

# An introduction to CLIL

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Notes based on a CLIL course at  
British Study Center - Oxford

**Umberto Lesca**  
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This document is a synthesis of what I've learned about CLIL at the British Study Center of Oxford during a two weeks' course in summer 2012.

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# WHAT IS CLIL?

CLIL is an approach or method which integrates the teaching of content from a curriculum subject with the teaching of a non-native language.

It's considered increasingly important in our global society because knowledge of another language helps learners to develop skills in their first language and also help them to develop skills to communicate ideas about science, arts and technologies to people around the world.

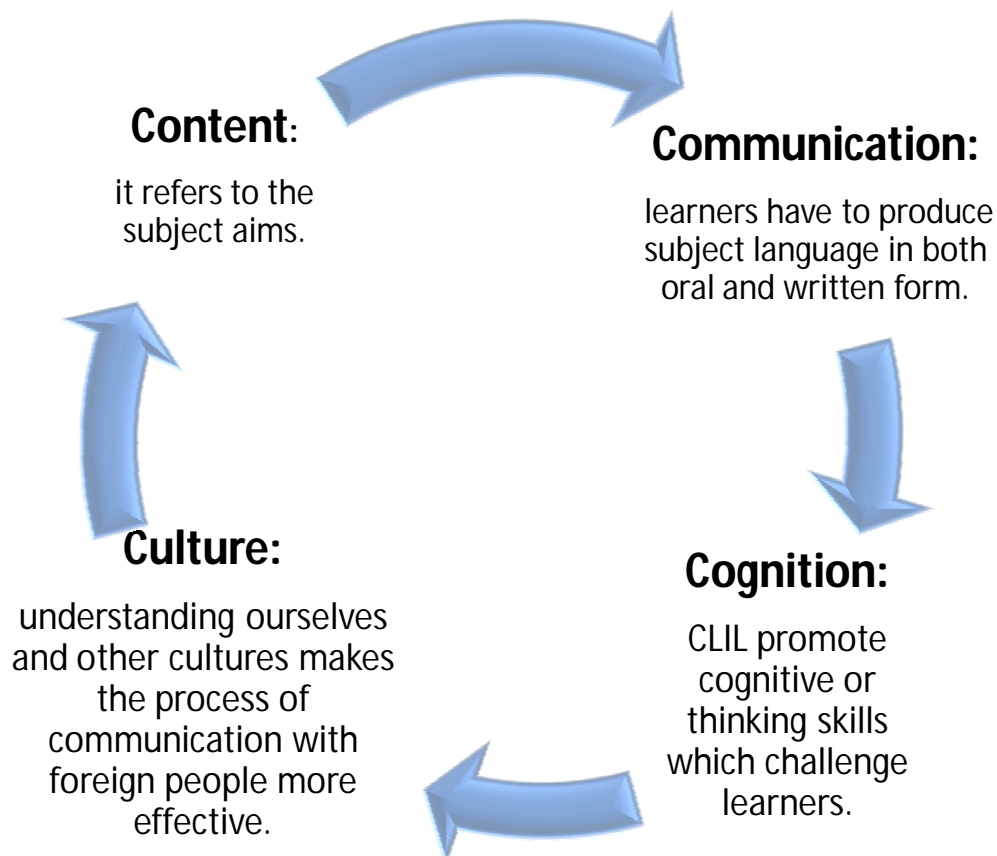
In a CLIL classroom, the curricular subject and new language skills are taught together; thinking and learning skills are integrated too.

CLIL teachers can be subject teachers, language teachers or classroom assistants. Different teachers have different goals that can be achieved through a high degree of cooperation among them: language teachers need to learn more about subject content and subject teachers need to learn about the language needed for their subjects.

## THE FOUR CS

CLIL has four basic components, usually called '4Cs' .

Every CLIL lesson should consist of a set of activities based on each of the following four guidelines.



## **CORE FEATURES OF CLIL METHODOLOGY**

The following features are considered the most effective to achieve CLIL aims.

### **Multiple focus approach**

A high degree of integration should be pursued between language and content classes and among different subjects.

### **Safe and enriching learning environment**

CLIL teachers should encourage students to experiment with language and content providing guided access to authentic materials and learning environments.

### **Authenticity**

Connections between learning and students' lives should be made regularly in CLIL activities as well as connections with other speakers of the CLIL language. Current materials from media or other sources should be used as often as possible.

### **Active learning**

Students have a central role in CLIL lessons: their activities should be based on a peer cooperative work and they should help set content, language and learning skills outcomes. Finally they should communicate more than the teacher who acts as a facilitator.

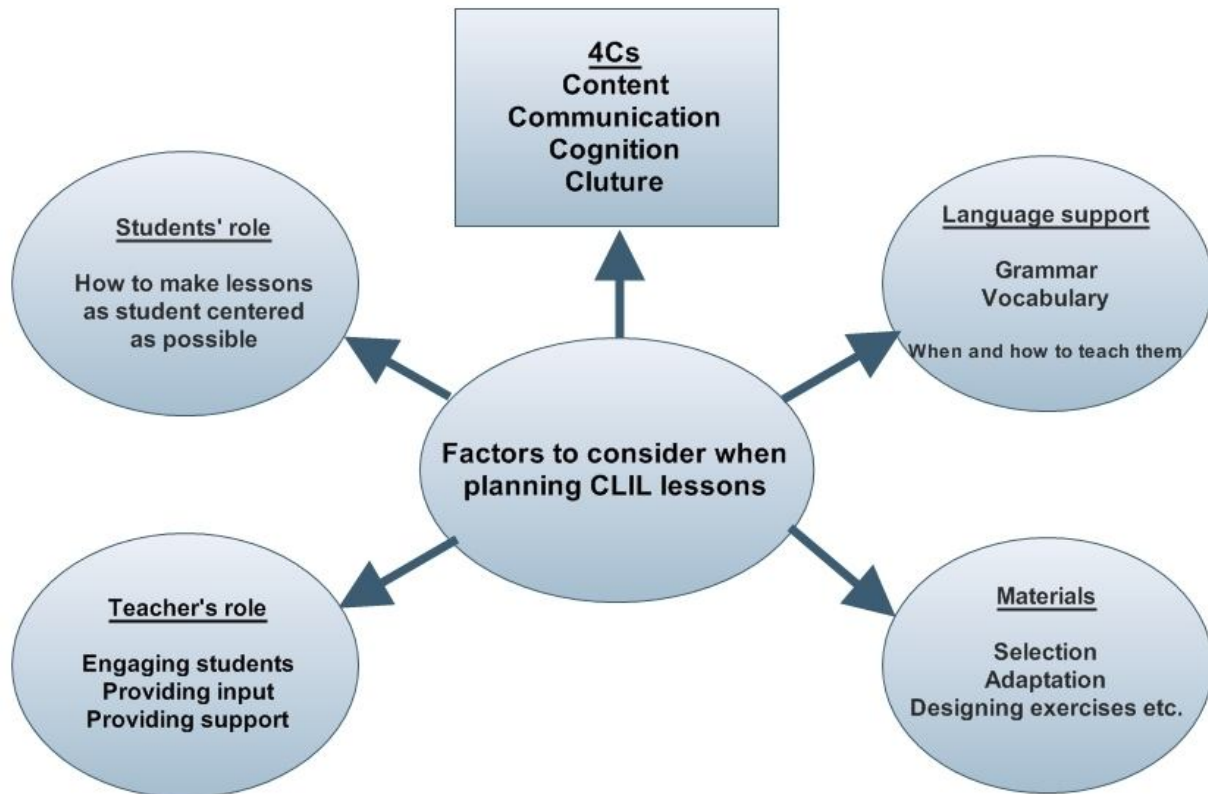
### **Scaffolding**

One of the teacher's roles is to support student's language needs building on their existing knowledge, repackaging information in user-friendly ways and responding to different learning styles.

### **Cooperation**

A high degree of cooperation among different teachers is recommended when planning lessons and it's often considered useful involving parents and/ or the local community.

# EXAMPLES OF CLIL LESSON PLAN



A typical lesson plan for CLIL consists of stages specifically designed to perform the following activities:

- checking previous knowledge;
- practicing content language;
- expanding vocabulary;
- consolidating knowledge;
- summarizing skills;
- applying the new knowledge;
- checking and correcting errors.

To practice content language, it's necessary to design stages focused on speaking interaction and/or on developing receptive skills like listening and reading. Depending on the topic, it might be important to develop the production of language even in written form.

In the following pages, two examples of CLIL lesson plan are presented. The first concerning arts and the second intended for one or more lessons of physics.

## ARTS – Painting in Medieval Britain

### LESSON AIMS: Content:

By the end of the lesson the students will have greater understanding of the different styles of painting in Medieval and Tudor Britain and why they are different  
They will have been introduced to the paintings of Hans Holbein and why he was so popular

Materials: pictures and text, (David Piper, English painting 1500-1880)

### LESSON AIMS: Language:

They will have expanded their lexical field relating to painting,(eg fresco, easel) including adjectives (devotional, allegorical, realistic, functional)

They will have practised the language of preference and taste and the language of contrast.

Stage and rationale	Procedure (and interaction pattern: pairs/groups/open class)
Stage 1 (checking previous knowledge)	Students look at 5 paintings on the wall and try to put in chronological order. Discuss reasons for choice. (groups)
Stage 2 (practise functional language)	Students discuss which one they prefer: intro <i>language of expressing taste and preference</i> (eg <i>it's not to my taste, it holds no appeal</i> ) (pairs)
Stage 3 (expand vocabulary)	Students fill in mind map relating to <i>art vocabulary</i> ( <i>easel, fresco, miniatures etc</i> )(open class check)
Stage 4 (developing reading skills) and developing analytical skills	Students read text and answer gist question Students compare answers with partner Open class feedback on answer to gist question Brainstorm differences between medieval and Renaissance art Two categories on the board ( <i>intro more adjectives</i> ) (open class)
Stage 5 (Practise functions and consolidating knowledge)	Students use <i>language of contrast</i> to compare the two. ( <i>whereas, as opposed to, in comparison</i> ) (pairs)
Stage 6 (summarising skills paraphrasing skills Deductive reading skills)	Students do a Jigsaw reading on Hans Holbein filling in grids (pairs) ( <i>deducing meaning in context</i> )
Stage 7 (applying their new knowledge and language)	Finally, students look at the painting of Van Eyck's The Wedding of Arnolfini and discuss Medieval and Renaissance aspects of the painting. (open class)
Stage 8 (final check and remedial work)	Recap and possibly language error work

## PHYSICS – The laws of optics

<p><b>LESSON AIMS – Content:</b> By the end of the lesson the students will have greater understanding of what light is, how different mediums affect the path through which light propagates (laws of refraction and reflection), what total reflection is and what total reflection can be used for.</p>	
<p><b>LESSON AIMS – Language:</b> The students will have expanded their vocabulary in the field related to optical physics and optical fibers. They will have practiced the use of prepositions of space and expressions to locate a path in the space. They will have practiced the impersonal language to speculate about scientific and technological topics.</p>	
<b>Stage</b>	<b>Procedure</b>
Stage 1 (introduction)	Students get information by listening to the teacher.
Stage 2 (checking previous knowledge)	Students read a list of phrases and fill in the matching words.
Stage 3 (expanding knowledge and specific language)	Students expand their knowledge about the creation of light and the law of refraction by looking at diagrams at the black board.
Stage 4 (practising functional language and checking the knowledge)	Students use their language and special knowledge to find out the right answer for some questions. They analyse a picture and discuss their opinions.
Stage 5 (expanding knowledge)	Students get information by listening to the teacher and looking at a diagram.
Stage 6 (developing reading skills)	Students read text and do a true-false and a gap exercise. They compare answers with partner
Stage 7 (Developing cognitive skills (predicting))	Students guess what might happen when the incidence angle is increased and light encounters the boundary with a lower refraction index. Work in pairs.
Stage 8 (Developing reading skills) Expanding vocabulary (specialist vocabulary for optical fibers)	Students read a text to check if their prediction was right (scanning). Students read the rest of the text to find out how total reflection is related to the functioning of optical fibers (skimming).
Stage 9 (Practicing language)	Students look at a list of verbs and a list of prepositions used in the text given at the previous stage and try to match verbs and prepositions according to that text.
Stage 10 (Developing cognitive skills (reasoning))	Students choose from a given list of technological applications which of them might use optical fibers and explain why optical fibers are suitable for that specific purpose. Work in pairs or groups.

# LESSON FRAMEWORK

A CLIL lesson is based on material directly related to a content-based subject, it includes exploration of language and is delivered by a teacher versed in CLIL methodology.

Both content and language are explored in a CLIL lesson by teaching techniques for exploiting reading or listening texts and structures for supporting spoken or written language.

A CLIL lesson looks at content and language in equal measure, and often follows a four-stage framework.

## **Processing the text**

The best texts are those accompanied by illustrations so that learners can visualise what they are reading. When working in a foreign language, learners need structural markers in texts to help them find their way through the content. These markers may be linguistic (headings, sub-headings) and/or diagrammatic. Once a 'core knowledge' has been identified, the organisation of the text can be analysed.

## **Identification and organisation of knowledge**

Texts are often represented diagrammatically. These structures are used to help learners categorise the ideas and information in a text. Diagram types include tree diagrams for classification, groups, hierarchies, flow diagrams and timelines for sequenced thinking such as instructions and historical information, tabular diagrams describing people and places, and combinations of these. The structure of the text is used to facilitate learning and the creation of activities which focus on both language development and core content knowledge.

## **Language identification**

Learners are expected to be able to reproduce the core of the text in their own words. Since learners will need to use both simple and more complex language, there is no grading of language involved, but it is a good idea for the teacher to highlight useful language in the text and to categorise it according to function. Learners may need the language of comparison and contrast, location or describing a process, but may also need certain discourse markers, adverb phrases or prepositional phrases. Collocations, semi-fixed expressions and set phrases may also be given attention as well as subject-specific and academic vocabulary.



## Tasks for students

A variety of tasks should be provided, taking into account the learning purpose and learner styles and preferences. Receptive skill activities are of the 'read/listen and do' genre. A menu of listening activities might be:

- Listen and label a diagram/picture/map/graph/chart
- Listen and fill in a table
- Listen and make notes on specific information (dates, figures, times)
- Listen and reorder information
- Listen and identify location/speakers/places
- Listen and label the stages of a process/instructions/sequences of a text
- Listen and fill in the gaps in a text

Tasks designed for production need to be subject-orientated, so that both content and language are recycled. Since content is to be focused on, more language support than usual in a language lesson may be required.

Typical speaking activities include:

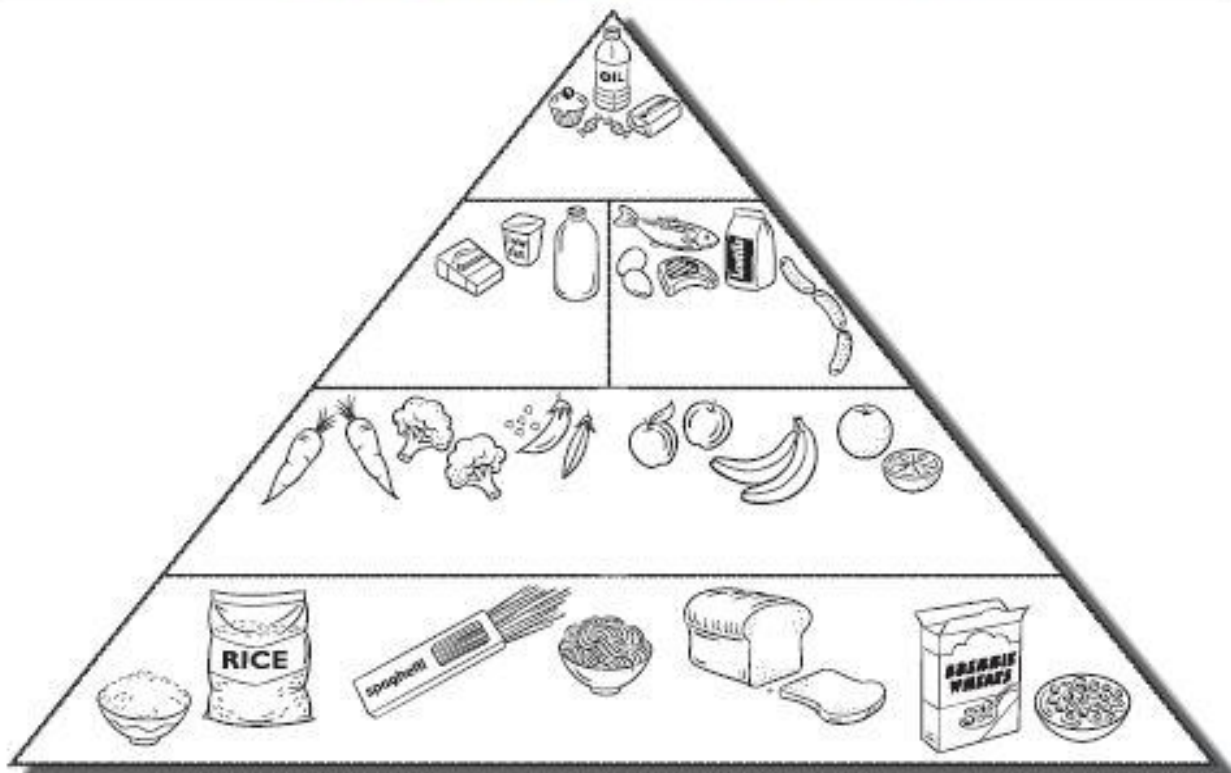
- Question loops - questions and answers, terms and definitions, halves of sentences
- Information gap activities with a question sheet to support
- Trivia search - 'things you know' and 'things you want to know'
- Word guessing games
- Class surveys using questionnaires
- 20 Questions - provide language support frame for questions
- Students present information from a visual using a language support handout.

Three examples of CLIL activities are presented in the following pages. The first, covering a science topic, is intended for young learners (primary school), while the others, covering science and history respectively, are intended for secondary school. All material and other free samples can be downloaded from [www.onestopclil.com](http://www.onestopclil.com).

# Science - Food groups

1 Look at the food groups. Colour each food group a different colour.  
We divide food into six different groups.

Fats and sweets = red    Dairy produce = yellow    Proteins = orange  
Vegetables and fruit = green    Carbohydrates = blue



2 Look at the list of words. Underline the words using the correct colours for the food groups.

macaroni    oranges    yoghurt    fish    cake    onion    cereals

pineapple    chicken    butter    broccoli    cheese

3 Read and circle True or False.

- |   |      |       |
|---|------|-------|
| 1 Sweets and fats are very good for us.                   | True | False |
| 2 We don't need to eat fruit every day.                   | True | False |
| 3 We need three to five portions of vegetables every day. | True | False |
| 4 Bread and butter are in the same group.                 | True | False |
| 5 Apples and broccoli are in the same group.              | True | False |

# Teacher's notes

## Subject: Science

### Food groups

**Objective:** Food groups

**Vocabulary:** *fats and sweets, dairy produce, proteins, vegetables and fruit, carbohydrates*

#### Introduction

It is important that the pupils understand that a healthy diet consists of eating the right kinds of food *and* in the right amounts. The food pyramid is a tool used in health education to illustrate this. Generally speaking a serving refers to a normal amount of each type of food. For example: *1 serving of fruit = 1 apple or 1 serving of milk = 1 glass of milk.*

#### Warm up

- Tell the pupils to look carefully at the food pyramid. Explain that this pyramid shows us not just the different food types but also the correct daily amounts for each type.
- Ask questions about the food pyramid, for example: *How many servings of vegetables do we need every day?*

#### Activity 1

- Pupils use the key to colour the segments of the pyramid.
- Correct the activity by asking the pupils to reproduce the pyramid on the board using coloured chalk.

#### Activity 2

- Pupils classify the words by underlining them according to the key.

**Answer key** red-cake, butter; yellow-yoghurt, cheese; orange-fish, chicken; green-oranges, pineapple, broccoli, onion; blue-macaroni, cereals

#### Activity 3

- Pupils read the sentences and circle *True* or *False*.
- Check the activity by reading a sentence out loud and asking the class to call out *true* or *false*.

**Answer key** 1-F; 2-F; 3-T; 4-F; 5-T

#### Project ideas

- Make a large food pyramid for a wall chart. Pupils glue pictures of food in the correct segments of the pyramid.
- Tell the pupils to keep a food diary where they write down everything they eat and drink for 1 week. They can then work out if they have had the daily recommended amounts for each food type.

# Energy-efficient house

one stop cil

1 Work in pairs and discuss these questions.

- 1 What renewable energy sources can you think of?
- 2 Which are suitable for domestic use?
- 3 Why do people use them?
- 4 Do you use any renewable energy sources in your home? What about other people in your country?
- 5 What do you predict for the future?

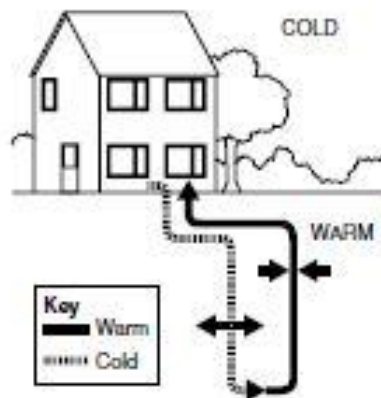
2 Read these texts about four renewable energy technologies in the UK. Which do you think is the best idea? Why?

**Glossary:** carbon saving\* = the amount of carbon that is not used (thus reducing carbon emissions and global warming).

CO<sub>2</sub> = carbon dioxide

## Ground source heat pumps

This technology draws heat from the ground, which is piped underground to your home. This can supply under-floor heating or power radiators. You need power to run the system, and you get 4 units of power for every 1 unit of input. A 10kW unit should save all the gas you would have used, but depending on your electricity use the annual energy saved is variable. The initial cost is in the region of £10,000, with government grants of £1,200 on offer. The annual carbon saving\* is around 33%.



3 Read the texts again and make notes under the following headings: initial cost, how it works, energy saved annually and the environmental benefit.

4 Work with a partner. You are building a new house and have been given a special grant of £12,000 to spend on renewable energy sources. Discuss which of the renewable energy technologies you will invest in.

5 Explain your choices to another pair.

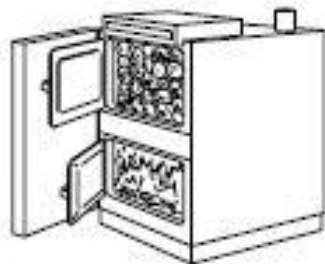
## Wind turbines



- Wind speeds of 20kph or more are needed for this technology to be effective. Small turbines are 1.75m in diameter and supply 1kW of power. Large turbines are 2m in diameter and generate 1.5kW worth of electricity. They generate 35% / 70% of your electricity needs. The cost? £1,500 for the small turbine, £4,500 for the large, but government grants are available of £500 and £1,500 respectively. The CO<sub>2</sub> saving\* for small turbines is 15% and for large ones 30%.

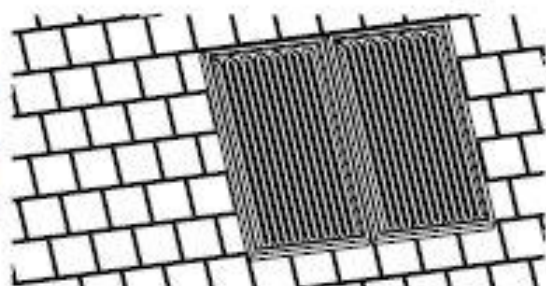
## Wood-burning boilers

Like gas boilers, wood-burning boilers burn carbon-based fuel, but because trees absorb carbon, they are carbon-neutral. They cost more to run than gas, so there is no annual saving, and the initial investment will be at least £5,000. Government grants are available of up to £1,500. They heat both your house and your water and should save you all the money you spend on gas. These boilers effectively save nearly 70% of your annual CO<sub>2</sub> emissions.



## Solar water heaters

Solar panels are a familiar sight, particularly in hotter countries. Essentially they heat water which is piped round the house. Technology has been improving over the past few years and you should expect to pay about £2,500 for a medium-sized system. A government grant of £500 is currently available and you should expect to save around 8% on your heating bill. The annual carbon saving\* is also 8%.



## Teacher's notes – Energy efficient house

### Lead-in

Ask: What do we mean by energy-efficient? Elicit examples of energy-efficient equipment.

### Procedure

- 1 Students work in pairs and discuss the questions. Elicit feedback from the pairs in a brief whole class discussion.
- 2 Check students understand what 'carbon saving' means. Ask them to read the texts and decide which they think is the best idea and why.
- 3 Students read the texts again and make notes under the headings.
- 4 Students work in pairs to come to an agreement. Pairs then compare their answers. Discuss the choices with the whole class.

### Answers

- 1 Possible renewable energy sources include wind, wave and solar power. All those mentioned in the text are suitable for domestic use.
- 2 People use them to save money, protect the environment or to be fashionable.

### Vocabulary

renewable energy, CO<sub>2</sub> (carbon dioxide), solar panel, carbon-neutral, boiler, turbine, generate.

## WARS

The Cold War  
Howard Tennant

## 1 The United Nations and the Cold War

## Reading, Vocabulary

Complete the text with the correct word(s) from the box.

Soviet	cold	conflict	founded	deal	Europe	allies
ideologies	Baltic	Churchill	buffer	relations	Germany	superpowers
enmity	propaganda	Second World War	leader	between	dictators	

## Cold conflict

In 1945 the United Nations was (1) \_\_\_\_\_ in an attempt to establish an organization that could (2) \_\_\_\_\_ with the world's quarrels. However, differences (3) \_\_\_\_\_ the former allies soon emerged.

In a speech made in the USA in 1946 (4) \_\_\_\_\_ spoke of an 'iron curtain' descending across (5) \_\_\_\_\_. He imagined a line running from the (6) \_\_\_\_\_ Sea in the north to the Adriatic Sea in the south. He described how the (7) \_\_\_\_\_ leader Stalin had taken control of the countries of Eastern Europe.

For forty-five years after the end of the (8) \_\_\_\_\_ world war there existed a (9) \_\_\_\_\_ War. It was called this because although no shots were fired, between the USA and the Soviet Union and their (10) \_\_\_\_\_ it was a war of words and (11) \_\_\_\_\_.

The causes of this global (12) \_\_\_\_\_ were not simply to do with the different political (13) \_\_\_\_\_ of the two leading nations, or the (14) \_\_\_\_\_, as they were called, but with mistrust stemming from the (15) \_\_\_\_\_ over what had happened in the war. The Soviet (16) \_\_\_\_\_ Stalin felt that at times the Soviet Union had stood alone against (17) \_\_\_\_\_ and he saw the Eastern European countries as (18) \_\_\_\_\_ zones against invasion.

For its part, the USA, realizing it could not stand outside international (19) \_\_\_\_\_, felt it was important to stand up to (20) \_\_\_\_\_ such as Stalin.



## 2 A lecture on the Cold War

## Reading, Listening

Listen to or read this lecture on the Cold War and complete it with the correct verb from the lists below.

The Cold War is the name given to the relationship that (1) \_\_\_\_\_ primarily between the USA and the USSR after World War Two. The Cold War was to (2) \_\_\_\_\_ international affairs for decades and many major crises (3) \_\_\_\_\_ during this time in history: the Cuban Missile Crisis, the war in Vietnam, the Hungarian Revolution and the Berlin Wall being just some. For many the growth in weapons of mass destruction was the most worrying issue.

Logic would (4) \_\_\_\_\_ that as the USA and the USSR (5) \_\_\_\_\_ as allies during World War Two, their relationship after the war would be firm and friendly. This never happened and any appearance that these two powers were friendly even during the war is illusory.

Before the war, America had (6) \_\_\_\_\_ the Soviet Union as almost the 'devil incarnate'. The Soviet Union had depicted America in the same way so their 'friendship' during the war was simply the result of having a mutual enemy: Nazi Germany.

So the distrust that (7) \_\_\_\_\_ before and during the war, was certainly present after the war... and they were supposed to be allies! Both sides were highly suspicious of the other. One had a vast army in the field while the other, the Americans, potentially (8) \_\_\_\_\_ the most powerful weapon in the world, the Atom bomb, and the Soviets had no way of knowing how many of these bombs America had.

- |                    |               |               |              |
|--------------------|---------------|---------------|--------------|
| (1) a. dictated    | b. derived    | c. detailed   | d. developed |
| (2) a. delay       | b. dominate   | c. disappear  | d. detect    |
| (3) a. occurred    | b. occupied   | c. overcame   | d. obsessed  |
| (4) a. see         | b. show       | c. suggest    | d. surprise  |
| (5) a. felt        | b. feed       | c. frightened | d. fought    |
| (6) a. denied      | b. derided    | c. depicted   | d. detested  |
| (7) a. existed     | b. excited    | c. extended   | d. excused   |
| (8) a. coordinated | b. controlled | c. corrupted  | d. cohabited |

# EXPLOITING TEXTS

Texts or other materials used for CLIL activities are chosen essentially because of their content, then they can be exploited for language purposes.

In order to highlight useful language in the text, to provide scaffolding and design activities based on the 4Cs, the teacher should first analyze the text organization to identify core language features in it.

Take, for example, the text on the right that explains how labour market works.

One of the key features is that **present tense to define something or to describe trends and characteristics** is widely used as well as **future tense to predict, or first conditional to express real possibilities**.

That might suggest designing a fill in the blanks exercise consisting of a set of sentences taken from the text, like the ones in the following example.

After reading/listening the text (or even before, depending on whether the activity is designed for testing previous knowledge or for drawing attention to the language used), students could be required to fill in the blanks using **is** or **will be**.

1. Output ___ how much of the product or service the company produces.
2. If there ___ an increase in demand for their product they will need to increase output.
3. If there ___ an increase in the demand for the end product or service, there ___ an overall increase in demand for labour.
4. If new technology can replace workers, then there ___ an overall decrease in demand for labour.

*In many ways the relationship between employers and workers is similar to the relationship between consumers and producers: **workers offer** a service (the labour they provide), **employers buy** that service at a price they can afford (the wages they pay). As you can see, it's a kind of market. In economics it's called the labour market.*

*In any market for products and services, consumers try to get the maximum utility, or satisfaction, from their purchase. This is the same in the labour market. What do companies want from their purchase of labour? What utility do they get? The answer is increased output. **Output is** how much of the product or service the company produces. **If there is an increase** in demand for their product, **they will need to** increase output. One way to do this (but not the only way) is to take on more staff. Another is to ask staff they already have to work more hours. In both cases the company is buying more labour.*

*Just like any other market, the labour market obeys the laws of supply and demand. The **demand is** the employers' need for labour. **Supply is** the labour workers provide. Just like any other commodity, there is a relationship between price and demand. As the price of labour increases, the demand decreases.*

*The suppliers in the labour market are workers. Just like suppliers in other markets, they want a higher price for greater supply. In other words, as supply of labour increases, they want higher wages. The wage that workers get for their labour is a compromise between what they want and what companies will pay,*

*However there can be shifts in demand. These shifts can cause the overall demand for labour to increase or decrease at any wage rate. For example, if there is an increase for the demand for the end product or service, **there will be** an overall increase in demand for labor. However, if technology can replace workers, then **there will be** an overall decrease in demand for labor.*



In this page, the previous text is shown in its complete original form.

Other relevant features are indicated here graphically.

**Linking words**

*Just like, again, however*

**Comparative**

In many ways the relationship between employers and workers *is similar to* the relationship between consumers and producers: workers offer a service (the labour they provide), employers buy that service at a price they can afford (the wages they pay). As you can see, it's a kind of market. In economics it's called the *labour market*.

**Noun phrases:** labour market – demand curve

In any market for products and services, consumers try to get the maximum utility, or satisfaction, from their purchase. This is the same in the labour market. What do companies want from their purchase of labour? What *utility* do they get? The answer is increased *output*. Output is how much of the product or service the company produces. If there is an increase in demand for their product, they will need to increase output. One way to do this (but not the only way) is to take on more staff. Another is to ask staff they already have to work more hours. In both cases the company is buying more labour.

**Specialist vocabulary:** output - utility

*Just like* any other market, the labour market obeys the laws of supply and demand. The demand is the employers' need for labour. Supply is the labour workers provide. *Just like* any other commodity, there is a relationship between price and demand. As the price of labour increases, the demand decreases. You can see this shown in *figure 1*.

**Multimodal input:** graph

The suppliers in the *labour market* are workers. *Just like* suppliers in other markets, they want a higher price for greater supply. In other words, as supply of labour increases, they want higher wages. *Again* you can see this shown in figure 1. The wage that workers get for their labour is a compromise between what they want and what companies will pay. This is the point where the lines cross in figure

**Everyday word used in specialist way**

*However* there can be shifts in demand. These shifts can cause the overall demand for labour to increase or decrease at any wage rate. For example, if there is an increase for the demand for the end product or service, there will be an overall increase in demand for labor (the *demand curve* shifts to the right). However, if technology can replace workers, then there will be an overall decrease in demand for labor (the demand curve shifts to the left).

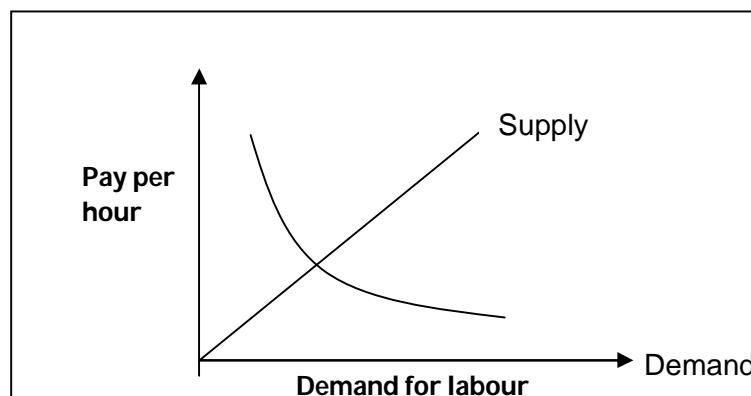


Figure 1 – Supply and demand in the labour market.

Since a CLIL teacher should often refer to authentic material, it could be necessary to deal with specialist vocabulary or with everyday words used in a specialist way that students might not know. In that case, instead of simplifying the text, it would be better to provide scaffolding through a keyword box beside the main text.

## DEALING WITH VOCABULARY

When introducing new words some techniques might be useful to explain their meaning; among them are:

- miming;
- showing pictures;
- giving a context sentence;
- giving a definition;
- using realia;
- using a cline.

Working with context sentences is considered the best solution for CLIL purposes.

For example, since the word "given" may be an adjective meaning "fixed" or "specified", the following context sentence could be provided: "my style may change at any *given* moment".

It's also recommended to give collocations.

A collocation consists of two or more words that often go together and sound "right" to a native speaker. For example "quick" and "fast" both have to do with speed but it would be unnatural to qualify a train as "quick" or a shower as "fast" as you can see from the following table:

<i>Natural English</i>	<i>Unnatural English</i>
<b>The fast train</b>	The <del>quick</del> train
<b>A quick shower</b>	A <del>fast</del> -shower
<b>Fast food</b>	<del>Quick</del> -food
<b>A quick meal</b>	A <del>fast</del> -meal

The most common types of collocation are:

<i>Type</i>	<i>Example</i>
<b>Adverb + Adjective</b>	totally awesome
<b>Adjective + Noun</b>	light rain
<b>Noun + Noun</b>	a business deal
<b>Noun + Verb</b>	the bomb went off
<b>Verb + Noun</b>	To take a vacation
<b>Verb + Expression With Preposition</b>	to run out of money
<b>Verb + Adverb</b>	completely forget

Here is an example of an exercise dealing with collocations. For each word in the first column, several possible matches are proposed in the second one; students have to mark the only word which doesn't match.

STRONG	Language /cheese /intelligence /accent / indication
BRIGHT	Idea / green / smell /child / day / room
CLEAR	Attitude / need / instructions / alternative / day / conscience / road
NEW	Experience / job / food / potatoes / baby / situation / year
HIGH	Season / price / opinion / spirits / house / time / priority
SERIOUS	Advantage / situation / relationship / illness / crime / matter
MAIN	Point / reason / effect / entrance / speed / road / meal / course

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Realia consists of actual objects or items, which are used in the classroom to illustrate and teach vocabulary or to serve as an aid to facilitate language acquisition and production. It concretizes vocabulary and language and places it in a frame of reference. It also allows language learners to see, hear, and in some cases touch the objects.

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Cline of vocabulary means 'gradations of meanings', as reflected in the different words that can be used, or are used, to refer to a particular idea or concept.

For example, with regard to the 'cost' of an item seen in a shop, a simple range of expressions in the vocabulary cline of 'cost' might be:

- *cheap, inexpensive, reasonable, pricey, expensive.*

All the words or expressions in this cline are marginally different from each other, yet each relates to 'cost'. In this case they are indicators of degree/*magnitude* and/or of *attitude* to the cost!

It's useful to know a range of words associated with different concepts so that we can more clearly express and, if necessary, more precisely define what we mean.

## HOW TO DEFINE WORDS

Here are some words and phrases you can use when you try to give a definition of a word.

<b>General</b>	
It's a	noun / an adjective / a verb etc
<b>Things / Objects</b>	
It's	blue /round /...ish etc.
It's made of	wood /clay etc.
It's something you wear/eat /play with etc	
It's a feeling you get when ...	
It's a type of	container / bird / musical instrument etc.
It's part of	a car / a computer etc.
You use it	to / for / when etc
It's used	to / for / when etc.
<b>People</b>	
It's someone who	works in / looks after etc.
It's a person who	helps /stops etc.
This person	is often / is in charge of / wears etc
He / She	flies an aeroplane etc.
It's a	relative / a type of etc.
<b>Verbs</b>	
It's a way of	walking / eating / speaking etc.
It means to	drive quickly / laugh in a very loud way etc.
It's another word for	hit / look / talk etc.
It's the opposite of	arrive / sell / win etc.
<b>Adjectives</b>	
It's how you feel when you are	very tired / have just passed an exam etc.
It's another word for	sad / big / happy / afraid etc.
It's the opposite of	old / rough / optimistic etc.

# CHECKING UNDERSTANDING

One of the best ways to check understanding in a CLIL activity is to pose concept questions. Look at the sentence below:

*He used to play football*

The meaning of this sentence could be break down into a certain number of statements:

1. He doesn't play football now.
2. He played football in the past.
3. He played football many times in the past (it was a past habit).

These statements are a complete description of the meaning of *used to* and all that needs to be done now is to turn the statements into questions.

1. Does he play football now? (Answ. No)
2. Did he play football in the past? (Answ. Yes)
3. Did he play once or many times? (Answ. Many times)

Depending on the answers, the teacher knows whether the student needs further explanation or not.

Notice from the example that the language used in the questions is simpler than the language being checked; the answers that the students are required to give are short and simple as well.

Furthermore we shouldn't use the item itself in the concept questions. With reference to the example above, if we ask "Did he use to play football?" the student might simply answer "yes" without understanding the meaning of *used to*.

All the rules for designing and using concept questions are summarized below:

1. Break down the concept of the item into a series of statements of meaning. A dictionary may be helpful if the item is a piece of vocabulary.
2. Make sure the statements of meaning are expressed in simple language.
3. Turn the statements into questions.
4. The questions should be concise and simple.
5. The language you use must be simpler than the language you are checking.
6. The questions should not normally use the language you are checking.
7. Sort the questions into a logical order.
8. Write down the correct answers you expect the learners to give.
9. The answer should be short and simple.
10. If they answer incorrectly, state the correct answer and provide clarification-

The same procedure can be used to check the concept of vocabulary items and functional exponents, though with these it's necessary to take into account other features such as register, style and connotation. An example is described by the following sentence:

*Could you open the door for me, please?*

The concept questions should be:

1. Is this an order or a request? (Answ: request)
2. Am I being polite or impolite? (Answ: polite)

In conclusion notice that well designed concept questions not only check understanding but also allow the teacher to talk about the meaning of language in a very simple and clear way.

## CORRECTING ERRORS

Language errors can be classified as follows.

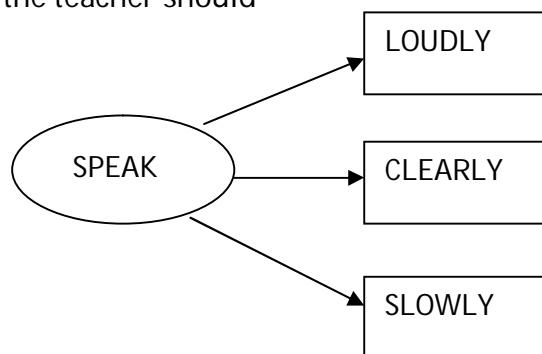
<b>Type of error</b>	<b>Example</b>
Grammatical	What means canopy? <i>Instead of -what does canopy mean?</i>
Lexical	My mother is a good cooker <i>Instead of -my mother is a good cook</i>
Pronunciation	The ship are grazing in the field <i>Instead of -the sheep is grazing in the field</i>
Spelling	I'm writting a letter to my friend <i>Instead of - I'm writing a letter to my friend</i>
Style (appropriacy)	Open the window (impolite) <i>Instead of -Could you open the window, please?</i>

Students can be involved in a self correction process or can cooperate to correct each others; this can be achieved, for example, by exchanging texts among them. The teacher can refer to the following techniques to help students in a correction process.

<b>Correction technique</b>	<b>Example</b>
Asking a question that draws attention to the error	Is it happening now or does it happen everyday?
Verbal explanation	There is a word missing!
Repeating with puzzled face / intonation	He <i>is going</i> there <i>yesterday</i> ?
Exaggerate correct pronunciation	The <i>sheeep</i> are grazing in the field
Reformulation	Student: "On Saturday, I go to London" Teach: "You're going to London. That'll be nice"

# PRESENTATION SKILLS

In a CLIL lesson the teacher should



Here are some examples of language for presenting in English that can be used in different part of a lesson from the introductions to the ending.

<b>Introductions</b>	<p>I'd like to introduce myself. My name is...</p> <p>I'll give you some background and then move on to...</p> <p>During the course of this presentation, I'd like to...</p> <p>This presentation will be divided into five parts...</p>
<b>Signposting the presentation – referring back and forwards</b>	<p>In the next part of the presentation...</p> <p>We'll look at this in more detail later.</p> <p>As I said before...</p> <p>Now I want to turn to...</p> <p>This brings me to my next point...</p> <p>As we've already seen...</p>
<b>Ending a section</b>	<p>That's all I wanted to say about...</p> <p>To summarize...</p> <p>Right, let's move on to...</p> <p>I think that covers everything about...</p>
<b>Referring to visuals</b>	<p>If I could draw your attention to...</p> <p>Now I'd like to highlight some special features...</p> <p>If we could all look at...</p> <p>I'd like to point out some important points on this chart...</p>
<b>Dealing with questions</b>	<p>I'll be happy to answer any questions you might have...</p> <p>If there are any questions, I'll be happy to answer them at the end.</p> <p>Don't hesitate to ask questions.</p> <p>This bring me to the end of the presentation. Are there any questions?</p>
<b>Ending</b>	<p>We'd like to finish by...</p> <p>That's the end of the presentation. Thank you very much.</p> <p>I'd like to finish by saying...</p> <p>In conclusion I hope this has given you...</p>

Other examples include useful sentence to manage a CLIL activity.

<p><b>Giving clear instructions for a task</b></p>	<p>Take your book...          Underline the words...          Describe... / make a graph... / a chart...          You need the article on page ...          One person should use the dictionary and the other write down the answers, do ex 5b and 5d, miss out 5c...          Work in pairs.          Split into groups.          Work with a partner and help each other.          Arrange yourselves in a triangle.          Work in a group of fours, in a square...</p>
<p><b>Checking understanding</b></p>	<p>Could you explain what we are going to do?          Can anybody else help?</p>
<p><b>Monitoring and encouraging</b></p>	<p>Go ahead, good work!          Hold on, it's fine!          Try it again, try to find the mistake you've done.          Well done, good job!          You're nearly there, have a look at this area again.</p>
<p><b>Expanding a task or moving to another</b></p>	<p>Use the vocabulary you've learnt in another task.          Let's move to an another topic about..          Check with each other.          Remember the vocabulary we've just seen.          Face the front and listen to me now</p>
<p><b>Checking on progress</b></p>	<p>Have you finished?          How many questions have you done?          Compare your answer with your partner.</p>



## EXPRESSIONS FOR AGREEING AND DISAGREEING

### Agreeing

- I agree completely
- I couldn't agree more
- Absolutely
- You're dead right there  
(*informal*)

### Expressing reservation

- Yes, but...
- Up to a point, but...
- Exactly, but don't you think that...
- You have a point there, but...

### Agreeing tentatively

- I'm inclined to agree with you on that
- I think I agree
- I suppose that's true
- You're dead right there

### Being non-committal

- I wouldn't like to say...
- I can't say...

### Disagreeing

- Come off it (*informal*)
- I'm sorry but I really can't agree
- I'm afraid I can't go along with you on that
- You must be coking (*informal*)

## PHONOLOGY

The first thing to consider for a correct pronunciation of English words is where the stress falls.

English is usually referred to as *stress-timed-language*. This means that there is a fairly constant amount of time (regardless of the word length) between two consecutive stressed syllables. Stress-timing is strongly related to vowel reduction processes and that is particularly evident in long words.

For example since the word “vegetable” carries the stress on the first syllable, the second and last vowel have practically no sound, while the third vowel “a” has only a weak sound, called “schwa” which, in fact, is the most common in English.

The “schwa” is coded by the symbol [ə] in phonetic transcriptions. Here is the phonetic transcription of the word “vegetables”:

[ˈvedʒtəbl]

To better understand how phonetic transcriptions work, take a look at the following phonetic chart

<u>P</u> in	<b>p</b>	Is	<b>z</b>	<u>Ch</u> ew	<b>tʃ</b>	<u>A</u> way	<b>ə</b>
<u>V</u> an	<b>v</b>	<u>Sh</u> ot	<b>ʃ</b>	<u>Th</u> ing	<b>θ</b>	<u>P</u> ool	<b>u:</b>
<u>H</u> at	<b>h</b>	<u>Pleas</u> ure	<b>ʒ</b>	<u>H</u> ot	<b>ɒ</b>	<u>P</u> ut	<b>ʊ</b>
<u>L</u> ight	<b>l</b>	<u>Y</u> ou	<b>j</b>	<u>D</u> oor	<b>ɔ:</b>	<u>P</u> ie	<b>aɪ</b>
<u>C</u> at	<b>k</b>	<u>M</u> an	<b>m</b>	<u>C</u> ar	<b>a:</b>	<u>S</u> o	<b>əʊ</b>
<u>B</u> in	<b>b</b>	<u>F</u> oot	<b>f</b>	<u>H</u> at	<b>æ</b>	<u>C</u> ow	<b>aʊ</b>
<u>Th</u> ing	<b>ŋ</b>	<u>N</u> ot	<b>n</b>	<u>B</u> ed	<b>e</b>	<u>Th</u> ere	<b>eə</b>
<u>R</u> at	<b>r</b>	<u>T</u> op	<b>t</b>	<u>B</u> eat	<b>i:</b>	<u>P</u> ure	<b>ʊə</b>
<u>W</u> et	<b>w</b>	<u>D</u> ot	<b>d</b>	<u>S</u> hip	<b>ɪ</b>	<u>Y</u> ear	<b>ɪə</b>
<u>G</u> ot	<b>g</b>	<u>The</u>	<b>ð</b>	<u>C</u> up	<b>ʌ</b>	<u>B</u> oy	<b>ɔɪ</b>
<u>J</u> et	<b>dʒ</b>	<u>S</u> ew	<b>s</b>	<u>G</u> irl	<b>ɜ:</b>	<u>F</u> ace	<b>eɪ</b>

Problems with stresses may arise when dealing with long words. The stress in long words frequently falls on the syllable third from the end (e.g. enJOYable or proHIBitive), but there are many exceptions!

Here are some examples; look at the “schwa”:

Comfortable	'kʌmftəbl
Policeman	<b>pə</b> 'li:smən
Certificate	sə'tɪfɪkət
Cosmopolitan	,kɒzmə'pɒlɪtn
Advertisement	<b>əd</b> 'vɜ:tɪsmənt
America	<b>ə</b> 'merɪkə

More information on the topic can be found at

[www.oup.com/elt/englishfile/upper-intermediate](http://www.oup.com/elt/englishfile/upper-intermediate)

Intonation and stressed words in a sentence are also elements to take into consideration: words that are stressed are key to understanding and using the correct intonation brings out the meaning of a sentence. Look at the following table in which the same sentences but with different intonation (the stressed word is bold in the text) might be answers to different questions.

<i><b>Answer</b></i>	<i><b>Possible Question</b></i>
No, I've <b>lost</b> fifty pounds.	Did you spend fifty pounds?
No, I've lost <b>fifty</b> pounds.	Did you lose fifteen pounds?
No, I've lost fifty <b>pounds</b> .	Did you lose fifty euros?
No, I've lost fifty pounds.	Did your brother lose fifty pounds?