

Literacies through Content and Language

Integrated Learning: effective learning across subjects and languages

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Our project



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[Project Website](#)

What we observe in CLIL

- a. Lack of awareness of the need to develop academic literacy
- b. Lack of clear indications as to how to teach academic literacies and how to create progression of subject specific skills in classrooms
- c. Lack of clarity as to what such progressions entail
- d. Fragmented knowledge and insights that need to be drawn together to make them have an impact on real CLIL classrooms

Aim

Create a tool for teachers to be able to work on literacy development in **content subjects** in a **meaningful** way making sure that students **progress** towards becoming expert writers.

Structure

Expert meetings

[Network meetings](#)

[Workshop](#)

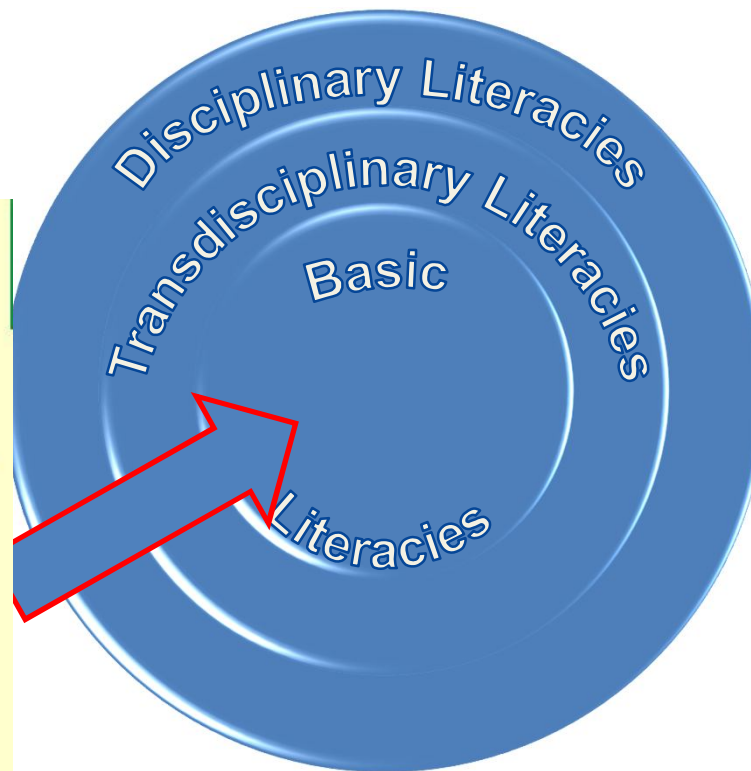
Literacy Practice in CLIL settings

Grammar

- **ADVERBS**
- Learning Adverbs (what is an adverb etc.) - [POWERPOINT](#)
- Examples of Adverbs - Lower Ability - [WORKSHEET](#)
- Example uses of Adverbs - Middle Ability - [WORKSHEET](#)
- Mary Rose Story Task to find Adverbs - Higher Ability - [WORKSHEET](#)

Poetry: Creating Images

- **2 WEEK BLOCK**
- Literacy Unit 1 Plan (Creating Images) - [PLAN](#)
- **Day 2**
- [Magic Box - Fill in the words - WORKSHEET](#)
- **Day 3**
- [Spring Poem - POEM \(doc\)](#)
- [Choosing Emotions for Poems - HOMEWORK \(doc\)](#)
- **Day 6**
- [Cards to show Adverbs, Nouns, Simile, Adjectives etc. - CARDS \(doc\)](#)



Literacy Practice in CLIL settings

TEACHERS' NOTES

Roots: Geography
by Keith Kelly

one stop clil

YOUR CLIL TEACHERS' NOTES

AGE: Secondary
LEVEL: Intermediate
TIME NEEDED: Approx. 90 minutes
OBJECTIVE: To learn about agricultural activity around the world, to take part in a group discussion and group presentation, to complete exercises on text words
KEY SKILLS: reading, speaking, writing, listening
MATERIALS: one copy of the worksheet and Map 1 (blank world map) per student, one copy of Map 2 (group showing primary of worldwide agricultural products) per group of four students, coloured paper, A3 paper

Content focus
Agriculture

Activity 1: 15 minutes
Activity 2: 5-10 minutes
Activity 3: 10 minutes
Activity 4: 20 minutes
Activity 5: 20 minutes

ACTIVITY 1

1. Write the word agriculture in the centre of the board and ask students what they understand by the term. Put students in pairs and let them to discuss their ideas, then ask each pair to sort up with another pair to form groups of four to continue the discussion.
2. Get feedback from the groups, encouraging students to use the sentence starter: Agriculture means... and add the ideas to the board.

ACTIVITY 2

3. Ask students to read the text on agriculture. Then let them to refer to their ideas from Activity 1 and see which are closest to the idea in the text. Check answers from the whole group.
4. Get students to read the text again and say which of the statements is true and which is false.

Key

- 1. F (it's boring)
- 2. T (a cultivation of soil)
- 4. F (the importance of agriculture is not being to discuss)

ACTIVITY 3

5. Hand out one copy of Map 1 to each group and ask them to discuss where they think the four main agricultural activities are most productive.
6. Offer drawing Map 2 on an interactive whiteboard (IWB) or provide one copy per group and let students to check their ideas. Pick three or four students to offer comments and descriptions to the class.

ACTIVITY 4

7. Give Map 2 out on the screen (or handouts if not with groups), give each group one region / continent to focus on and ask them to prepare a description of the main agricultural activity in their region / continent to present to the class.

Tip: Think about how you divide the regions / continents. For example, America might be given together with Australia in one group and Asia might be divided into Russia and Asia for two groups to work on. Divide the South sea through region / continents to match the number of groups.

Print out the language in the substitution table and encourage students to use it. Tell students that each one of them should have something to say during the presentation. Additionally, you could share their language and encourage on interesting/unusual relevant to his topic (e.g. naturally associated with the [crocodile](#), [sea](#), and [Tadpole](#), [Carnivorous](#), [Coccoloba](#)).

8. Give each group of students several sheets of A3 paper and ask them to prepare coloured brochures to represent the main agricultural activities of their region / continent. Explain that they will be able to use Map 2 to support their presentation.

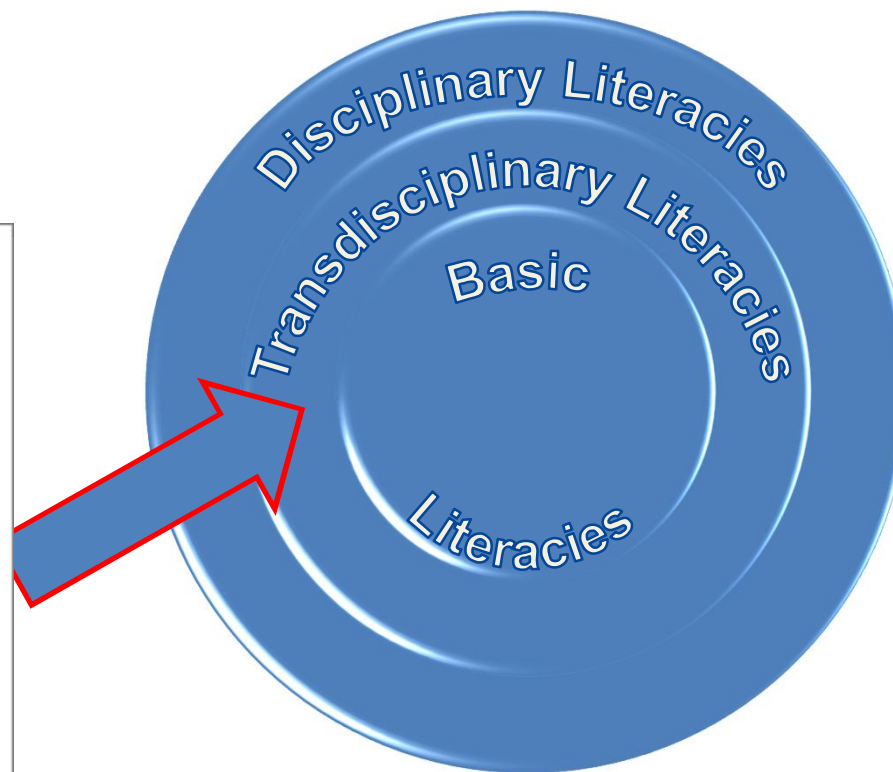
Tip: Depending on time, it may be more suitable to allow students to finish their presentation preparation for homework.

ACTIVITY 5

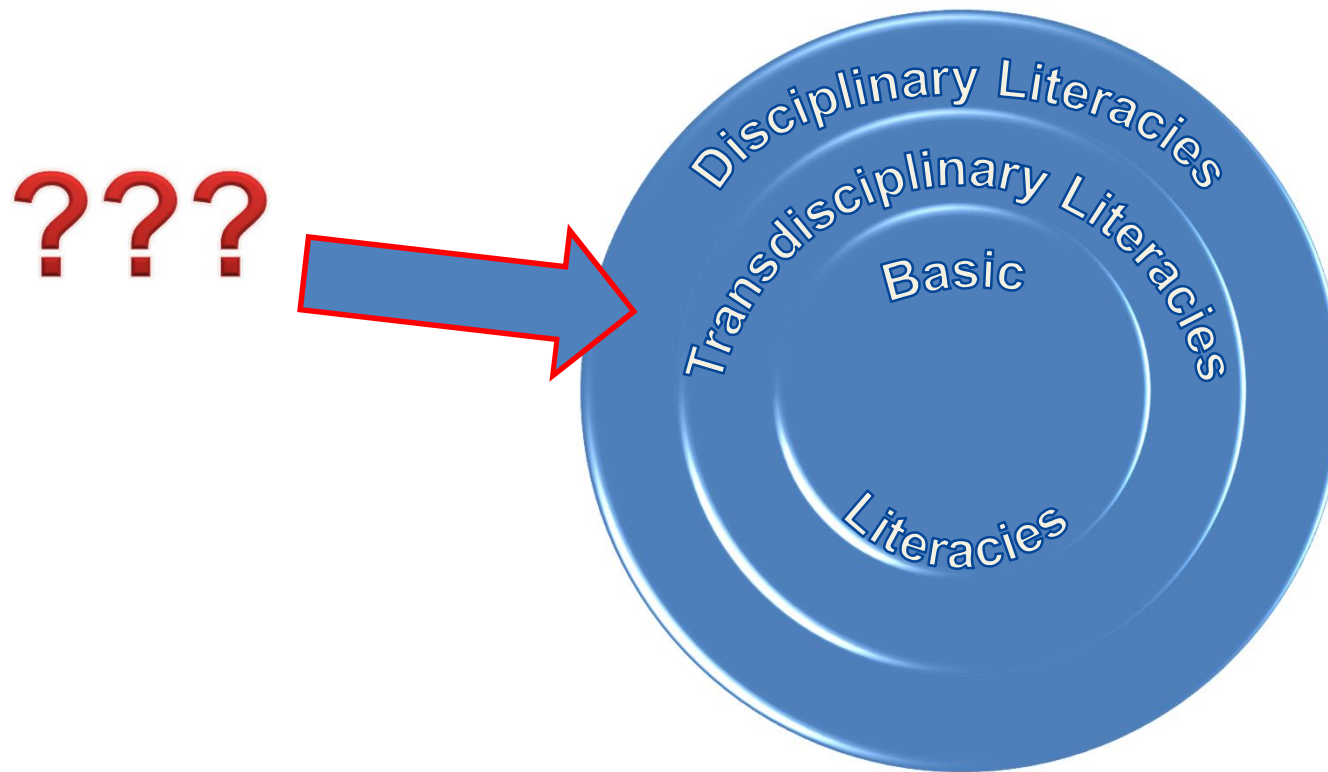
9. Ask the first group to perform their presentation. Ensure that each student has a blank copy of Map 1 and explain that while the groups are not taking part in their presentation they should draw carefully and colour in the appropriate regions on their map.

All students should have a completed Map 1, illustrating global agricultural activity, at the end of the presentation.

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DfE / The CLIL - Roots: Geography



Literacy Practice in CLIL settings



Mapping Pluriliteracies Development: Increasing Amplitude & Range

(The Graz Group 2013)

