

CLIL: A lesson plan

Topic

Regional geography / General studies

Aims

- To increase students' knowledge of subject content
- To develop students' knowledge of content-related lexis
- To develop all four language skills such as note-taking
- To provide material and information for further topic and language based studies

Age group

Teens

Level

B1+

Time

60+ minutes

Materials

- CLIL lesson worksheet

Introduction

This topic and accompanying tasks / activities offers the teacher (s) and students the opportunity to develop both content and language knowledge to an appropriate depth over a single lesson or a series of class hours.

Procedure

1. Lead-in (5-10 minutes)

- The teacher tells the students that they are going to listen to and read a text about the geography of Vancouver.

	<ul style="list-style-type: none"> • The students brainstorm the topic (in groups or onto the board). The teacher elicits / teaches basic information (Canada, provinces, west, British Columbia). • Students predict the geographical content of the text (location, climate, population, economy).
2. Task 1: Predicting content (5-10 minutes)	<ul style="list-style-type: none"> • Students are asked to ‘map’ the text on the basis of their predictions. This takes the form of an ideational framework (flow, tabular, tree or star diagram), which can be used as a basis for note-taking later. The teacher provides an example of a framework (Task 1 on worksheet), but also offers the students the option of alternative diagrammatic representations of the text. <p><i>TIP:</i> a wall map of North America or Canada, and / or some pictures of Vancouver would be useful for stimulus and contextualisation.</p>
3. Task 2: Listening to confirm expectations (5 minutes)	<ul style="list-style-type: none"> • Students listen to the first two paragraphs of the text and compare what they heard to their predictions. <p><i>TIP:</i> The teacher may read the text, make a semi-authentic recording of the text, or use the text as a dictogloss activity, depending on level and time available.</p>
4. Task 3: Noticing and analysing language (reading) (10 minutes)	<ul style="list-style-type: none"> • Students are given the Text Part 1 and a chart to record lexis (Task 2 on worksheet) • Students are asked to read the text, noticing and recording lexis used to talk about location, climate, and population under the headings indicated on the chart. • Initial examples are provided by the teacher. <p><i>TIP:</i> The teacher needs to monitor closely during this activity, pointing out overlaps between categories and drawing attention to collocations and semi-fixed phrases and expressions</p> <ul style="list-style-type: none"> • Students may work in groups on individual categories, in pairs on all categories, or individually and compare answers in pairs or groups.
5. Task 4: Vocabulary extension (10 minutes)	<ul style="list-style-type: none"> • The teacher elicits / teaches key vocabulary of urban economy. • Students are given a gap-fill version of the Text Part 2 and asked to complete the text. Students work individually and then check in pairs. (Task 3 on worksheet)

6. Task 5: Read and do – Map completion (10 minutes)	<ul style="list-style-type: none"> • Students are given an outline map of British Columbia (Task 4 on worksheet) and are asked to mark as many features from the text as they can. Further features may be added from other sources as a follow-up activity.
7. Follow-up activities	<ul style="list-style-type: none"> • Use wall maps, atlases and Internet resources to add to the map of British Columbia. • Parallel writing about another city in Canada • Content extension – further information about Vancouver (history, urban development) • Vocabulary extension – add language from the gap-fill to the vocabulary chart. • Project work (national-scale – Canada, city scale – Vancouver China town, local scale –living and working in Vancouver). <p><i>TIP:</i> The choice of follow-up activities will depend on whether content or language is to be the focus. Depth of study, particularly for project work, will depend on time available.</p>

Contributed by

Steve Darn