

# WHAT SHOULD WE ASK ABOUT CLIL MATERIALS?

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Are these materials...

- appropriate for the age of the learners and the stage of learning?
- fit for purpose?
- do they consider content, communication, cognition, culture?
- progressive in subject content, in language, in cognitive demands, in task demands?
- varied in skills, tasks, interaction?
- motivating and complete?

We need to select and adapt CLIL materials carefully because we need to help learners understand subject content. There are many ways of doing this at text, sentence and word level.

- ✓ At the text level we can include visuals, diagrams, animation and visual organisers: we can make sure that the page layout is clear.
- ✓ At sentence level we can include definitions and short explanations.
- ✓ At word level we can use labels or highlight key content vocabulary by underlining, using capital letters or using bold font; we can also add glossaries of key content words; we can paraphrase language, remove unnecessary details and reduce length of sentences

# ACTIVITY TYPES

## Which activities types are more suitable for CLIL?

In CLIL we need to provide activities:

- for communicatng subject contet orally
- for developing listening and reading strategies
- for supporting written or physical production

The learners are more motivated if the activities are meaningful and relevant: for this reason they need to be linked and sequenced so they are progressively challenging.

*Example of activities suitable for CLIL: categorisation, cloze test, gap fill, labelling, matching, multiple choice (true/false, ordering words/sentences/paragraphs), jigsaw reading and listening, word/sentence/text/ completion, information transfer, freeze frames, pyramid discussion, domino games.*

## Are there any activities which are suitable for particular curricular subjects?

We need to know the purpose and focus of activities so that learners can develop subject-specific skills as well as lower order and higher order thinking skills.

Here are examples of activities used in curricular subjects:

Subject	Activity	Example
<b>Environment</b>	Web search	Look up <a href="http://www.kidsplanet.org">www.kidsplanet.org</a> . Make notes on 3 endangered animals
<b>Geography</b>	Interpreting maps	Study the map below. In which directions are the Earth’s plates moving?
<b>History</b>	Developing arguments	How did developments in trade affect people’s lives?

**Example of domino game:** this can be used to revisit content vocabulary and develops accuracy and intensive listening skills.

*Procedure:* share out a set of dominoes. One learner reads the definition on the first domino, the others look for the word it defines. The learner who has the domino with the word which matches the definition, calls out the word. This second learner reads the definition on their domino. Whoever has the word which matches the definition reads it out. The activity continues until all the dominoes have been used. The final definition matches the word at the top of the first domino.

pollution	the environment	a rainforest	climate
<ul style="list-style-type: none"> <li>•the air, land and water where plants , animals and people live</li> </ul>	<ul style="list-style-type: none"> <li>•an area in a tropical country with many trees</li> </ul>	<ul style="list-style-type: none"> <li>•the weather conditions in a particular area</li> </ul>	<ul style="list-style-type: none"> <li>•the result of putting dangerous chemicals into the land, water and air</li> </ul>