

## Module 2 MATERIALS

***When planning for a year, plant corn.***

***When planning for a decade, plant trees.***

***When planning for life, train and educate people.***

***Chinese Proverb, Guanzi (c. 645 BC)***

# TASK

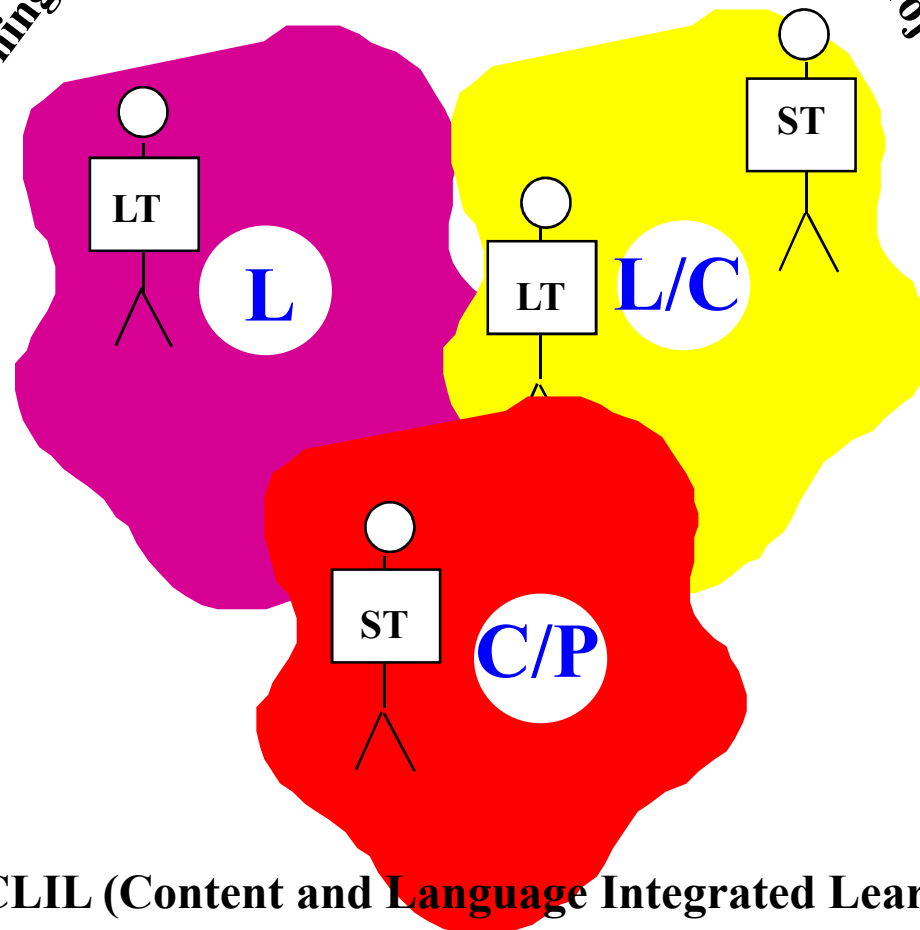
## Analysing/Developing CLIL material



What kind of criteria  
should we apply?

# The Teaching Experience

*'normal' modern language teaching*



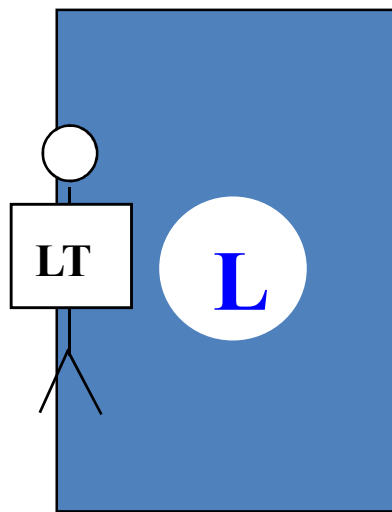
*Projects in modern language teaching*

**CLIL (Content and Language Integrated Learning)/**

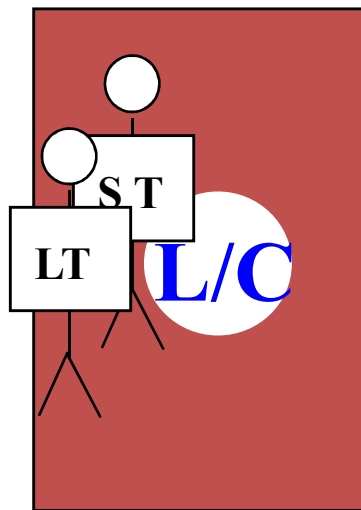
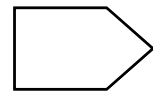
Language  
Coursebook

Developed Material

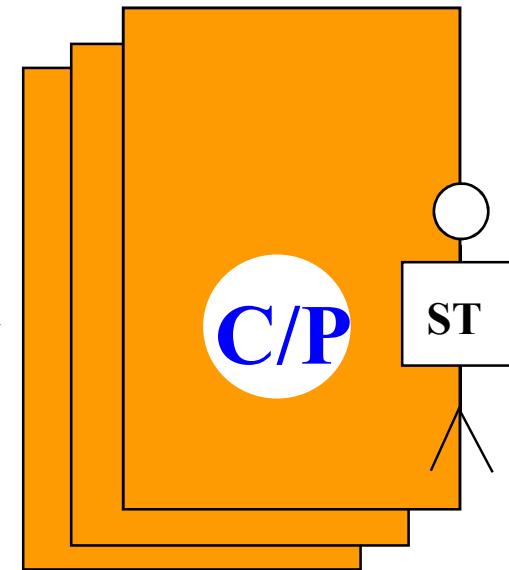
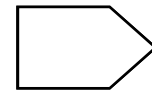
- 1) Developed material
- 2) Dedicated material
- 3) Available material  
(i.e. text books used  
in the target language  
country)



'normal' ML  
teaching



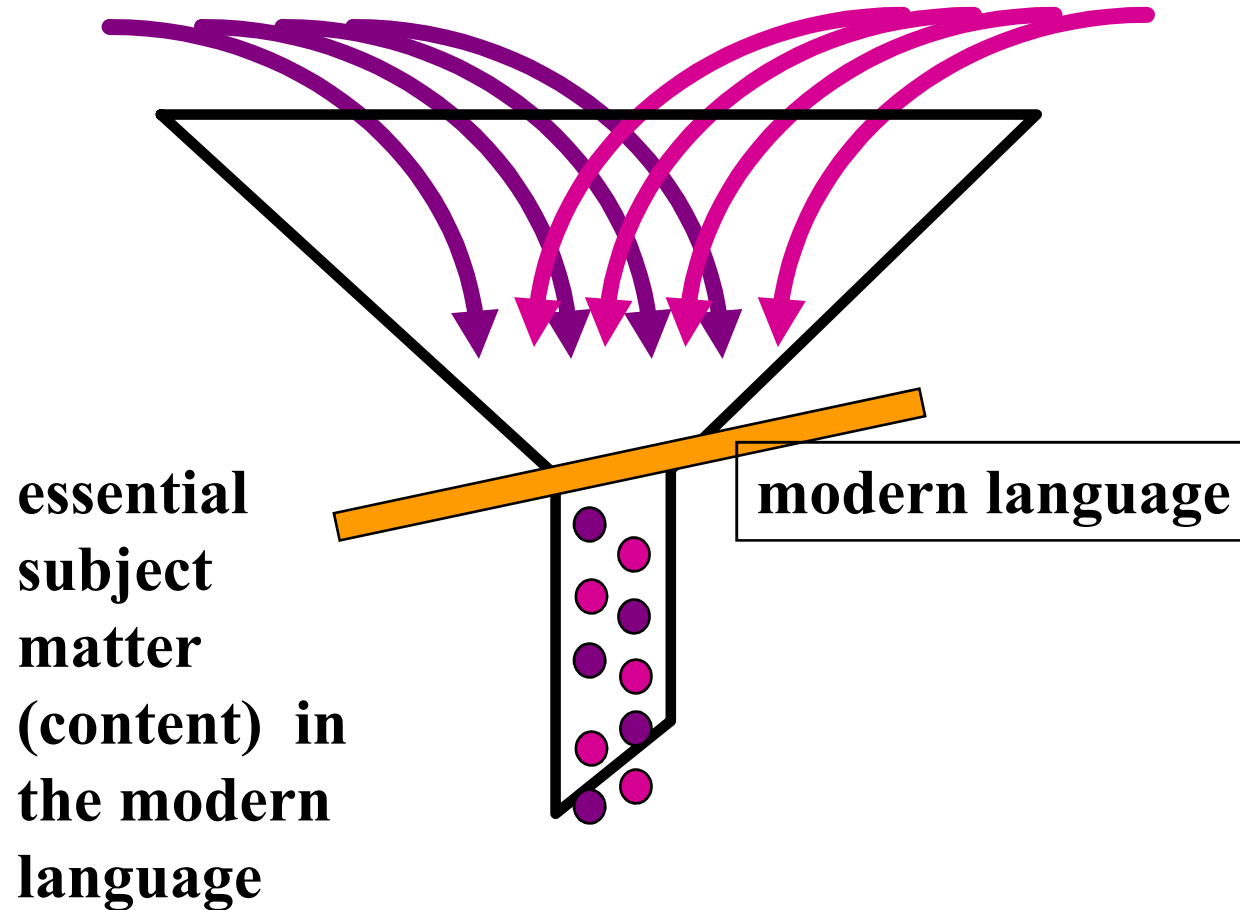
projects in ML  
teaching



Content and Language  
Integrated Learning (CLIL)

# The 'Filter Effect'

**mother tongue subject information**



# CLIL is material driven

## 6 CLIL Material Analysis/Development Principles

- % of language of INPUT
- % of language of ACTION
- Methodological progression
- ACTION activities = CI/EI/MI approach
  - Use of specific terminology
  - Appearance

You need pencil and paper crayons

These are Boops. Colour them yellow.

Fill in this chart.

Questions	Answers
1. How many eyes do Boops have?	1. They have eyes.
2. How many tails do Boops have?	2. They have tail.
3. How many legs do Boops have?	3. They have leg.

These are not Boops. Colour them green.

Which of these are Boops? Colour Boops yellow and the others green.

Once upon a time in a far off, silent planet lived a strange group of creatures called the Boops. They were very friendly but you couldn't really tell, because you see, the Boops have no mouths and they never talk. Their planet is very silent.

Over the Black Mountains on this planet lived another people who were not Boops but looked very much like them. These creatures were evil and sometimes attacked other creatures who came near them. The problem was, as I said, they looked very like the Boops so you had to be very careful! You had to know who are Boops and who are not Boops. Your life could depend on it!

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"Brainwaves" Sachzeitschrift, by Alan Ward

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MODULE	PAGE	LANGUAGE OF COMMUNICATION	STRUCTURES
1 Jungle World	4 – 11	Asking about things: What's this? What colour is it?	Verb 'BE' – questions and answers Indefinite article: a/an Nouns – singular Nouns – plural
LANGUAGE OF CONTENT	CREATIVE STUDIES	WORLD BOOKS	LANGUAGE ACROSS THE CURRICULUM <b>CLIL</b>
Jungle animals Plants Colours Numbers 1 – 12	Collage techniques: 'Making your own jungle'	'Jungle Book' by Rudyard Kipling <ul style="list-style-type: none"> <li>• listening</li> <li>• ordering</li> <li>• drama</li> </ul>	Rainbow Experiment (science) <ul style="list-style-type: none"> <li>• observing</li> <li>• experimenting</li> <li>• understanding the spectrum of light</li> </ul>



**CONSOLIDATION**

1. Match the names of the animals.

Example:

MON	PHANT
TI	KEY
ELE	ROT
PAR	KE
PAN	AR
BE	LF
WO	THER
SNA	GER
CROCO	DILE

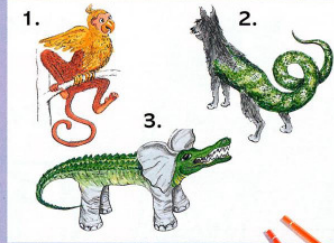
2. Now write the names of crazy animals.

Example:

BELF, TIKEY, SNAGER  
or MONPHANT, TIPHANT, PARPHANT  
etc.

3. Listen/Read and decide.

This is my crazy animal.  
It's an eddile.  
It's grey and green.



4a. Draw a picture of your crazy animal.

4b. Show your picture to your partner and ask: What's this?

**LAC CORNER**

**RAINBOW EXPERIMENT**

5a. Make a rainbow.  
Try this experiment.

To make a rainbow you need water and light.

5b. Which colours are in the white light?  
5c. Which colours are in the rainbow?

**LOGBOOK** Date:

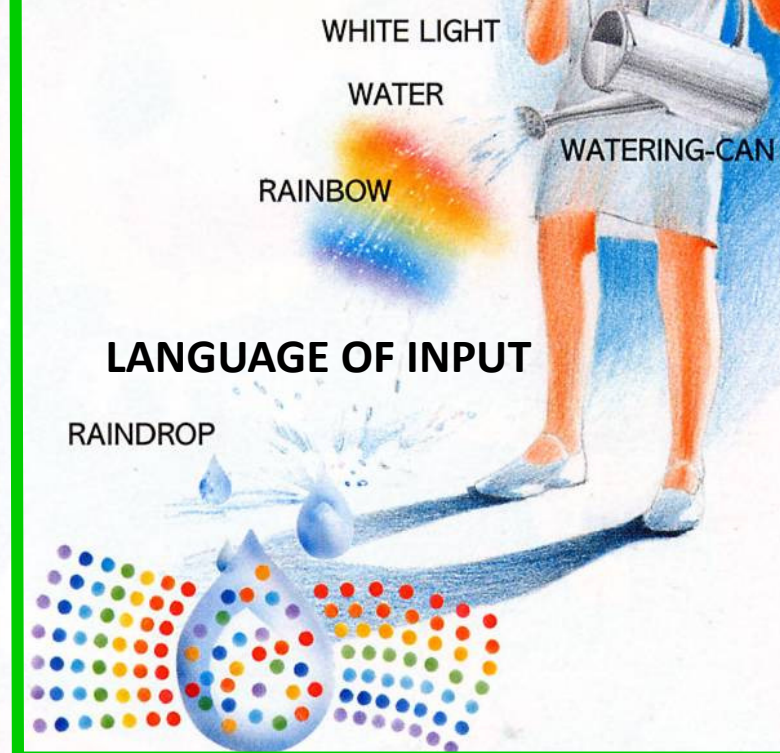
- Co umiesz już powiedzieć po angielsku?  
What can you say in English?
- Co umiesz najlepiej?  
What can you do best?
- Co powinieneś jeszcze poćwiczyć?  
What should you practise more?

# RAINBOW EXPERIMENT

LANGUAGE OF ACTION

5a. Make a rainbow.  
Try this experiment.

To make a rainbow  
you need water  
and light.



SUN

CLIL

Rainbow  
Experiment  
(Science)

- observing
- experimenting

5b. Which colours are in the white  
light?

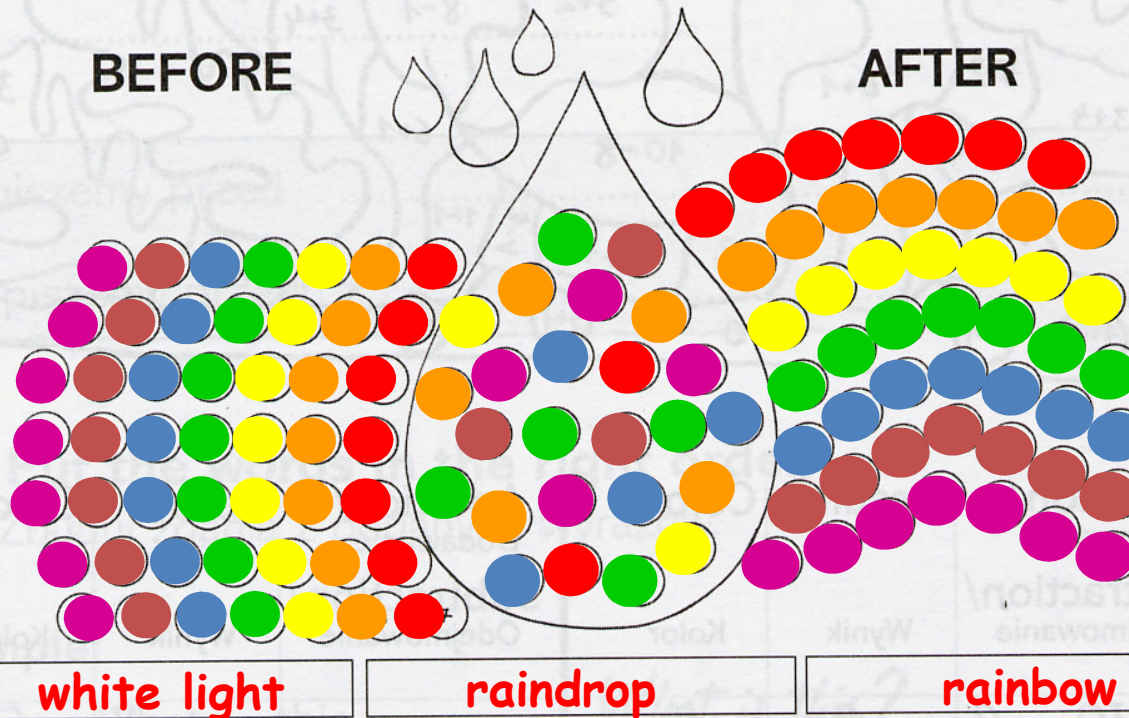
LANGUAGE OF ACTION

5c. Which colours are in the  
rainbow?

## WORKBOOK RAINBOW EXPERIMENT

16a. Colour the parts of light before and after the raindrop.

Pokoloruj światło przed i po przejściu przez kroplę wody.



CLIL

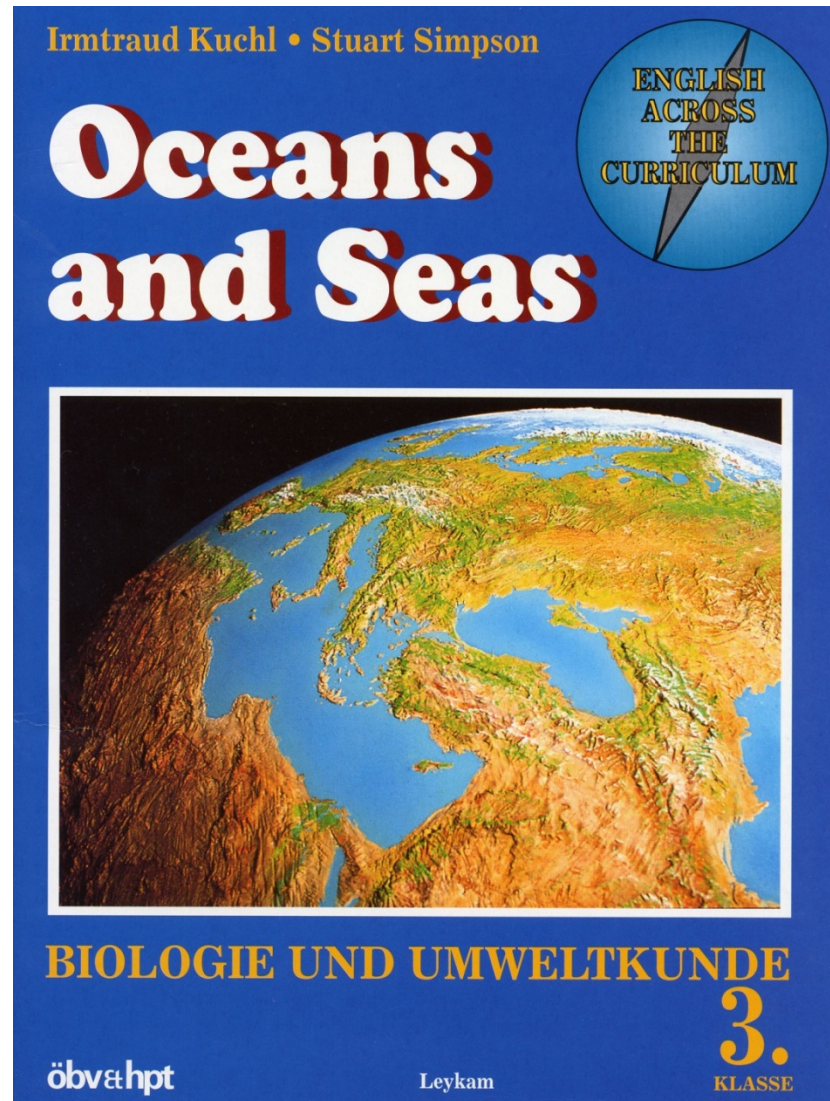
Rainbow  
Experiment  
(Science)

- understanding the spectrum of light

- 1 – violet
- 2 – dark blue
- 3 – light blue
- 4 – green
- 5 – yellow
- 6 – orange
- 7 – red

16b. Write in the words: white light, raindrop and rainbow.

Wpisz słowa: 'white light', 'raindrop' i 'rainbow'.



II. Habitat: River

In this chapter you will learn about

- fish which live in a river
- the regions of a river

Introduction



Graphic  
Impulse

FISH WHICH LIVE IN A RIVER

There are two kinds of water, **fresh water** (streams, rivers, lakes, etc.) and **salt water** (in seas and oceans). Only about 3 % of the water of the earth is fresh water. In this chapter we want to study fresh water.

language of INPUT

1 Write down the names of these two rivers:

NIEHR: \_\_\_\_\_

EBUNAD: \_\_\_\_\_

Write down the names of as many other rivers as possible.

language of ACTION

- 2 A river is the habitat for many fresh water fish.  
Look at the pictures and the information about four different fresh water fish which have their habitat in Austrian rivers. Listen to the tape and fill in the gaps.

**Trout:** Grows to a length of \_\_\_\_\_ cm and to a weight of \_\_\_\_\_ kg. It can change its colouring and is sometimes called a "chameleon". It \_\_\_\_\_ out of the \_\_\_\_\_ to catch \_\_\_\_\_.



**Grayling:** Grows to a length of \_\_\_\_\_ cm and a weight of \_\_\_\_\_ kg. People like to \_\_\_\_\_ the grayling and it has the flavour of thyme. Its Latin \_\_\_\_\_ is "Thymallus thymallus".



**Barbel:** Grows to a length of \_\_\_\_\_ cm and a weight of \_\_\_\_\_ kg. During the \_\_\_\_\_ the barbel remains in the water \_\_\_\_\_. During the night it hunts for food. It likes regions of the river with lots of \_\_\_\_\_.



**Bream:** Grows to a length of \_\_\_\_\_ cm and a weight of \_\_\_\_\_ kg. The bream swims with its \_\_\_\_\_ open and hunts for food in the \_\_\_\_\_ of the \_\_\_\_\_. It eats snails, mussels and insect larvae.

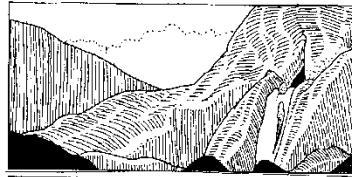


Listening  
Comprehension

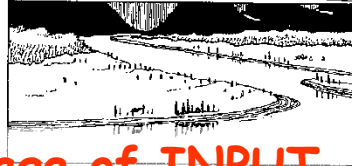
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## THE REGIONS OF A RIVER

The beginning of a river is called the **source**, which usually is high up in the mountains.



The end of a river is called the **mouth** where the river flows into another river, the sea or the ocean.



language of INPUT

- ③ Some of the fish live nearer the source and some of them live nearer the mouth. The four regions of an Austrian river are named after the four fish we have studied. Name the fish again.

Definitions

- The trout region is near the source.
- The grayling region is farther away from the source.
- The barbel region is nearer the mouth than the source.
- The bream region is near the mouth.

- ④ To describe a region of a river you need to know the following words. What do they mean in German? Use a dictionary or the glossary.

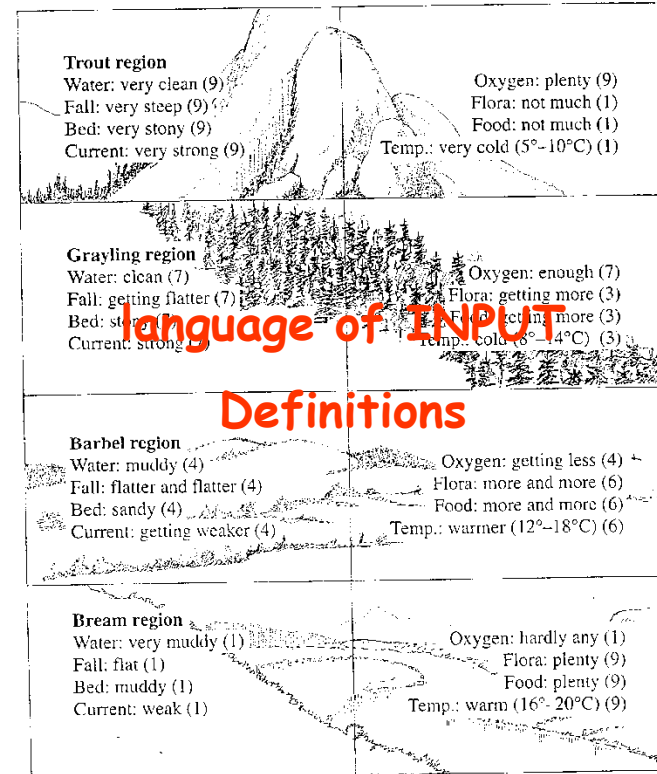
water quality	
oxygen	
water temperature	
river bed	
fall	
water current	
amount of food in water	
flora	

language of ACTION

specific terminology

11

- ⑤ Look at the drawings and read the information about the four regions carefully. Use it to complete the bar charts. (There is a number after each piece of information. These numbers will help you to complete the bar charts.) Use the trout region bar chart as an example.

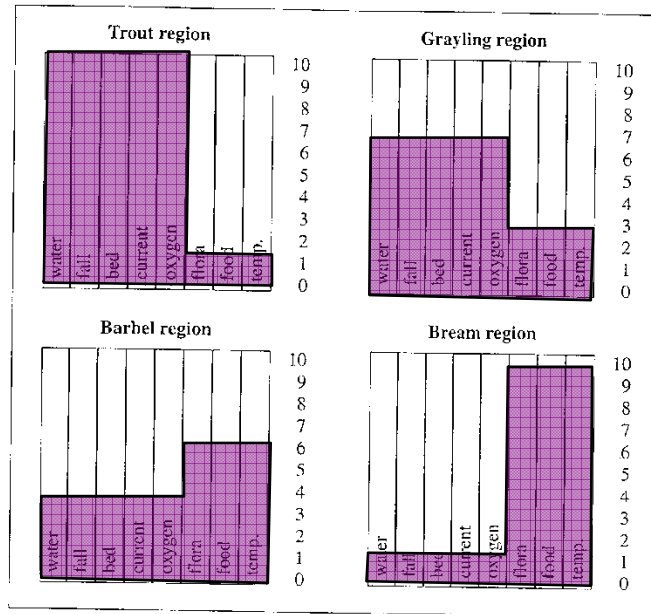


language of INPUT

Definitions

12





- ⑥ Write a short report about each region. You could begin the report about the trout region like this:  
*"The water of the trout region is clear and very cold (5–10°C). There is plenty of oxygen in the water..."*  
 Finish this report and write the others in the same way.
- ⑦ Now look at the bar charts again. What are the main differences between them?

⑥ **Reading task**

Read the following article in "The Angler's Magazine" about fishing in Austria. There are ten mistakes in the text. Find them and then write a short article about fishing in Austria with correct information.

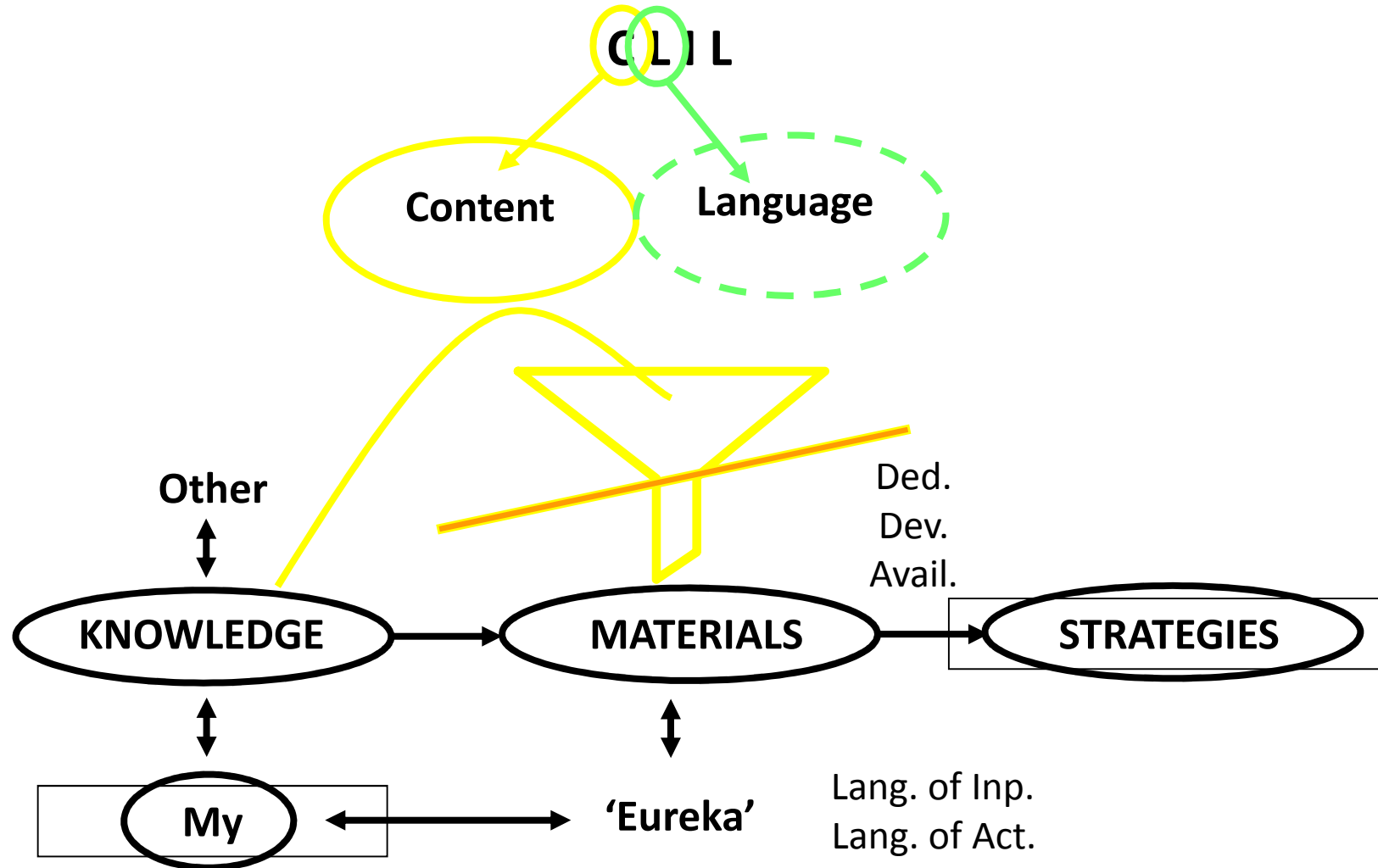
THE ANGLER'S MAGAZINE

Come fishing in Austria! Austria has many wonderful rivers for anglers. In the trout region of an Austrian river you will find many plants. Trout like the muddy and cold water of this region. Bream ("thymallus thymallus") swim in the grayling region of a river and jump out of the water to catch birds. Barbel like cold and muddy water. In the bream region of Austrian rivers, near the source you will find plenty of flora, but unfortunately, not much food. Finally, you will just love to stand in the shallow waters of the bream region. But be careful! There are strong currents.

The day the 300 or more hunters, our fathers, our husbands, our brothers, our sons, left the five dark caves where we live to go the far off Blue-Black Mountains, a day's journey away, a strange light appeared in the early morning sky of the first day. The light filled the caves for three or more days - there was no night. The hunters never came back.

**Chinese Whispers**

SUMMARY



 Thank you for  
your kind  
attention,  
Stuart.