

CLIL: A Lesson Plan

Topic: Regional Geography/ German Forest Canopy System

Teacher: Julia Paust

Aims:

- To increase students' knowledge of subject content
- To develop students' knowledge of content-related lexis
- To develop language skills „listening comprehension“ and „speaking“ within a content-based context

Level: basic, 11-13 years

Introduction

This topic and accompanying tasks / activities offers the teacher(s) and students the opportunity to develop both content and language knowledge on a basic level for a two-hours lesson.

Procedure

Part 1

Lead-in

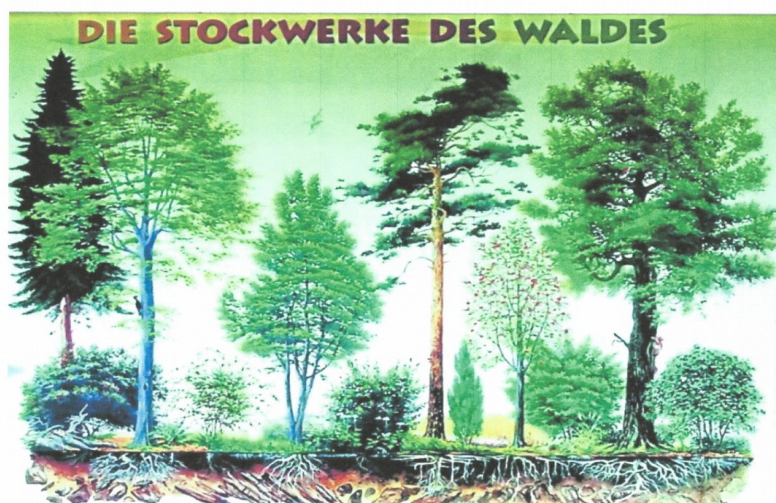
- The teacher form groups of 4 students for a group desk so that students who work at one desk get one coloured place each (red, green, yellow and blue).

The teacher tells the students that they are going to solve a puzzle. A puzzle contains a picture of a German forest with its five forest canopy layers. There are 3X4 puzzle pieces. Each puzzle part has a point on it with one colour from the colours mentioned before. So there are always three puzzle pieces of one colour. A template will not be given.

The condition is that

1. The students are allowed only to move puzzle pieces with their own colour
2. They are not allowed to talk to each other

The students are asked to solve the puzzle. Time: 5-10 minutes depending on a group



- One student (random principle) describes what is to be seen on the puzzle to the class with his/her own words. (mother tongue)

- Students predict the geographical content of the topic: German Forest Canopy System (mother tongue).

3X4 puzzle pieces

Matching task

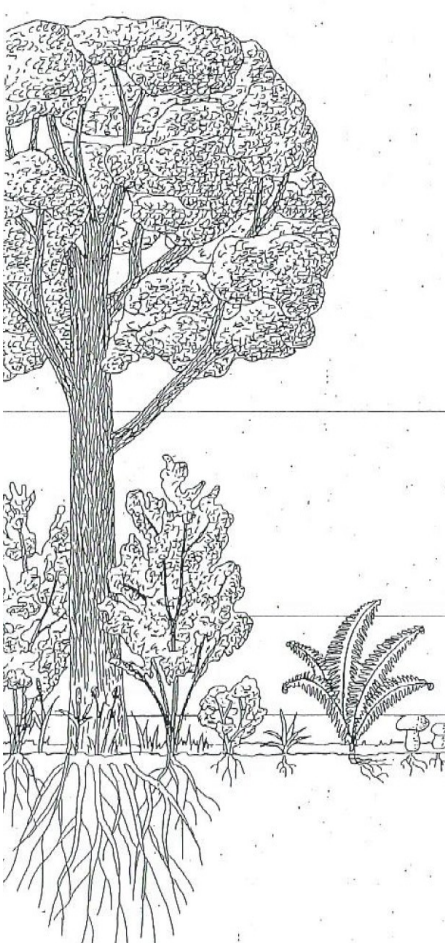
- Students are given a worksheet. **(Worksheet A)** They predict which terms of forest layers belong to which part of the picture on the worksheet.

View and compare

- Students watch the film on the topic to confirm expectations and compare what they heard and saw to their predictions.

Instead of showing a film, the teacher may read the text or make a semi-authentic tape of the text.

- One student (random principle) presents the results. (native language)

	Stockwerke/layers	Pflanzen/plants	Tiere/animals
	①		
	②		
	③		
	④		
	⑤		

Part 2

- Students are shown a PPT on the topic with terms in both native and target language (or a video clip, self-explanatory, target language).

- Students are given a worksheet (**Worksheet B**) with the following tasks:

1. „Match the terms in your native language with the terms in the foreign language“
2. „Match the pictures of plants and animals with the terms given“ (target language)
3. „Fill in the gap text with the terms above.“ (target language)

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

- Students complete the task individually and compare the results in their group. The group agrees on the correct answer, shows the work to the teacher and is given the solution to check the results.

Gap Text (B)

Terms

canopy – layers – moss – root – mushroom – rain – fern – berries – ants – oak trees – squirrels – deers – herbacious - butterflies

The mixed forest canopy system consists of 5 _____ layers _____. The lowest layer is an underground layer. It is called the _____ root _____ layer. You can find tree roots and _____ mushroom – _____ mycelium there. Insects like _____ rain _____ worms live there.

The surface layer is called the moss layer. _____ moss _____ grows there and animals like _____ ants _____ live on this layer.

The herbs layer is called the _____ herbacious _____ layer. There grow plants like _____ fern _____ and there live animals like _____ butterflies _____. On the shrub layer you can find plants like _____ berries _____ and animals like _____ deers _____. The highest layer is the tree _____ canopy _____. Trees which grow that high are for example _____ oak trees _____ and animals like _____ squirrels _____ live there .

- Students are asked to read the **Complete Text** and extend their diagrammatic representation of the text (**Worksheet A**) in note form.

Follow-up activities

- Teachers can extend the lesson on Rain Forests and compare the two Forest Canopy Systems in order to transfer the gained vocabulary and acquire the new terms.
- Students can make a short video clip of the Forest Canopy System

Terms and expressions

Terms	Verbs/ Phrases	Nouns	
forest	consists of	Plants:	Birds:
layers	is located	fern	woodpecker
canopy	live	mushroom mycelium	songbirds
shrub	grow	berries	
root	can find	oak tree	Animals:
moss	is called	beech	deers
surface			squirrels
herbacious		Insects:	snakes
system		rain worms	lizards
		ants	foxes
		bees	

