

“To CLIL or not to CLIL: A Framework for Success?” Based on *Story Central* series

by John Cruft

Activity Ideas for processing a text

Scanning text for answers

Procedure

1. Ask students to identify the gaps in a table of information they need to fill in.
2. Ask students to identify key words they need to search for to find answers.
3. Students scan the text for key information and fill in the blanks.

Materials Needed

No materials needed 😊

Rationale

It's a great way to begin to develop key reading strategies such as scanning from an early age.

Classifying

Procedure

1. If the text contains more than two aspects e.g. characters, objects, places etc. write down key facts from the text on pieces of coloured paper.
2. On the board write down the different aspects e.g. on the left write Usain Bolt and on the right write Cheetah.
3. Ask students to identify which facts go with which aspect.

4. You can hand out the facts and ask students to come to the board and match the facts and the aspects.

Materials Needed

Some coloured paper; pictures of key aspects.

Rationale

Classifying is a great skill to develop early. It can be really useful to help students understand which facts in a reading go with different aspects. It also provides a great purpose and challenge for reading.

Other activities for processing a text

Listen or read and tick

Listen and reorder information

Read and match

Listen and classify

Read and correct the sentences

Materials Needed

No materials needed 😊

Rationale

All these activities used over a course can provide lots of variety and challenge for

students. They are great ways of motivating students to read.

Activity Ideas for *identifying language*

Find the example

Procedure

1. Ask students to find and underline examples of various grammar structures or lexis. If you have a digital version of the student book students can come up and identify on the IWB or projector screen.

Materials Needed

Optional IWB or projector; digital student book

Rationale

Will help students to recycle and notice target language and how it is used in a text.

Categorization

Procedure

1. Give students a categorization table e.g.

verbs	adjectives	nouns	Present simple

2. Ask students in pairs to find words from the text and categorize them under the headings.

3. Ask students to identify words/ collocations that come either side.
4. Students can write their own personalized sentences using the words in the table.

Materials Needed

Worksheet of categories table

Rationale

Learners can reproduce reproduce the core of the text in their own words. Allows students to develop knowledge of different word groups and collocations and how they are used in texts.

Activity ideas for identification and organization of knowledge

CLIL Planners

Procedure

1. Divide the class into pairs, groups or students can work individually.
2. Handout the CLIL Planner. Students research at home or at school or ask the teacher for the information and fill in the planner.
3. Students can present their planners to other groups or the whole class.

Materials Needed

Print out of CLIL Planners

Rationale

Students can develop useful study skills here such as summarizing and organizing information.

Activity ideas for additional tasks

Class Vote

Procedure

1. Students read the question in the class vote icon
2. Give students time to think first
3. Ask students to raise their hands to vote or..
4. Conduct a secret vote where students write down their choice and teacher collects votes and reveals the results in a dramatic manner
5. Write results on board
6. Elicit the result from students e.g. *"How many students thought...?"* *"Which is the winner?"*

7. Optional extension activity would be draw or create a bar chart or a graph to highlight the results.
8. Students can then make simple sentences about the graph e.g. 20 students voted for Usain Bolt.

Materials Needed

Voting paper

Rationale

It's a great way to get students thinking more about the topic. It's also a good opportunity to develop useful, natural language.



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