

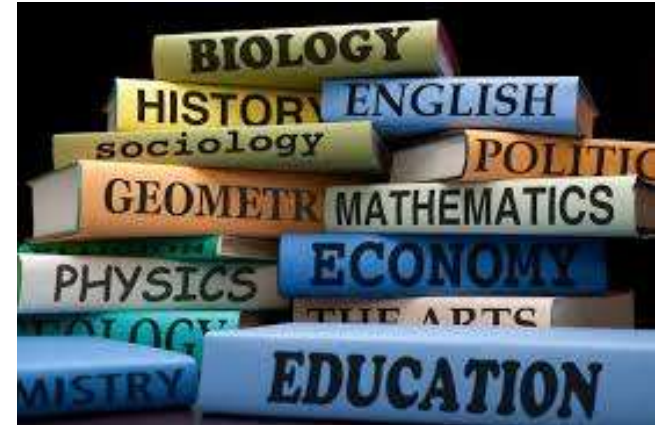
Teaching Content Vocabulary and CALP

Cognitive Academic Language Proficiency (CALP)

planets the biggest
outer solar system
are at fifth centre
there Neptune is
third moon from
Sun orbit smallest
of such as
year have

Group A	Group B

What is vocabulary?



WORDS

LEXIS

Nouns
Verbs
Adjectives
Adverbs

GRAMMAR/FUNCTION

Articles
Conjunctions
Auxiliary verbs
Prepositions

1. _____ capital _____ Italy _____ Rome.

2. The _____ of _____ is _____ .

Total Physical Response

Rafael likes travelling. Last year he went by car from his home to the airport in London, a distance of 75 kms. Then he went by plane to Paris, a distance of 420 kms. He likes the beach and swimming in the sea, so he took a train to Nice, a distance of 315 kms. After one week he went by train back to Paris, then he took a plane back to London, and went home by car. How many kilometres did he travel?

Here's a simple **experiment** to **demonstrate air resistance**.
Take a sheet of paper, hold it so that it hangs vertically,
then drop it. Now crumple the paper into a ball, then drop it.
Measure the time taken. Why does it fall faster?



Because although it is the same **weight**,
it has a smaller **surface area**.

C
A
L
P

air resistance
surface
area

experiment
measure
demonstrate
weigh

take
hold
drop
time

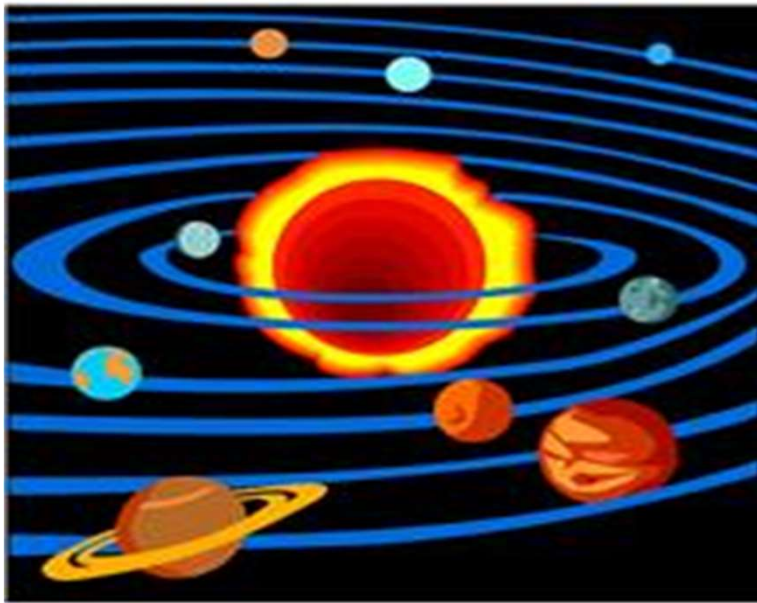
E
V
E
R
Y
D
A
Y

*Content Obligatory
Vocabulary*

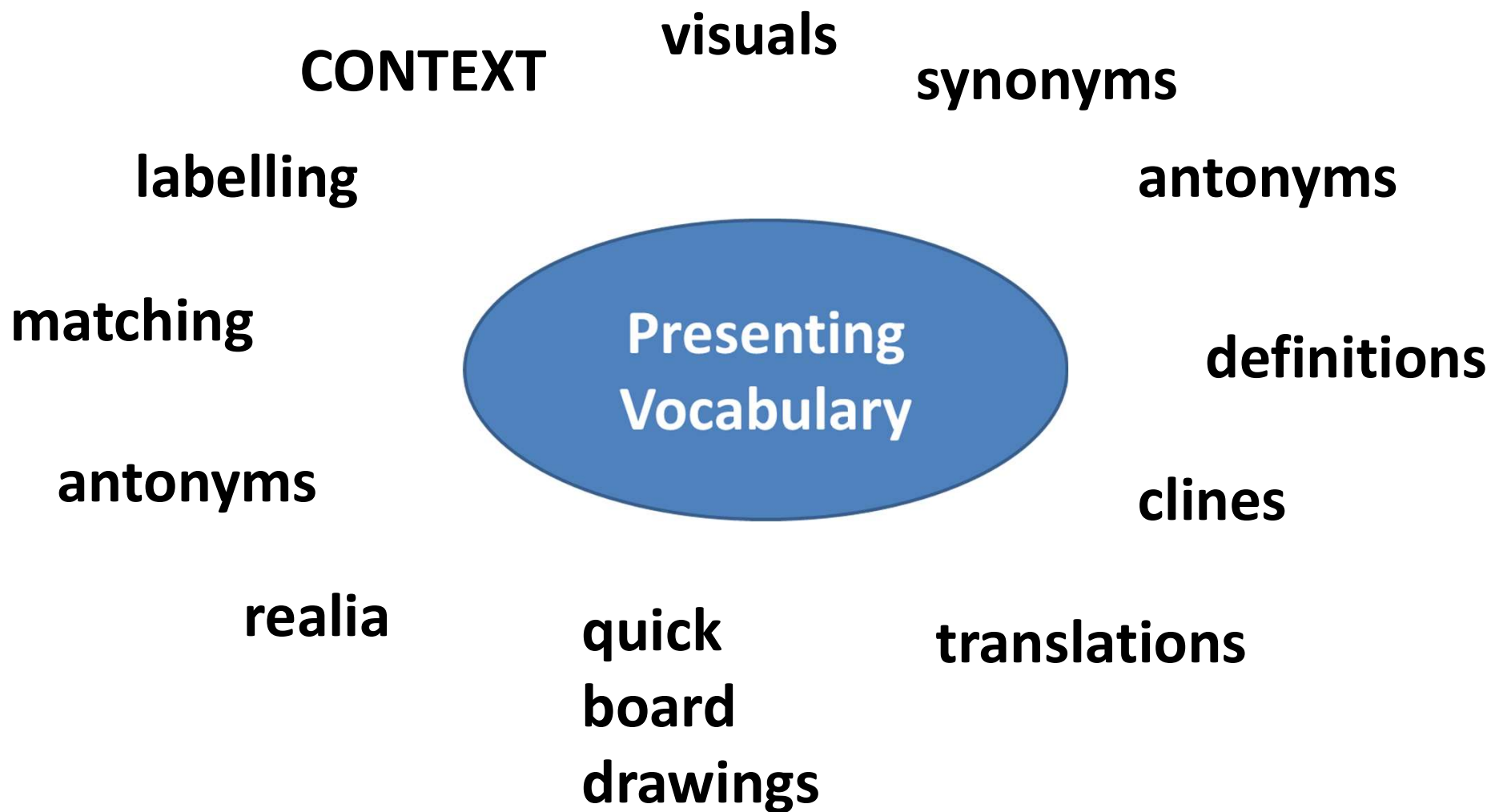
*Content Compatible
Vocabulary*

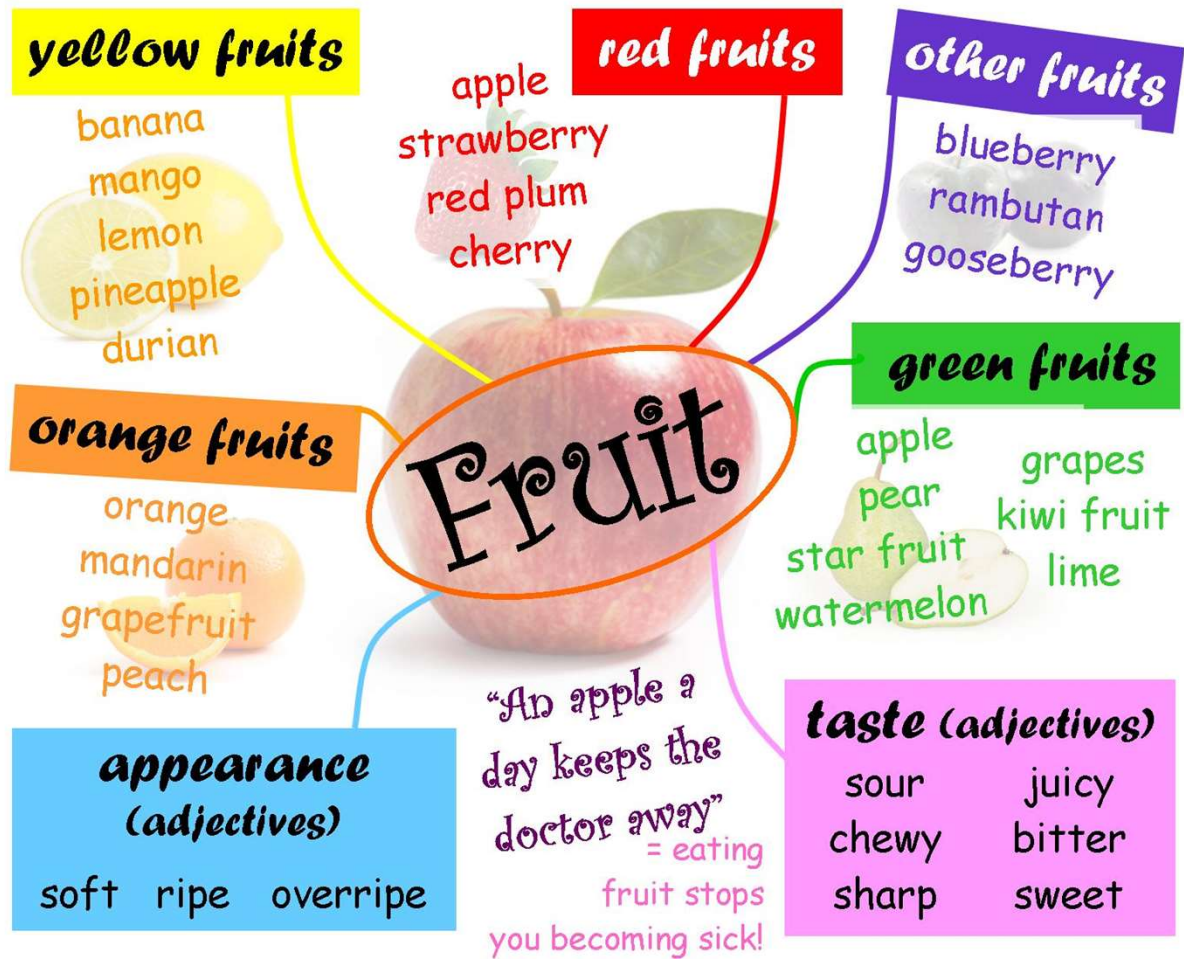


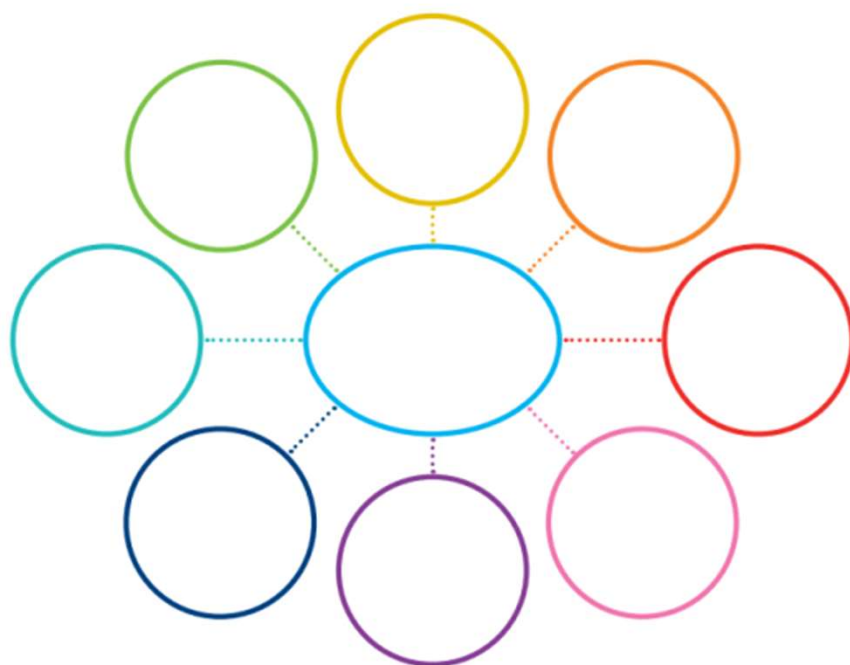
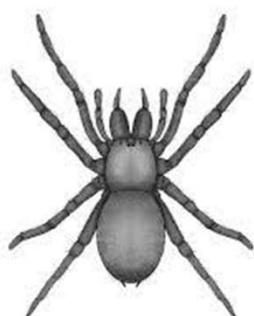
How to teach vocabulary for CLIL?



**solar system, orbit, moon,
made up of**







Pitfalls of vocabulary teaching:

- Definitions
- Translation
- Checking questions



Concept checking questions (CCQs).

Example: *Blue whales eat **krill***

***Krill** Are they alive?*

Are they big or small?

Where do they live?

Write 2 or 3 CCQs for the following vocab:

1. The earth takes one year to **orbit** the sun
2. Blue whales are even bigger than **dinosaurs**

Main principles
of CLIL

Scaffolding for
receptive skills



CLIL outcomes

CLIL vocabulary

Presentation skills

- Main message = the glue for the structure
- Structure
 - Beginning and end
 - Navigation for participants
 - Similar to text : paragraphs and parts



Slides

- 5 x 5
- Content illustration / support
- Animations and effects
- Clear
- Easy to read
- Font: min 24



Keep audience hooked

- Motto
- Citation
- Metaphor
- Questions
- Activities
- Reflection
- Point / surprise moments
- Stories



Handling objections

OBJECTION is not the REASON

There is always **something else** BEHIND the OBJECTION and that is the **KEY to solution**.

Try to avoid conflicts with ACE model

ACE: Acknowledge, Clarify, Explain

A: I understand that you love your son and you want to keep a good relationship with him.

C: Did I get it right that you haven't spoken to him about this issue yet? Is it because you are afraid of losing him?

E: There are some rules at school similarly as there are some in each institution. We teach students to follow and respect the rules. They are here for their safety and comfort. In his future he will be required to follow many rules. So if we help him to learn how to do it now, we are actually helping him to cope with his future.....

Ultra-thin hard drive

1.8 inch drive is 0.20 inches thick

YOU are the presentation
not the slides

