



**MODULE**  
**Linguistic Preparation for Working with a Video Text**  
**(Topic Area: The Urban Development of Carlisle in the Early 19th Century)**

**LEARNING OBJECTIVES:**

- Introducing, repeating, practising and using new subject-specific vocabulary
- Experiencing authentic communication through multi-sensory activities
- Encouraging use of the target language
- Involving the participants in active-learning activities
- Unpicking and discussing these activities and how they can be used in the classroom

**METHOD:**

A number of different language games, team competitions and activities

**DURATION:**

1 hour 30 minutes

**MATERIALS:**

- Video or text on Carlisle, for which the participants are being prepared
- Flashcards for the tutor and a smaller version for the group work (on the front: a picture, on the back: the written word)
- Overhead projector and transparencies
- If desired, different kinds of forfeits to be used if the mother tongue is deemed to have been used unnecessarily
- If desired, flags in order to differentiate between L1 and L2 use

**PROCEDURE:**

The tutor explains the objectives of these activities and emphasises the fact that the participants will be involved in games and team competitions.

**1. Contextualisation through Paraphrase**

The tutor uses paraphrase in the following way:

*“Today we are going to deal with a topic that is very relevant to you all, it is a topic that applies to all your subject areas in some way. I hope that by teaching you about this topic you will learn some new ideas for your teaching in the bilingual classroom. It is a topic that you will be able to explore further during your stay here this week. The different aspects of this topic can be transferred to other geographical locations in Europe and beyond. Paris, Warsaw and Frankfurt are all the same kind of thing. It is a topic that begins with C. Has anyone got any ideas? (Time for guessing) It is a town, in Northern England, that is close to the Scottish border...”*

The course participants are encouraged to guess the topic of the session during this paraphrase. The aim of the activity is (a) to show how pupils can be taught to listen and (b) to introduce the idea of paraphrase – an important pedagogical technique for the CLIL classroom.



## 2. The Question: *What kind of a town was Carlisle in the early 19th Century?*

a) Guessing the question: parts of the [question](#) are presented on an OHT and the participants guess what it is.

b) Repeating the question:

The group repeat the question in chorus: twice normally, twice loudly, twice quietly.

“Sit down when you say it” The participants stand up. A key word is chosen. The question is said round the group with each participant saying one word. The person who says the key word has to sit down. The activity continues round the class until there is one person left standing, who is the winner.

“In the style of” the question is repeated in the style of different famous people or different groups with the appropriate movements e.g. American football players. “Mexican Wave“: Depending on the size of the group, participants are divided into pairs or small groups. The tutor takes each group in turn and gets them to say one word from the question. When they say the word they stand up with their hands in the air. The tutor can increase the challenge by changing the order or making the participants repeat more quickly.

NB: The tutor should emphasise here that these different repetition activities are meant to serve as an example and do all not have to be used in every bilingual lesson! With teachers, it is also possible not to use the same question. An alternative is for participants to suggest complex sentences or terms from their own subject areas.

## 3. Introducing New Vocabulary

The group is divided into two teams. Everyone repeats the question (*What kind...*). The tutor quickly shows each flashcard to the group. Each time, the participants have to guess what is depicted (about Carlisle) using the target language. The person who guesses correctly receives the flashcard that he/she then places in the correct category on the board. In order to do this, he/she has to decide how this particular development affected Carlisle. The categories are: *was greatly affected / had / had the possibility of*.

By initially showing the flashcards too quickly for the group to see, the tutor provokes authentic classroom language from the participants such as “*more slowly please*” “*can you repeat that please?*”

## 4. Repetition/Practice: *Back to the Beginning!*

A volunteer leaves the room. The tutor presents different [sentence combinations](#) on the OHP. The group decides on one version of the sentences. The volunteer comes back in and begins to read the text. Each time he/she reads out a combination of sentences that is different to what the group has chosen, everyone shouts *Back to the Beginning!* and the volunteer has to start from the beginning again.

Afterwards this activity can be carried out in pairs.

## 5. Consolidation/Repetition/Recycling:

A [song](#) incorporating the subject-specific language is sung in the group, using a well-known tune

## 6. Practising Language

The activity is demonstrated by the tutor “A” with two volunteers “B” & “C”:

“A” asks the question (*What kind...*), and quickly shows a mini-flashcard, “B” & “C” have to (a) ask “A” to repeat, slow down etc and (b) guess what is on the card. The one who guesses correctly receives the card. The person with the most cards at the end is the winner. The activity is then carried out by the class in groups of three.



### **7. Unpicking:**

The different activities are listed on the board. Using a transparency ([AB 1](#)) the participants discuss with a partner the aims of the activities and how they might use them in their own teaching. The pairs then feed back to the plenary.

### **8. Follow up:**

Conclusion of the topic Carlisle in the Early 19th Century using a video and worksheet ([AB 2](#)).

### **COMMENTARY:**

The use of activities that are fun not only serves to model motivating ideas for the classroom, but also helps to create a relaxed atmosphere during the training course - something that should not be underestimated, even with adults. It is possible to use these activities for any linguistic level and subject matter and they can be adapted to the demands of national CLIL contexts. This module has proved very useful in providing content subject teachers with an insight into aspects of foreign language teaching. It also shows how it is possible, if so desired, to use the L2 throughout. However, it is important that enough time remains at the end of each activity for reflection and discussion.

The question of code-switching during lessons is connected to national curricula. This module focuses on the single use of the target language. It should be stated however, that the use of the mother tongue is a question of the particular target group, national curricula, and with this should be decided by the individual teacher.