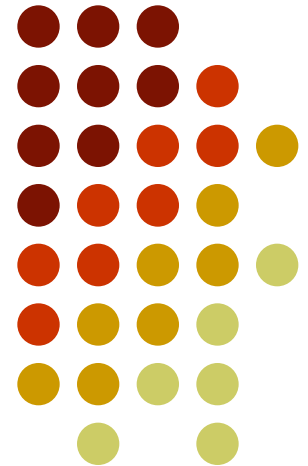# Integrating genre in CLIL

Cristalera (Miraflores)
September-2009
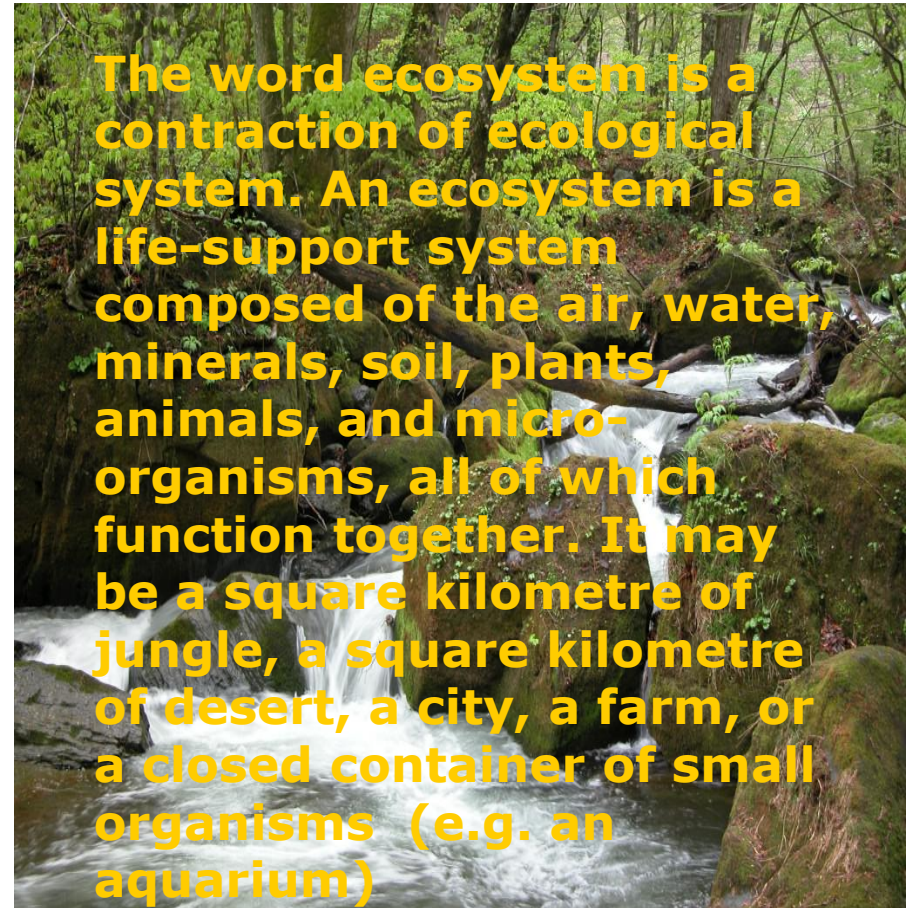
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Clil syllabus construction: An analytical framework

- Content: Science ecosystems, new knowledge schemata overlapping former ones.

- Language: instructional discourse: definitions, sequences, exemplification, cohesion devices, expanded noun phrases.

The word ecosystem is a contraction of ecological system. An ecosystem is a life-support system composed of the air, water, minerals, soil, plants, animals, and micro-organisms, all of which function together. It may be a square kilometre of jungle, a square kilometre of desert, a city, a farm, or a closed container of small organisms (e.g. an aquarium)

Clil syllabus construction: an analytical framework

MICROTOPICS	KNOWLEDGE STRUCTURE-	DISCOURSE MODELS	TASKS	LANGUAGE
Ecosystems balance: predation, parasitism, mutualism, etc.

Ecosystems and human action.

World Ecosystems. | Classification -principles -evaluation -sequence -choice -**description** | -revising the size and population of ecological systems. -comparing the extent of dangers to ecosystem conservation -stating the basics of conservation programs **-contrasting two ecological systems** | -Listening to a lecturette and expanding an outline on aquatic and terrestrial systems. - Orally Describing pictures of maritime ecosystems. - Constructing paragraphs summarizing visual graphic information. **-Group discussion on the differences between the Arctic Tundra and the Atacama desert followed by a group report in which human action has been more damaging.** | LEXIS: food chain /water cycle/predators/ rainforest/coastal regions/interbreeding/ to forage. FUNCTIONS: THE LANGUAGE OF Commenting on other peers' views/ formally disagreeing/ providing reasons to help you make your point STRUCTURES: THE GRAMMAR OF COMPARISON AND CONTRAST Superlative structure/ comparison and contrast in dependent clauses (although, however, while) |

Learning in clil settings

Activities

BASIC IDEAS

1. Complete the chart.

	Is it very hot?	Is there a lot of water?
Forest	✗	✓
Desert	✓	✗

EXPLAIN

2. Can a beech tree live where dromedaries live? No. A beech tree needs water so it lives in cool, humid places, the opposite of camels.

3. Explain. Why are there no bears in the desert? Because in the desert more a lot of good, and very hot.

95

A beech tree needs water, so it lives in humid cool places, the opposite of camels.

Because in the desert no are a lot of food and very hot.

Language matching content in clil settings

- EXCERPT ONE
- The capital city of my province is Cordoba. Its not really populated but it's not small populated either. It's a very modern city. I can see a lot of shops and it's a clean city.

- EXCERPT TWO
- Cristobal Colon was an explorer. A lot of people say he was Spanish. Other people he was Italian. He discovered America, one of the biggest continents on Earth. He started on Huelva. He sailed thinking he was going to India but he didn't.

- EXCERPT THREE
- It is no a very big city. It is very beautiful and you can see a lot of monuments. I think that they can live less than 1 million people, I don't know exactly. It's a small city with a lot of restaurants and shopping centers. We can see the Mosque, the Alcazar, etc.

- EXCERPT FOUR
- It is when the world's climate changes because of pollution. It will make the world hotter, there won't be any glaciers and the water level will rise.

- EXCERPT FIVE
- It's the accumulation of CO2 that the cars produce. We must use the bike or public transport.

- EXCERPT SIX
- Democracy is a good political system because permits that the people think and select the better ideas.

Clil at different language levels

- Integration is about text grammar

- Language across the curriculum: joint curriculum for all school subjects around language goals.
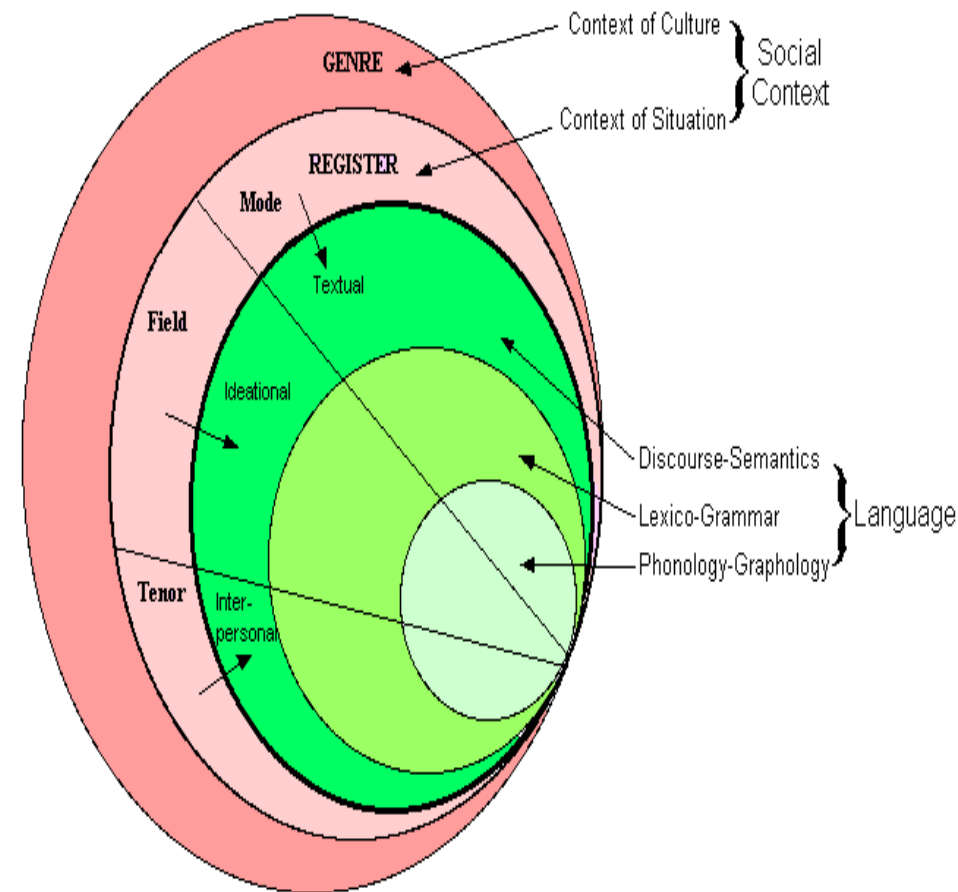
LEVELS OF COMMUNICATION: DISCOURSE-SEMANTICS

Textual products /genres

- L1(C2): historical narratives, speeches, reviews, newsletters, newsitems, reportages, (*not necessarily on language subjects*)

- L2 (B2):commercial memos, minutes, complaint forms, jokes, job interviews, (*not necessarily on language subjects*)

- L3 (A2): observation sheets, registration forms (as in a hotel), postcards, chats, faxes. (*not necessarily on language subjects*)

A language across the curriculum syllabus.

	LITERACY	ECONOMY	ENGLISH AS AN l2 /L3
CONTENT	Visual texts	Economy of developing countries.	Visual texts. B1
TEXTUAL OUTCOME	**Brochure** for the Tourist Board of American districts and areas with Basque heritage: Utah	**Technical memo** on Human development standards in Central America	**Power point presentation** on import /export figures in a Commonwealth country: Jamaica.
LANGUAGE	Basque	Spanish	English

Stepwise integration of content and genre.

- *Genre exploration*: mind maps, note taking, textual component analysis (sections in texts), coherence and cohesion exercises (paragraph construction).

- *Genre production*: make your own textual contribution.

- *Genre reflection*: discoursive value of syntax, social interpretation of grammar structures (nominalization, impersonal structures, hedging).

- *Genre reconstruction*: polishing it off. Making genres according to conventions.

Genre exploration

TASK 1: THE NEWS

1. Today there was a problem at the editorial office. News got mixed up. In pairs, read the texts and reconstruct the stories. Don't forget to write a caption for the photo

A Florida treasure hunters wage a legal battle with Spain over millions in silver coins. The playground legal principle "Finders keepers, losers weepers" is being put to the test in an international dispute over what could be the richest sunken treasure ever found: 17 tons of silver coins brought up from a centuries -old shipwreck.

B Madrid– Spain's anti-piracy crusaders have carried out the country's biggest crackdown on illegal street sales, just as a judge dismissed the prosecution of an alleged videogame piracy operation.

C Spain has taken its fight with US treasure hunters, Odyssey Mariner to the Spanish courts. A judge in the court of La Linea de la Concepcion (Cadiz) ordered the inspection based on the assumption that the "Black Swan" recovery was conducted illegally in Spanish territorial waters.

F "The pirates put a lot of pressure on us", said Sun Shuhn director of the "People's Literature Publishing House."
Harry Potter fans are eager to know the story's plots rather than the details, so the trivial mistakes of the pirates are negligible
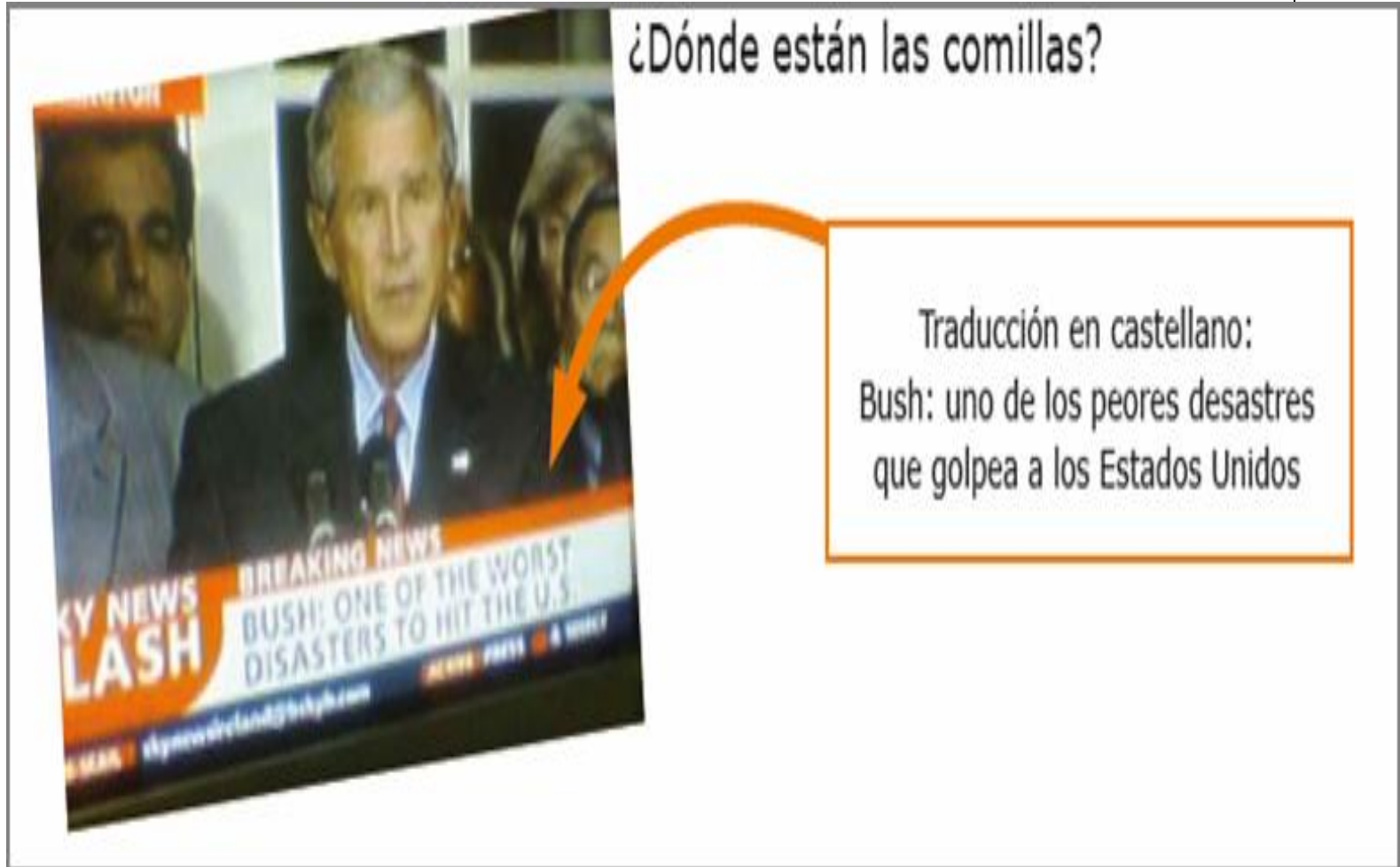
G Police have arrested six members of a crime organization which was capable of producing 80,000 pirate DVD and CDs daily.

H In May 2007, Odyssey announced the discovery and recovery of more than 500,000 silver coins weighing more than 17 tons, hundreds of gold coins, worked gold and other artifacts from a site in the Atlantic Ocean code-named "Black Swan".

Genre reflection

Genre reflection

Observa las oraciones en los siguientes versos del poema e identifica el Sujeto.

Con diez cañones por banda,
viento en popa, a toda vela,
no corta el mar, sino vuela
un velero bergantín.
(…)
La luna en el mar riela
en la lona gime el viento,
y alza en blando movimiento
olas de plata y azul;

- Reconstruye los enunciados según el orden lógico de la secuencia: Sujeto + Verbo + Complementación.

....

....

....

....

....

Consigna: *para transformar el verso en prosa, incluye los verbos y los elementos de cohesión necesarios.*

Genre production

TASK 1: Describing tables, graphs and charts

The future and present of our world: fact and fiction
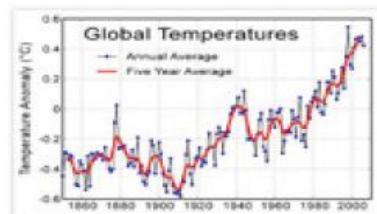
An inconvenient truth
1. Watch the video and tick the natural disasters and catastrophes mentioned (http://www.youtube.com/watch?v=wnjx6KETmi4)

- global warming
- hurricanes
- storms
- earthquakes

- tsunamis
- volcanic eruptions
- greenhouse effect
- floods

2. Which is the scariest?

3. Have you seen the film The Day After Tomorrow? Choose the most appropriate climate graph for this film http://movies.yahoo.com/movie/1808417410/trailer
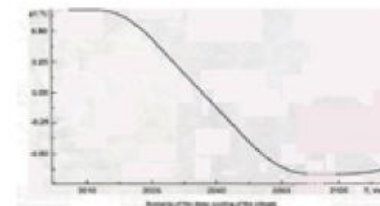
Both the documentary "An inconvenient truth" and film "The day after tomorrow" predict a dark future for us and our children. But are scientists and film -makers right? here are some facts.
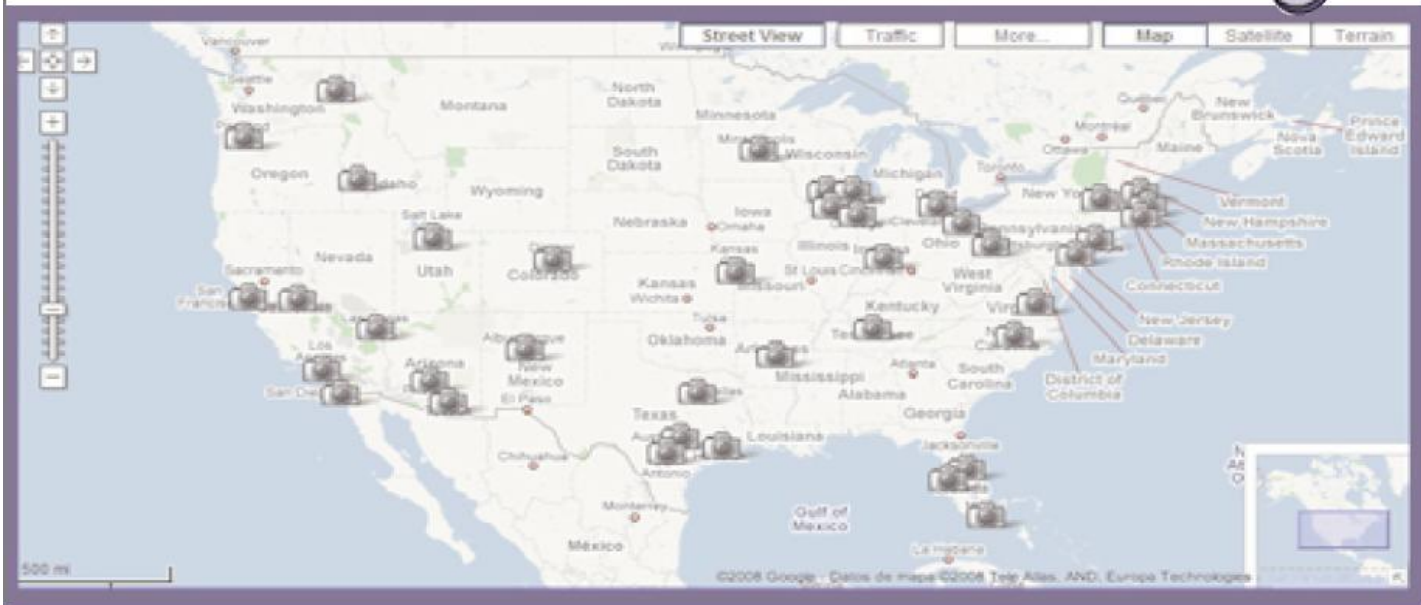
Genre production

A MOBILE PHONE MESSAGE FROM . . . TO . . .

1. Use the messages above as models to send a voice message to your friend.
Use the photos included in this lesson or check Google Maps Street View

Hi, ... , It's . . . . I'm in . . . . .

Genre reconstruction

5. Preparad un guión siguiendo el siguiente esquema.

Informativo

Sintonía	Titular
Responsable	Responsable
Noticia 2	Noticia 3
Responsable	Responsable
Noticia 4	Noticia 5
Responsable	Responsable

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