

CLIL a gyakorlatban

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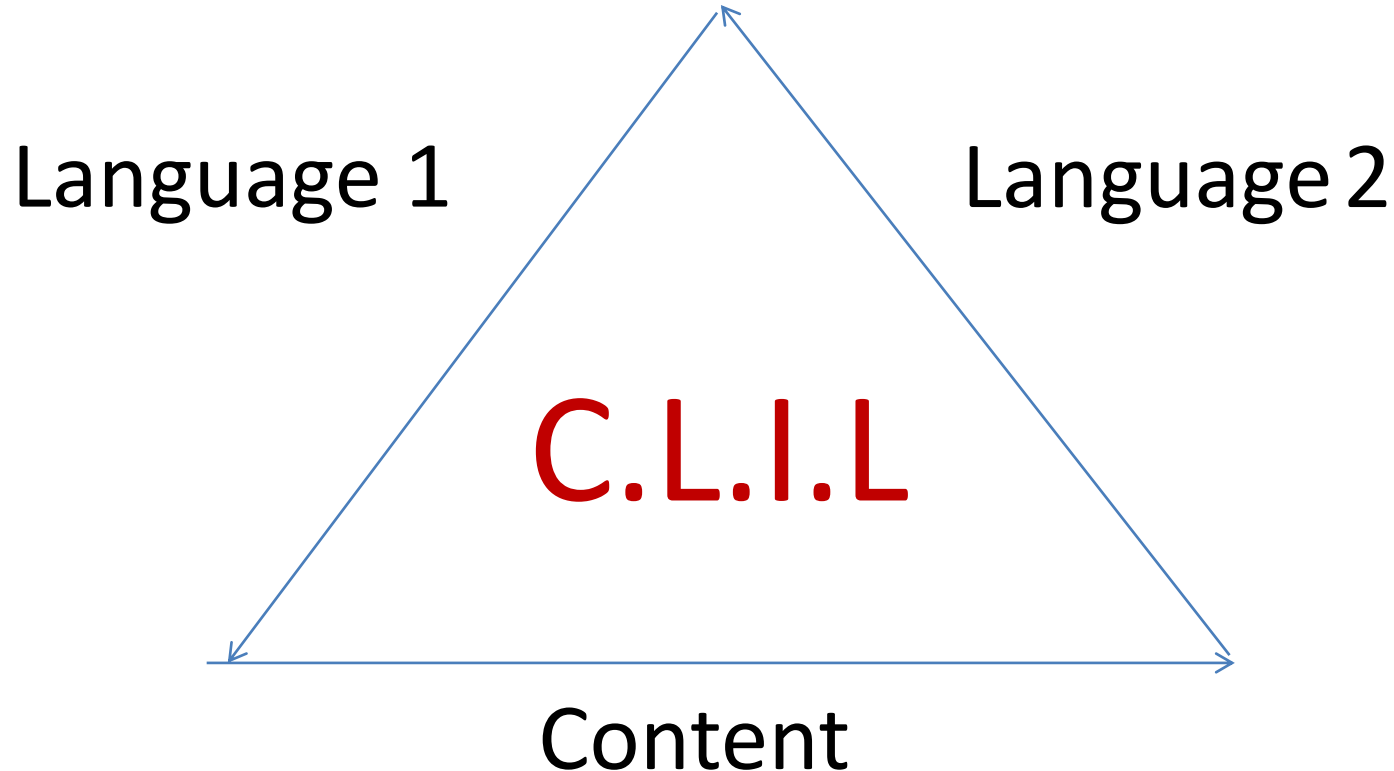


**Orchidea Magyar-Angol Két Tanítási
Nyelvű Óvoda, Általános Iskola és
Gimnázium**

Dr. Diana Hicks

Content and Language Integrated Learning

In C.L.I.L. you integrate 3 things



C.L.I.L teaching and learning we look at not just **WHAT** the students have to learn but it is equally important **HOW** they learn We are interested in the process of learning

LANGUAGE



fluency

(get it out spoken)

Basic

Interpersonal

Communication

Skills

accuracy

(get it right written)

Cognitive

Academic

Language

Proficiency

BICS and CALP – Volcanoes

Put the sentences into two groups under the 2 headings

Reporter

- There was a frightening noise like the sound of thunder
- A great cloud of steam rushed out of the top of the volcano
- A crack opens in the ground
- Crowds of people ran through the streets
- The people were screaming and pushing each other
- Cinders and ash fell like hot black rain on the village
- The lava was bubbling like a witch's stew

Geography expert

- Volcanoes happen when the crust of the earth is weak
- There are 485 volcanoes in the world
- A crack opens in the ground
- The volcano erupts through the crack in the ground
- Layer upon layer of lava makes the cone shape of the volcano
- Hot lava and gas pour through the crack onto the surface of the earth
- Boiling lava runs down the mountainside

How did you make your choices?

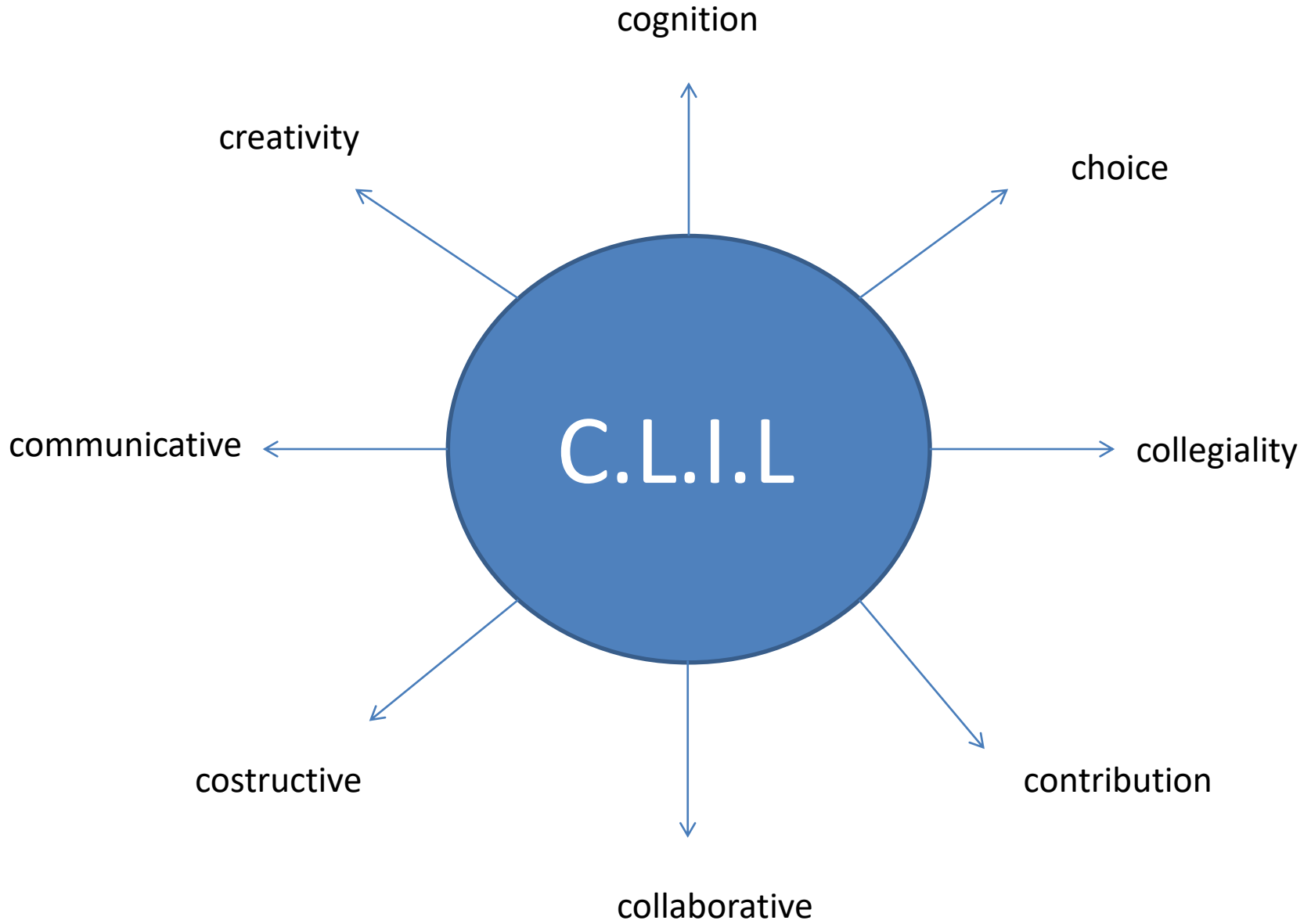
Expert

- Topic specific
- Simple
- Factual
- Present Simple
- CALP

Reporter

- Using similes, metaphors
- Descriptive language
- Dramatic language
- Past Simple
- Past Continuous
- BICS

C.L.I.L improves:



C.L.I.L lesson structure (4 stage module) cognitive and creative

- 1. Start from the student, tuning in** (must be a cognitive, slow thinking time, questions)
- 2. Finding out**
- 3. Sorting out** (processing, digesting)
- 4. Reflection** (which activity helped me the best)

Top down (classic way of teaching)

Bottom up (modern 21st century way of teaching)

The characteristics of metals

Tuning in Work in a group of 3. Write down as many metals as you can think of. Compare with another group (L1 or L2)

Finding out Copy the chart from the board and work together to fill in as much as you can (L1 or L2)

| Metal | Colour | Weight | Purposes |
|-----------|--------------|--------------|-------------------------------|
| Gold | Yellow | Very heavy | Coins |
| Silver | White/grey | Quite heavy | Jewellery |
| Copper | Red/brown | Rather light | Electrical wires/cooking pans |
| Magnesium | Silver/white | Light | Fireworks, planes |
| Lead | Grey | Very heavy | Roofs |
| Tin | Silver/white | Quite light | Make bronze |
| Zinc | Blue/white | Light | Battery electrodes |
| Aluminium | Silver/white | Very light | Ships, planes, drinks cans |

The characteristics of metals

Finding out

Reading and drawing: work in a group of eight. Take one card each. Read the information on the card. Draw a picture to show some of the information (no words!)

Sorting out

Heavy metal party: Who am I?

Reflection