

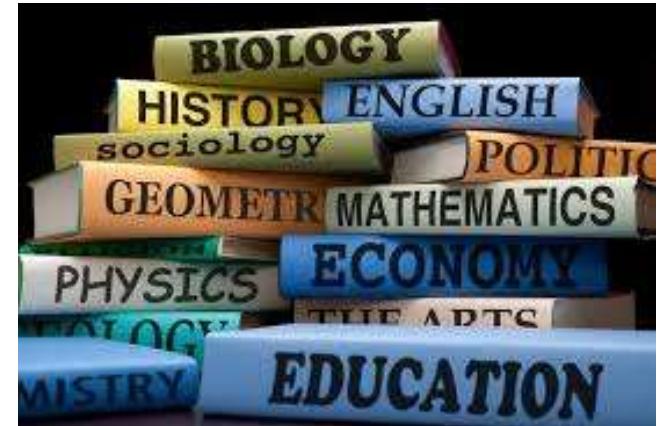
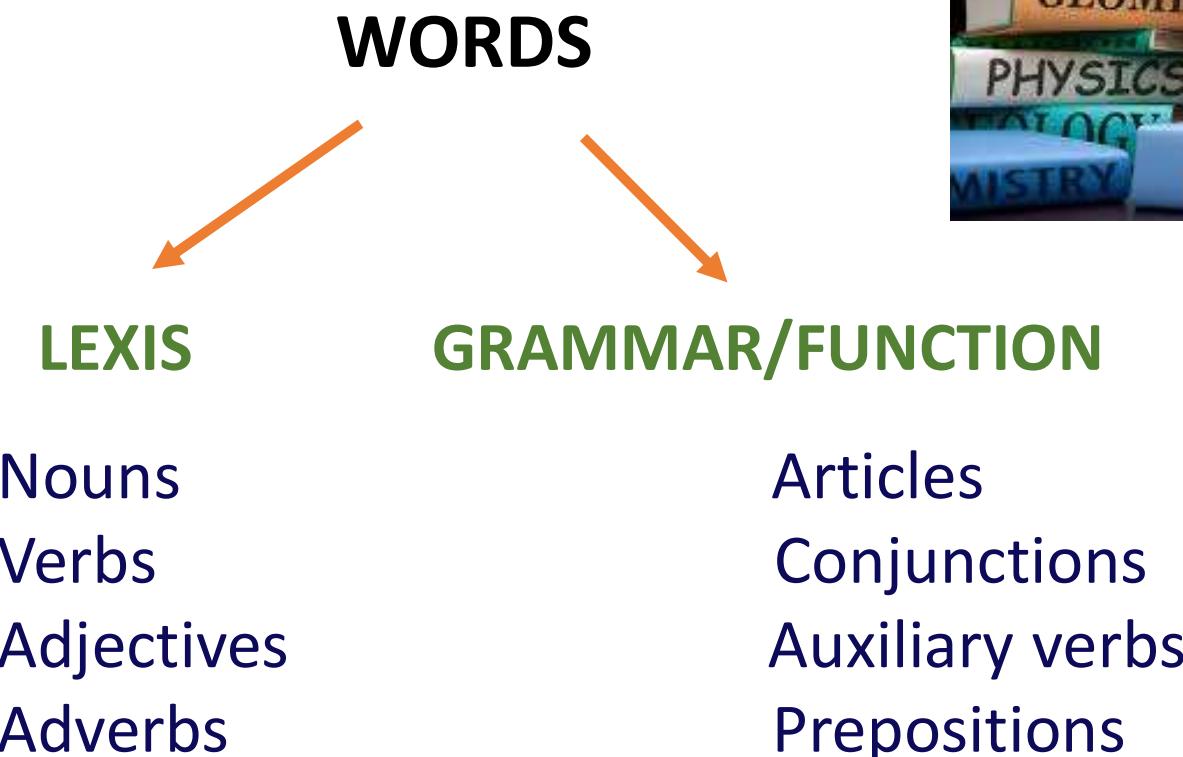
# Teaching Content Vocabulary and CALP

**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?



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

*Content Obligatory  
Vocabulary*

air resistance  
surface  
area

experiment  
measure  
demonstrate  
weigh

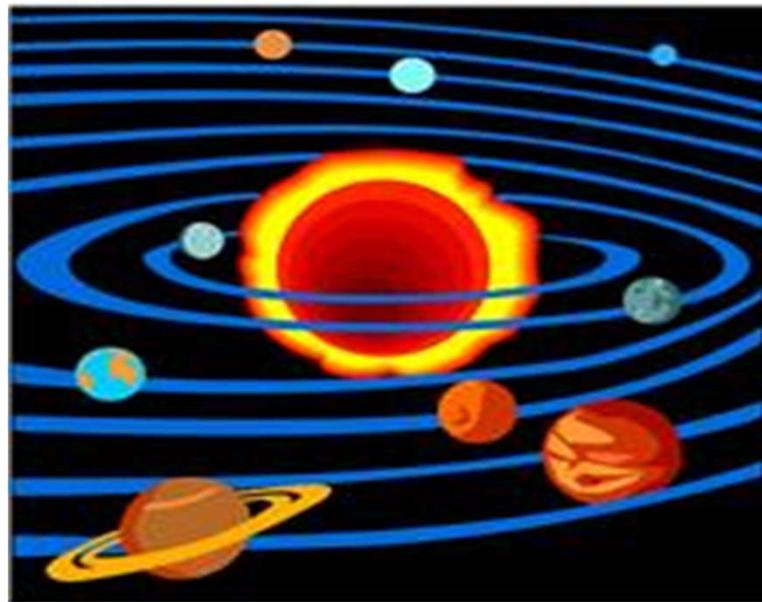
take  
hold  
drop  
time



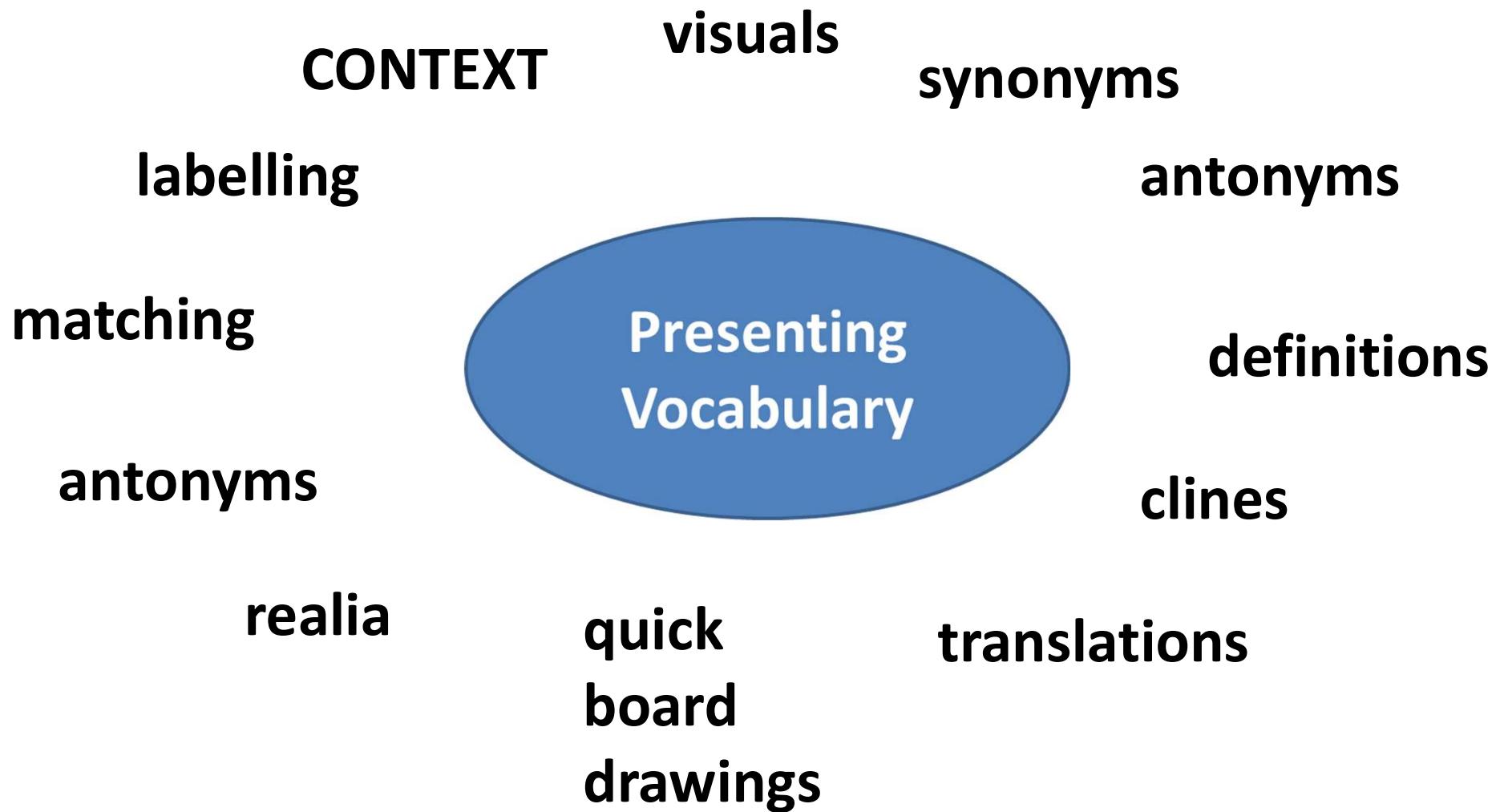
E  
V  
E  
R  
Y  
D  
A  
Y

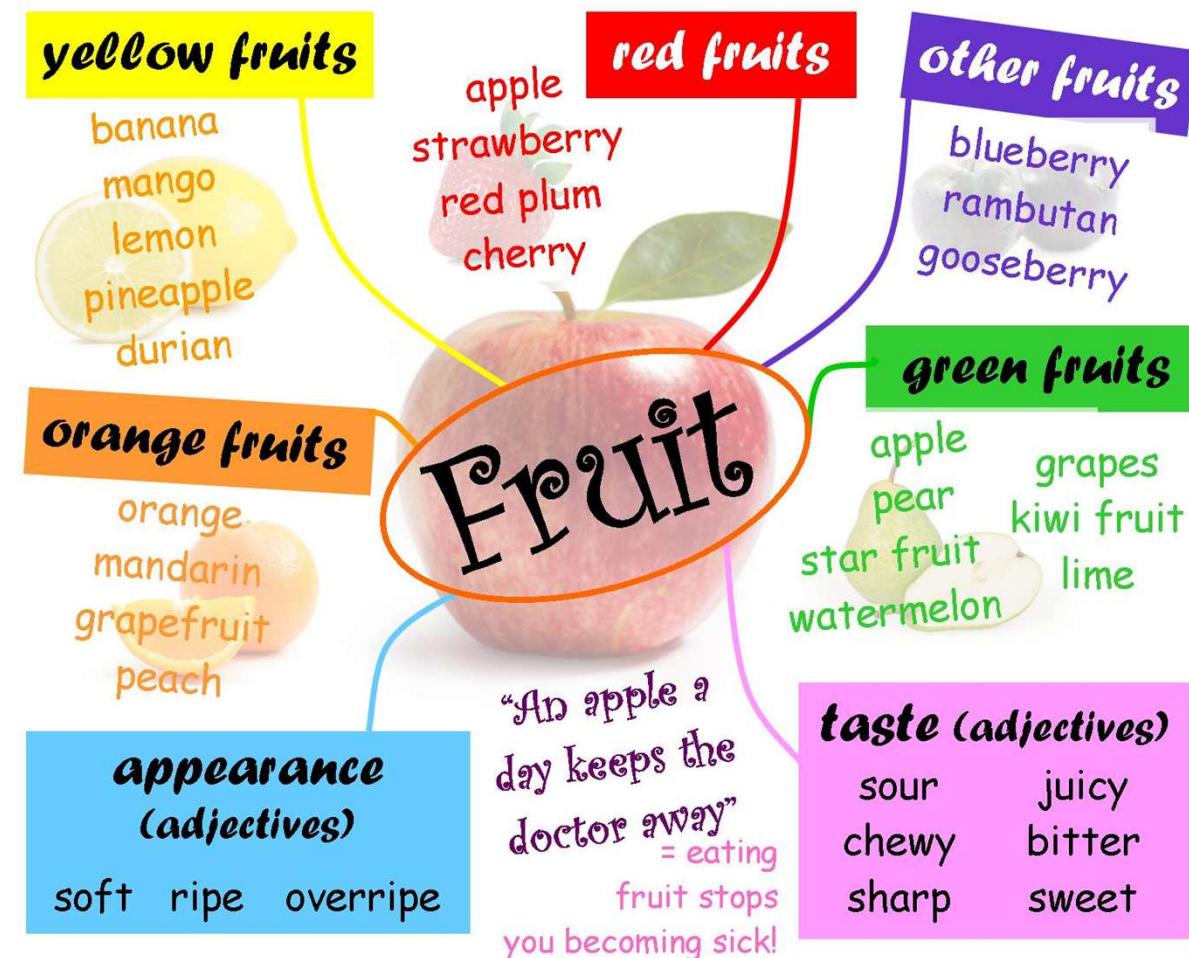
*Content Compatible  
Vocabulary*

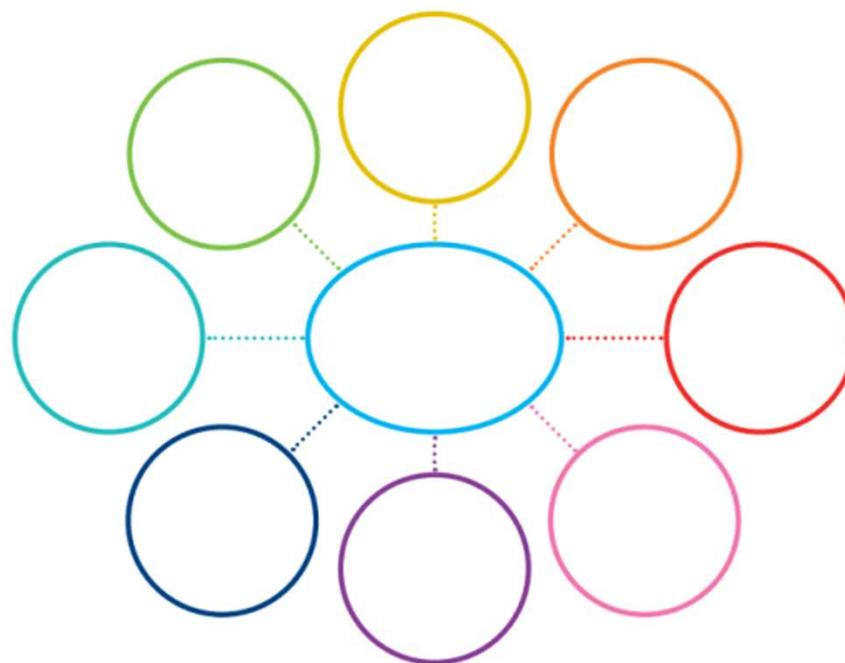
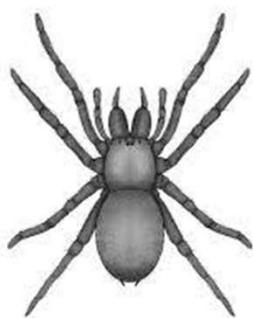
# How to teach vocabulary for CLIL?



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







## Pitfalls of vocabulary teaching:

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- 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

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



# Slides

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- 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" hard drive is 0.20" thick

YOU are the presentation  
not the slides

