necessity' that led to their invention? Choose 6 inventions from the list and write down the needs that caused them.

INVENTION	NEED
The anaesthetic	- To stop the person moving during an operation. - To take away the pain
The mobile phone	
The air-bag	
Gore-Tex	
The sky scraper	
The tin can	
The tractor	
The sewing machine	
The flushing toilet	
The key	
The X-ray machine	
Heating	
Toothpaste	
The vacuum cleaner	
The burglar alarm	

What is an invention?

◆ **Read the text and complete the mind-map**

Inventions can be the result of many processes and events. There are different reasons to explain why a particular invention appears. As you already know, inventions are often the work of a single inventor, like Thomas Edison. He was a special man who was always thinking of new ideas and trying to put them into practice. But other inventions are produced by teams of people working on a problem. For example, the first computers were too big and heavy, and they occupied too much space. The development of smaller, more efficient computers was done by a team of scientists.

So why do inventions happen? Usually it is because of a need - in response to a necessity. There is a famous English saying: "Necessity is the mother of invention". For example, anaesthetic was invented because people suffered too much during operations. Robots were invented because industry needed to produce things faster, and fertilizers were invented because of the need to cultivate more food for a growing population.

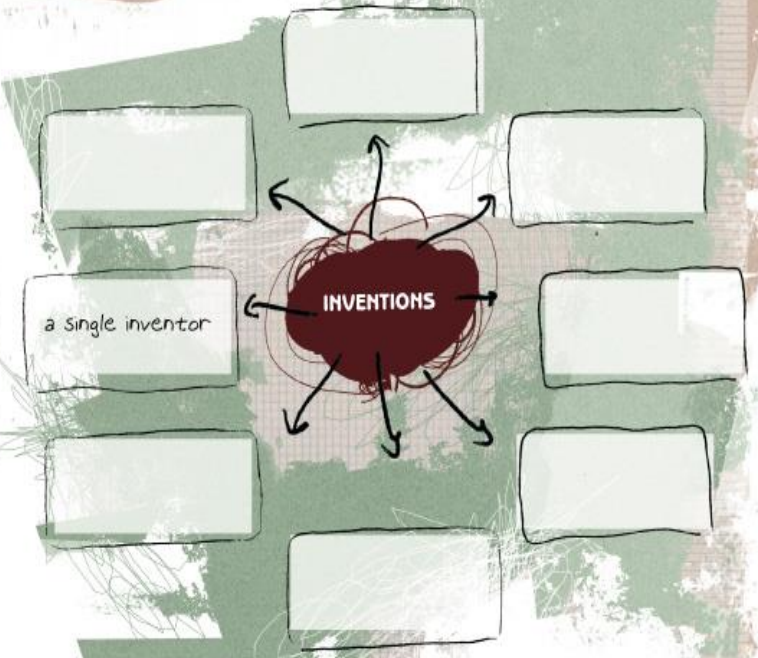
Not everyone is good at inventing, although we can all try! The best inventors have always been creative thinkers. They have often had good imaginations like Leonardo da Vinci.

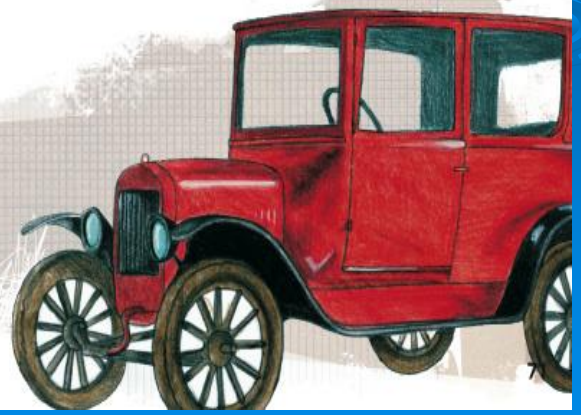
Inventions need materials. An idea is useless without them. A pneumatic bicycle tyre, for example, needs rubber. Without rubber, it cannot exist.

If we want to be inventors, we need imagination and materials, but we also have to think about how to promote our invention and find the people who will be interested in it.

And if we want to be famous, it is also very important to patent (officially register) our invention so we can prove that the invention was ours.
We also have to think of the ethical consequences of our inventions. For example, the jet engine has responded to the needs of transport, but jet bomber planes have been used to kill millions of people.

Finally, it is worth mentioning that inventions are not always the result of one original idea. They are often the result of a historical process. The bicycle, for example, is a combination of many inventions - the wheel, tyres, chains, brakes, spokes etc. So a series of discoveries or inventions can result in an invention that is very significant.





3. Now, to help you fill in the 'Inventions' mind-map, read the text and find the main idea in each paragraph.

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However, other inventions are produced by teams of people working on a problem. For example, the first computers were too big and heavy, and they occupied too much space. The development of smaller, more efficient computers was done by a team of scientists.

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Not everyone is good at inventing, although we can all try! The best inventors have always been creative thinkers. They have often had good imaginations like Leonardo da Vinci.

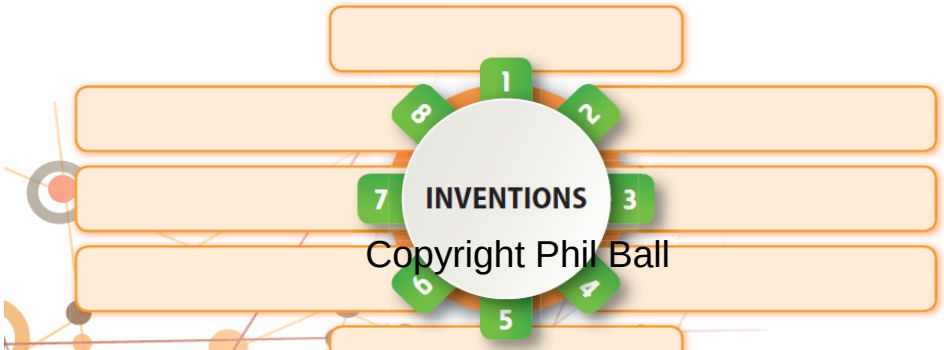
Inventions need materials. An idea is useless without them. A pneumatic bicycle tyre, for example, needs rubber. Without rubber, it cannot exist.

So if we want to be inventors we need imagination and materials, but these things are still not enough. We also have to think about how to promote our invention, and how to find people with money who will be interested in helping us.

Also, if we want to be famous, it is also very important to patent (officially register) our invention so we can prove that the invention was ours.

Finally, it is worth mentioning that inventions are not always the result of one original idea. They are often the result of a historical process. The bicycle, for example, is a combination of many inventions – the wheel, tyres, chains, brakes, spokes etc. So a series of discoveries or inventions can result in an invention that is very significant.

4. Complete the mind-map with the main ideas from the text.



Act. 33	Beasain	1

eleanitz
English

Before you look at the data on Beasain on pages 45 and 46, have a guess at the following questions. Do this in pairs.

1. Beasain is an industrial town. Would you expect more women or more men in the total population?

Guess _____

2. Industrial towns attract 'migrant' workers from other areas of the country. Would you expect more women or more men migrants in Beasain?

Guess _____

What percentage of the total population of Beasain do you think is 'migrant'?

Guess _____

❖Now look at the data on page 46 to work out whether your guesses were accurate or not.

❖Find two of the guesses that were wrong, and before your teacher asks you about them, try to justify why you guessed as you did.!

For example:
"For Number 1, we thought there would be more men than women in the total population, because in an industrial town more of the workers are men."

❖Be ready to speculate on the reasons why you were wrong.

For example:
"For Number 1, maybe most of the active population is married, and belongs to families? Industry might attract families, not single workers."

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