



Easy Life and Challenge

Level

Intermediate-advanced

Time

Variable
10-15 minutes

Outline

Differentiation

Focus

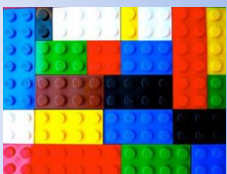
Reading
Speaking

Material

2-3 topic-related texts with different language challenge
OR
2-3 problems to solve

Thinking skills

HOTS



Procedure

This activity enables the teacher to differentiate within a CLIL lesson by providing a challenge for the eager/strong students and giving learners the opportunity to decide on their level of commitment.

Before class

1. Prepare two (or three) tasks, i.e. an easy and a challenging article to read or problem to solve.
2. Option: Use a colour code for the different tasks (green for “easy life”, (yellow for the common run) and red for “challenge”). Your students will get used to these colour codes, and value the end-of-lesson routine of choosing homework according to the level of their commitment.
3. Provide them with postcard-sized colour-coded cards for bullet-point note-taking. The card colours match the text colours. They should use the cards vertically (which forces them to keep their notes short and snappy).

In class

4. At the beginning of the next lesson, form groups of 2 (3) with different homework colours. Ask them to tell one another about the most important information from their text/ how they solved the problem.
5. Fort texts: Partners listen attentively to the speaker. Then they **report back** 5 facts they have just learnt. The speaker adds 2 more facts he thinks are important. This extra step makes learners concentrate on what they hear.

Alternative

Use short texts to read in class. Then go to steps 4-5.