

<b>AUTHOR / SCHOOL</b>	Markus Danielsson / Alströmer Upper Secondary
<b>DATE OF CLIL ACTIVITY</b>	
<b>CLASS / NUMBER OF STUDENTS</b>	
<b>SUBJECT</b>	social sciences
<b>CLIL LANGUAGE</b>	English
<b>CLIL Activity Topic</b>	Argument analysis
<b>CLIL Activity Time</b>	40 minutes
<b>Language Objectives</b>	Teaching students to use linking words to improve cohesion.
<b>Language used for communication (BICS)</b>	English
<b>Content Language (CALP)</b>	but, however, on the other hand, furthermore, in addition, consequently, conversely (and/or any other linking words that fit your curriculum)
<b>Content Objectives</b>	improving the ability to evaluate arguments
<b>Materials / Resources used</b>	Handout "CLIL Social sciences - argument analysis mindmap.pdf" Either an online mindmapping service, or pen and paper. Potentially a <a href="https://www.socrative.com">socrative.com</a> -account and classroom projector if the students all have digital devices.

**CLIL Activity -  
procedure**

1. Write the linking words you want to use on the board (but, however, on the other hand, furthermore, in addition, consequently, conversely and/or any other ones you need).
2. Have the students individually choose three of the words and write sentences for each word.
3. Have the students compare their sentences with a partner and see if they agree that they used the terms correctly.
4. Have each group present their best sentence to the class. If the students have digital devices, you can have them all submit their sentences on [socrative.com](http://socrative.com) instead. Make corrections if necessary, but only if the words are misused in such a way that the linking function of the word doesn't work (e.g. using *furthermore* when *conversely* was more apt).
5. Give the students a copy of the handout and explain how this looks at a statement (the blue node) and then introduces all new arguments and counterarguments by using a linking word.
6. Explain that the students are now to analyze another statement using this model. Refer to the linking words you've written on the board and explain that any new argument they use have to be introduced by one of those words (if students come up with additional linking words, they can be added), starting with "because" and one or more main arguments from which the rest can follow.
7. Provide a positive statement for them to analyze. It should be current and salient for your group. NB! for the model to work, it should be phrased as a statement. Phrasing it as a question, an either-or-statement or a negation will confuse the students and the model will not work. (Examples of statements could be: School uniforms are a good idea. Social media is destroying our youth. The world is getting worse. School days are too long. Homework should be banned.).
8. Give them time to work on the statement, in pairs or triplets, making sure they're introducing each new argument with a linking word. The time it takes varies greatly depending on the statement.
9. Have the groups compare and revise their mindmaps with another group before finishing up by showcasing the mindmaps to the class.

<b>Performance Assessment</b>	
<b>TEACHER ' S NOTES</b>	