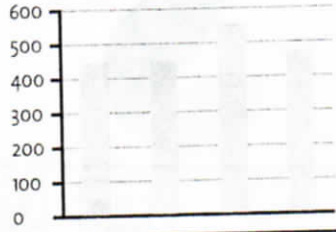
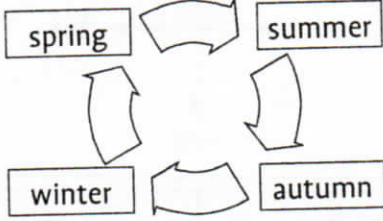
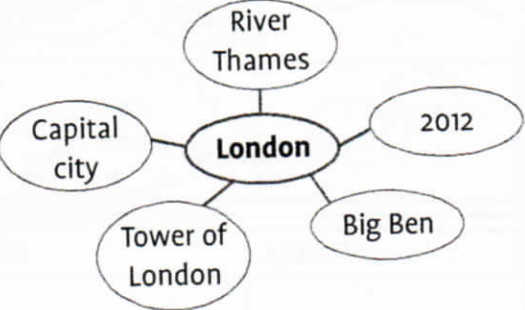
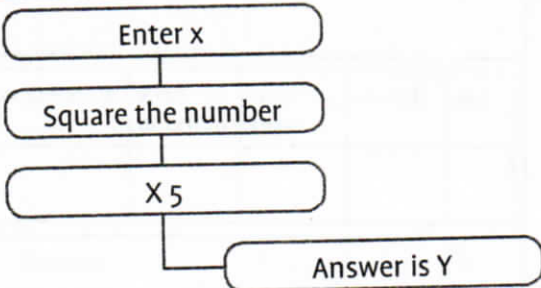
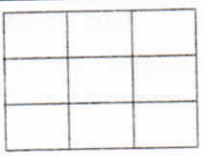
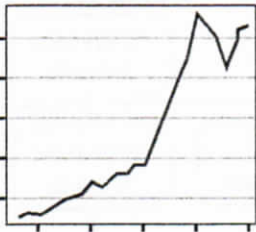

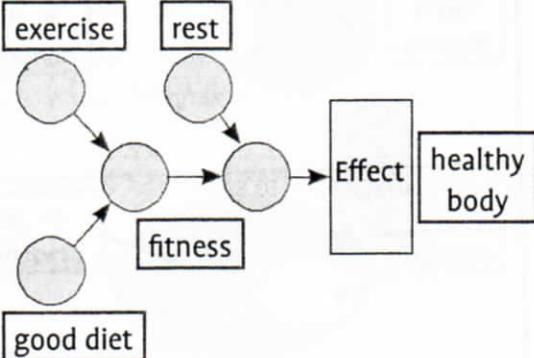
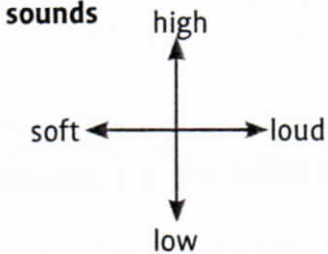
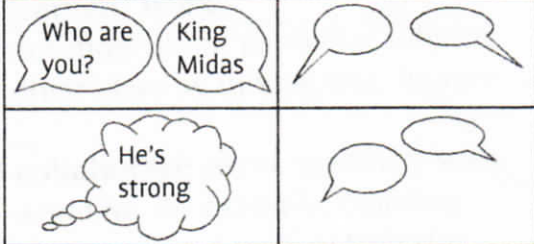



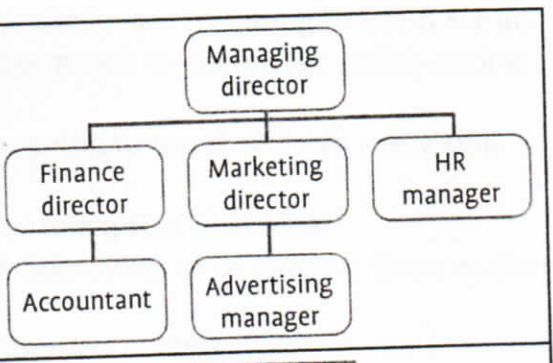
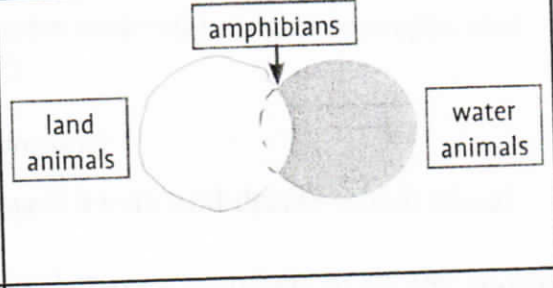
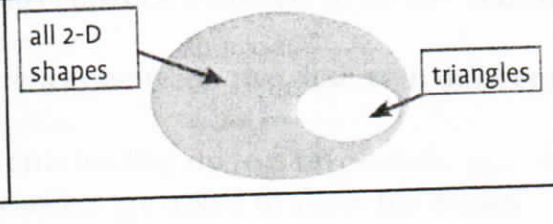
Part 2 Lesson preparation

Learners need examples of language which are used with different organisers.

There are several common patterns:

Name	Type of task and examples of language used	Visual organiser									
bar chart	to show frequency or quantity using rectangles which are the same width, but different heights										
binary key	to divide information into two parts using a series of questions, each of which has only two possible answers Language closed questions	<pre> graph TD Q1[Is it a mammal?] -- Yes --> Q2[Can it fly?] Q1 -- No --> Q3[Can it swim?] </pre>									
Carroll diagram	to sort yes/no information according to two sets of opposite criteria Language for example, such as subject vocabulary	<table border="1" data-bbox="833 889 1369 1079"> <tr> <td></td> <td>living</td> <td>non-living</td> </tr> <tr> <td>natural</td> <td>tree</td> <td>stone</td> </tr> <tr> <td>manufactured</td> <td>black rose</td> <td>computer</td> </tr> </table>		living	non-living	natural	tree	stone	manufactured	black rose	computer
	living	non-living									
natural	tree	stone									
manufactured	black rose	computer									
cycle	to show a series of events which happen again and again in the same order Language then, next, after that, later										
mind map	to show facts and their relationships about specific people, places, objects or events – the information does not need to be in any particular order Language and, also, in addition, as well as, too										
flow diagram or flow chart	to show the order of a process or the order of how decisions are made Language then, next, after that, later, eventually, finally recipes										
grid (squares set out in rows and columns)	to show locations of places, e.g. on maps										

<p>line graph</p>	<p>to show a trend or data using X and Y axes</p>											
<p>pie chart</p>	<p>to show different amounts or frequencies as parts of a circle</p>											
<p>process / cause-effect diagram</p>	<p>to show a cause-effect network which leads to a specific outcome or to show a sequence of steps leading to a product</p> <p>Language <i>as a result, because of, therefore, so</i></p>											
<p>quadrants</p>	<p>to show connections between concepts, e.g. a sound can be high and soft, high and loud, low and soft, low and loud; sounds can also vary within these quadrants</p> <p>Language <i>and, but not, quite, not very</i></p>											
<p>storyboard</p>	<p>to plan and write a draft of events in a story, sometimes with speech and thought bubbles</p> <p>Language direct speech</p>											
<p>T-chart</p>	<p>to show two sides of a topic such as: for and against an argument; the advantages and disadvantages of something; facts and opinions</p>	<table border="1" data-bbox="831 1572 1366 1727"> <tr> <td>for</td> <td>against</td> </tr> <tr> <td> </td> <td> </td> </tr> </table>	for	against								
for	against											
<p>table</p>	<p>to categorise information or for summarising</p> <p>Language subject vocabulary or phrases</p>	<table border="1" data-bbox="831 1749 1366 1904"> <tr> <td>temperature</td> <td>wind direction</td> <td>wind speed</td> <td>rainfall</td> <td>sky</td> </tr> <tr> <td> </td> <td> </td> <td> </td> <td> </td> <td> </td> </tr> </table>	temperature	wind direction	wind speed	rainfall	sky					
temperature	wind direction	wind speed	rainfall	sky								
<p>time-line</p>	<p>to show events, usually in chronological order</p> <p>Language dates, times, notes</p>	<p>The leaf was eaten by a snail. Then a bird ate the snail. Later a cat ate the bird.</p> 										

<p>tree diagram</p>	<p>to classify words and show their relationships, often with examples Language <i>under, below, above, at the top, on the same level, an example is</i> <i>used in Business English</i></p>	
<p>Venn diagram 1</p>	<p>to show similarities and differences – similarities are in the intersection between the circles; differences are in the parts of the circles which do not intersect Language <i>such as, the same, different</i></p>	
<p>Venn diagram 2</p>	<p>to show part of a larger group Language <i>subject vocabulary</i></p>	

■ Key concepts in the CLIL classroom

What are some of the uses of multi-media in CLIL?

- creating images to make content come alive in the classroom, e.g. the water cycle, constructing experiments, narrating historical events
- helping learners understand abstract content, e.g. in mathematics and philosophy
- making presentations of subject content and of learners' work
- accessing websites through the Internet to find out more about particular subjects
- enabling teachers and learners to communicate their ideas by mixing text, images and sound
- enabling learners to exchange information and **collaborate** (work together) with each other and with other learners around the world by, for example, emailing, **blogging** and tweeting (for writing ideas on the Internet) and **podcasting** (for audio recordings)
- developing data handling skills (using and interpreting information), enquiry and creativity while practising computer skills
- personalising learning, developing learner autonomy and providing learning support
- using and designing databases
- using software for images and drawing
- using interactive whiteboards to change the pace of lessons.

How can we use visual organisers in CLIL?

First, we need to decide which organiser is the most effective for the task. What is the purpose of the organiser? Is it to classify, to describe, to give examples, to explain a process, to identify, to show the order of events, to show cause-effect relationships or to show similarities and differences?