CLIL: A Lesson Plan

Topic: Regional Geography / General Studies
This lesson is based on a factual text about Vancouver.

Aims:
- To increase students' knowledge of subject content
- To develop students' knowledge of content-related lexis
- To develop all four language skills within a content-based context
- To develop academic skills such as note taking
- To provide material and information for further topic and language based studies

Level: Intermediate and above, CLIL transition stage.

Introduction
This topic and accompanying tasks / activities offers the teacher(s) and students the opportunity to develop both content and language knowledge to an appropriate depth over a single lesson or a series of class hours.

Procedure

Lead-in
- The teacher tells the students that they are going to listen to and read a text about the geography of Vancouver.

- The students brainstorm the topic (in groups or onto the board). The teacher elicits / teaches basic information (Canada, provinces, west, British Columbia).

- Students predict the geographical content of the text (location, climate, population, economy).

- Students listen to the **Text Part 1** to confirm expectations.

- Students are asked to 'map' the text on the basis of their predictions. This takes the form of an **ideational framework** (flow, tabular, tree or star diagram) which can be used as a basis for note-taking later. The teacher provides an example of a framework **(Worksheet A)** but also offers the students the option of alternative diagrammatic representations of the text.

Text Part 1

Location and climate
Vancouver is located in the southwest corner of Canada in the province of British Columbia, at about 49° Latitude and 123° Longitude, next to the Pacific Ocean. Vancouver is surrounded by water on three sides and overlooked by the Coast Range mountains that rise abruptly to more than 1,500m. Its climate is one of the mildest in Canada. Temperatures average 3°C in January and 18°C in July. Vancouver's average annual precipitation is 1,219 mm. Most rainfall occurs in winter

Population
With a population of about 545,675, Vancouver lies in a region of more than 2 million people.
Vancouver is the largest city in the province of British Columbia and the third largest in
Canada. It covers an area of 114 sq km.

Tip: A wall map of North America or Canada, and/or some pictures of Vancouver would be useful for stimulus and contextualisation.

Listening to confirm expectations
- Students listen to the first two paragraphs of the text and compare what they heard to their predictions.

Tip: The teacher may read the text, make a semi-authentic tape of the text, or use the text as a dictogloss activity, depending on level and time available.

Noticing and analysing language (reading)
- Students are given the **Text Part 1** and a chart to **record** lexis **(Worksheet B).**

- Students are asked to read the text, noticing and recording lexis used to talk about location, climate and population under the headings indicated on the chart.
  Initial examples are provided by the teacher.

Tip: The teacher needs to monitor closely during this activity, pointing out overlaps between categories and drawing attention to collocations and semi-fixed phrases and expressions.

- Students may work in groups on individual categories, in pairs on all categories, or individually and compare answers in pairs or groups.

Vocabulary extension
- The teacher elicits / teaches key vocabulary on the topic of urban economy.

- Students are given a gap-fill version of the **Text Part 2** and asked to complete the text. Students work individually and check in pairs.

Text Part 2
Students complete gap-fill to consolidate new vocabulary items. The gap-fill exercise may be given with or without the items in the box:

primary	expanded	range	domestic	network
output	located	diversified	generate	partners

Economy

As the main western terminus of Canada's transcontinental highway and rail _____, Vancouver is the _____ city of western Canada, as well as one of the nation's largest industrial centres. The Port of Vancouver is Canada's largest and most _____ port, trading more than $43 billion in goods with more than 90 trading _____ annually. Port activities _____ 69,200 jobs in total with $4 billion in gross _____ product and $8.9 billion in economic _____.

Vancouver's central area has 60% of the region's office space and is home to headquarters of forest products and mining companies as well as branches of national and international banks, accounting and law firms. In recent years, Vancouver has _____ as a centre for software development, biotechnology and the film industry. Two of the Port of Vancouver's container docks are _____ in the city. The Fraser River has barge and log traffic serving forestry and other water related industries. Around 1,800 acres of industrial land provide an important _____ of support services, manufacturing and wholesale premises for businesses throughout the city and region.

Read and do – note taking
• Students are asked to read the **Complete Text** and make extend their diagrammatic representation of the text **(Worksheet A)** in note form.

Complete text

Vancouver: Location and climate
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Read and do – map completion.
- Students are given an outline map of British Columbia **(Worksheet C)** and asked to mark as many features from the text as they can. Further features may be added from other sources as a follow-up activity.

Follow-up activities
- Use wall maps, atlases and Internet resources to add to the map of British Columbia.

- Parallel writing about another city in Canada.

- Content extension – further information about Vancouver (history, urban development)

- Vocabulary extension – add language from the gap-fill text to the vocabulary chart.

- Project work (national-scale – Canada, city-scale – Vancouver Chinatown, localscale – living and working in Vancouver).

Tip: The choice of follow-up activities will depend on whether content or language is to be the focus. Depth of study, particularly for project work, will depend on time available.

NB: Provision of the complete text is optional since students already have part 1 and a corrected version of the gap-fill as part 2. However, the teacher may prefer to give a clean version of the text as a model for parallel writing, further vocabulary extension, a basis for project work, or simply as a text for students to exploit as a reading passage.

Notes:
Academic vocabulary identified by the AWL Highlighter at Nottingham University:
http://www.nottingham.ac.uk/~alzsh3/acvocab/awlhighlighter.htm

Gap fill adapted from that generated by the AWL Gapmaker at Nottingham University: http://www.nottingham.ac.uk/~alzsh3/acvocab/awlgapmaker.htm