

# MATERIALI CONDIVISI PIATTAFORMA ARIEL

## CLIL resources

Recommended by Elena Tampellini, CLIL Como

A CLIL course: Lifelong Learning program 2013

<http://grahamworkmanbili.wikispaces.com/CLIL+websites>

A very useful book!

[http://www.gempublish.com/?page\\_id=256](http://www.gempublish.com/?page_id=256)

## British Council

<http://www.teachingenglish.org.uk/clil>

## Onesto Stop English

<http://www.onestopenglish.com/clil/>

## FactWorld

<http://www.factworld.info/>

## International Education Programmes

<http://www.cie.org.uk/>

Cambridge Secondary (IGCSE) --> subjects --> syllabus materials and resource list

Cambridge Advanced --> subjects --> syllabus materials and resource list

## TES Teaching Resources

<http://www.tes.co.uk/teaching-resources/>

The Times Educational Supplement (TES) Teaching Resources is where teachers share and download free lesson plans, classroom resources, revision guides and curriculum worksheets. Take a look at the Teachers TV content!

Excellent resource. Don't miss it.

## Utah Education Network

<http://www.uen.org/curriculumsearch/searchParams.action>

Useful Teaching Materials for several subjects: Core Curriculum, Educational Links, Lesson Plans, eMedia Videos.

(recommended by Giovanna Malegori)

## College Board- AP courses for high schools in the USA

[http://apcentral.collegeboard.com/apc/public/courses/teachers\\_corner/index.html](http://apcentral.collegeboard.com/apc/public/courses/teachers_corner/index.html)

In this area you will find teaching tips, information, resources, and other helpful content for every AP course. (recommended by Giovanna Malegori)

## Esperimenti di fisica di base, progetto CLIL: raccolta di video

[http://www.batmath.it/batduezero/fisica\\_lab/ab\\_exp\\_fis\\_clil.htm](http://www.batmath.it/batduezero/fisica_lab/ab_exp_fis_clil.htm)

Una raccolta di video di esperimenti elementari di fisica e un'intera lezione, eseguiti all'interno del progetto CLIL attivato presso il Liceo Scientifico Statale Michelangelo Grigoletti di Pordenone.

Mi sembrano dei buoni esempi e tutto sommato danno l'idea di come una lezione CLIL potrebbe realizzarsi nel nostro contesto scolastico.

Grazie a Raffaella Frassi di questa segnalazione :-)

## CLIL lessons

<http://clilinaction.eniscuola.net/>

Lessons and materials available for: Physics, Natural Science, maths, Chemistry

## Teachers TV

[http://www.tes.co.uk/article.aspx?storyCode=6081830&s\\_cid=RESads\\_TTVvideos](http://www.tes.co.uk/article.aspx?storyCode=6081830&s_cid=RESads_TTVvideos)

To make it easier to find what you are looking for, these Teachers TV videos have been compiled into primary and secondary subjects and topic collections. All these videos are available for teachers to use and download for free. Plenty of practical tips, lesson ideas and lesson starters. Excellent!

## Vocabulary

<http://www.uefap.com/vocab/vocfram.htm>

Word lists, vocabulary building skills, vocabulary learning strategies.

## **Functions in academic speaking**

<http://www.uefap.com/speaking/spkfram.htm>

Examples of texts and language.

Describing objects, location, structure and direction  
Reporting and narrating  
Defining  
Giving instructions  
Describing processes, developments and operations  
Classifying / categorising  
Giving examples  
Including tables and charts  
Comparing and contrasting: similarities and differences  
Generalising  
Expressing degrees of certainty  
Expressing reasons and explanations / cause and effect  
Arguing and discussing  
Giving introductions  
Drawing conclusions

## **Mathematical and scientific symbols**

<http://www.uefap.com/speaking/spkfram.htm>

Common pronunciations (in British English - Gimson,1981) of mathematical and scientific symbols.

## **Biology**

<http://www.biology-resources.com/>

<http://www.schoolscience.co.uk/ages-16-to-19/resources/biology>

## **Physics**

<http://www.schoolscience.co.uk/ages-16-to-19/resources/physics>

## **Earth Science**

<http://www.schoolscience.co.uk/ages-16-to-19/resources/earth-science>

## **Maths**

<http://www.schoolscience.co.uk/ages-16-to-19/resources/maths>

<http://www.math.com/>  
<http://www.mathtv.com/>

A comment by Bruna Castoldi who recommended this website:  
"I think it's very useful because it's a complete collection of math lessons; there is a lesson for almost every content you teach in a secondary school. I listen to the lessons in English to learn specific terminology: as a matter of fact I also need to learn how to read out maths formula in English. This site is also interesting because every lesson is taught by an English teacher and by non-native young students . There are also some lessons in Spanish".

## Lessons based on TED talks

<http://ed.ted.com/lessons>

Lessons based on TED talks.

You can find lessons for different subjects and topics.

## Science, Maths and CLIL

[http://sciencemaths-clil.eu/?page\\_id=194](http://sciencemaths-clil.eu/?page_id=194)

Excellent resource :-)

## Other resources and database

<http://www.thefreedictionary.com/>

The Free Dictionary

The world's most comprehensive dictionary: English, Spanish, German, French, Italian, etc. , Medical, Legal, and Financial Dictionaries, Thesaurus, Acronyms and Abbreviations, Idioms, Encyclopedia, a Literature Reference Library, and a Search Engine all in one!

<http://wordnet.princeton.edu/>

WordNet® - A large lexical database of English

[www.lextutor.ca](http://www.lextutor.ca)

Word list, vocabulary tests, concordancers

<http://www.visuwords.com>

Visuwords™ online graphical dictionary — Look up words to find their meanings and associations with other words and concepts

## A selection of online dictionaries

<http://oald8.oxfordlearnersdictionaries.com/>

Oxford Advanced Learner's Dictionary Online

<http://dictionary.cambridge.org/>

Cambridge Dictionaries online

<http://www.ldoconline.com/>

Longman Dictionary Online

<http://www.wordreference.com/>

WordReference

A monolingual and bilingual online dictionary

## ECML teaching units - CONBAT + project

Vorrei segnalare le 26 Teaching Units sviluppate da alcuni esperti e docenti attraverso il progetto CONBAT+ del Centro per le Lingue Moderne di Graz. Questo è il link diretto alla pagina con l'elenco delle unità. Dalla pagina segnalata potete prendere visione di tutte le componenti del progetto stesso.  
Silvia Minardi

<http://combat.ecml.at/TrainingKit/DidacticUnits/tabid/2670/language/en-GB/Default.aspx>

## Testi metodologici CLIL

Selezione di testi metodologici CLIL (a cura di Luciana Pedrazzini)

- Barbero, T. & J. Clegg 2005. Programmare percorsi CLIL. Roma: Carocci Faber.
- Bentley, K. 2010. The TKT Course. CLIL Module. Cambridge: Cambridge University Press.
- Coyle, D., P. Hood & P. Marsh 2010. CLIL: Content and Language Integrated Learning. Cambridge: Cambridge University Press.
- Dale, L. & R. Tanner 2012. CLIL Activities. Cambridge: Cambridge University Press.
- Deller, S. & C. Price 2007. Teaching Other Subjects Through English (CLIL). Oxford: Oxford University Press.
- Langé, G. (ed.) 2002. TIE-CLIL Professional Development Course. Milan: MIUR, Direzione Regionale della Lombardia.
- Marsh, D. & G. Langé 1999. Implementing Content and Language Integrated Learning. Jyväskylä, Finland: TIE-CLIL/Continuing Education Centre University of Jyväskylä.
- Mehisto, P. & M.J. Frigols 2008. Uncovering CLIL. Oxford: Macmillan.
- Quartapelle, F. (ed.) 2012. Assessment and evaluation in CLIL. Como-Pavia: Ibis. <http://aeclil.altervista.org/Sito/book-pdf-version-2/>

### NEW!

Balboni, P. & C. Coonan (eds) 2014. Fare CLIL. Strumenti per l'insegnamento integrato di lingua e disciplina nella scuola secondaria. Torino: Loescher Editore. <http://www.laricerca.loescher.it/quaderni/i-quaderni-della-ricerca/i-quaderni-della-ricerca-14.html>

Langé, G. & L. Cinganotto (eds) 2014. E-CLIL per una didattica innovativa. Torino: Loescher Editore. [http://www.laricerca.loescher.it/quaderno\\_18/](http://www.laricerca.loescher.it/quaderno_18/)

European Commission (2014) Improving the effectiveness of language learning: CLIL and computer-assisted language learning.

[http://ec.europa.eu/languages/library/studies/clil-call\\_en.pdf](http://ec.europa.eu/languages/library/studies/clil-call_en.pdf)

## Classroom language

1. An A-Z in the classroom:

A alphabet, authentic material, appendix

B blackboard, bookcase, bin, bulletin board, bold

C chair, chalk, clock, counter, calendar, curtain, course book, Cuisenaire rods

D desk, dictionary, data projector, dice, door, DVD player

E eraser, envelope

F file, filing cabinet, flashcards, flipchart, fish tank, font size  
G glue stick, glossary, globe  
H hole punch, highlighter, handbook  
I illustration, italics, index, instrument, information, interactive whiteboard  
J jigsaw reading or listening  
K keyboard  
L light switch, locker, laser printer  
M map, marker, magnifying glass  
N notebook, notepad  
O overhead projector  
P pair of compasses, pencil sharpener, pen drive, printer, paper clips, protractor, pointer, pot plant  
Q queue, quiz, qualification, quote, question  
R ruler, ring binder, radiator, rubber, realia  
S socket, stapler, screen, strips of paper, scissors, stool, shelf  
T table, TV set, text book, tape recorder  
U umbrella term, uniform, USB stick  
V video monitor/camera, visuals, virtual classroom  
W window sill, work book, work station, warm up, whiteboard  
X xerox, Xmas  
Y yard  
Z zoom lens, zero

For more information go to websites like

[www.manythings.com](http://www.manythings.com)

2. Communication with pupils

2.1. Beginning and finishing a lesson

Can anyone remember what we talked about last week?

How are you today, Tom?

Is everybody ready to start?

I think we can start now.

What we're going to do today is cover / learn / read about / discuss...

Who isn't here? Who is absent today?

It's almost time to stop.

Right, let's stop here.

We'll finish off this exercise next lesson.

We'll continue (with) this chapter next Monday.

2.2. Organising classroom work

Arrange the desks in a horseshoe.

Before you begin don't forget to...

Bring your chairs and sit down.

Can I borrow your pen, pencil...?

Can you unlock the door for me?

Come and sit in a circle, please.

Gather round me.

Get into groups of three / Find a partner.

Get your books from the shelf / window sill / cupboard.

I'd like the four of you to work together.

I'm afraid it's time to finish now. Have you finished?

It's your turn. / Whose turn is it now?

Let's move the desks and chairs into a circle.

Put away your books.

Stay in your places / seats, please.

Swap your seats with Helen's, please.  
Switch the light on/off, please.  
Take out your books.  
Tidy up your workspace.  
2.3. Doing tasks  
Act out the dialogue.  
Add more words.  
Ask each other questions about...  
Change roles.  
Check your answers.  
Choose two questions.  
Collect information about ...  
Colour the picture.  
Compare your words with your partner's.  
Complete the sentences with ... from the text.  
Complete the text.  
Copy it into your exercise book. / Copy the table into your folder. / Copy the chart.  
Correct the mistakes / the wrong sentences.  
Divide the text into five parts.  
Do the fill-in exercise. / Fill in the right words.  
Do the next activity.  
Draw a line / a house.  
Explain...  
Find arguments. / Give good reasons for your opinions.  
Find the questions to the answers.  
Finish the story.  
Guess...  
Imagine...  
Listen to the CD.  
Look at the pictures.  
Make notes / sentences.  
Make up more conversations with a partner. / Talk to your partner. / Mingle.  
Make up a story.  
Match the sentence parts.  
Move your counter. / Throw the dice.  
Open your books at page 10.  
Point to the right picture.  
Put in the right words.  
Put the words in the right order / groups. Order the sentences. Write the sentences in the correct order.  
Read out loud.  
Read the text on page 15.  
Show us what you've got.  
Tick the words you hear.  
Use a ruler for underlining words.  
Use the following words in your answers / texts.  
2.4. Giving feedback, encouragement  
Do you need some help?  
Good try, but not quite right.  
Have a guess if you don't know.  
I'm sure you know.  
In a way, perhaps.

Right! / Well done! / Terrific!

That's exactly the point. / That's quite right. / That's correct. / That's much better.

Take your time. Don't hurry.

What if I give you a clue? Let me give you a clue / hint.

What page are you at?

Who needs more time to finish?

Yes, you've got it.

You did not make a single mistake.

You're halfway there. Keep it up.

You made a very good job of that.

2.5. Getting attention

Attention, please.

Can I have your attention?

Hang on a moment. Just a moment, please.

Listen carefully!

Look this way /at me.

2.6. Giving support to pupils to do their tasks

Ask your partner / neighbour / peer.

Any questions?

Can I help you? Can you help me, please?

Can you say / repeat that again?

Can you speak louder?

Can you write it on the board, please?

Do you know what ... means?

Do you want to listen to it once more?

Explain this task in your own words to your peers.

How far have you got?

Is that clear?

Leave a margin / a gap.

Let me have a look at your work.

Look the word up in the dictionary.

Match the pairs, first. Label....

Read the explanation.

Remember...

Swap exercise books with your partner.

Take your time.

The solution sheet is on my desk.

Underline key words.

What's ... in English?

Which question are you at?

Work/compare with the person next to you.

2.7. Eliciting responses and checking understanding

Are the statements right or wrong?

Can you say that again, please? / Can you spell ... , please?

Could you repeat what ...?

Do as I do.

Do you agree with ...?

How might the story go on?

Pardon, I didn't hear you.

Repeat after me!

Raise your hand!

Sorry, what did you say?



Suppose,...

Take it in turns, starting here.

What can you see in the picture?

What do you think?

What lines from the text go with the pictures?

What's this in English?

What's your point of view?

3. Science

3.1.Presentation of results

A test report should include the following parts: function, data, platforms and operations.

As you can see from the graph...

Based on lecture notes...

Compare the different samples of wine.

Design a flowchart.

Explain the process using the illustration in the book.

Fill in the table with the data.

If we have a look at this bar chart...

Prepare handouts.

Reports are written in sections, e.g. methods and results.

This chart / pie chart shows...

3.2.Mathematical operations

a ratio of one to two

Calculate/calculation

Carry out a (lab) experiment and describe (description noun) your observations.

Carry out an assignment / task .

Classify / class (noun) the following data.

Compare theory and practice

Corroborate a hypothesis

Divided by / multiplied by / subtract / add

Divide into sections.

Draw an angle of 45 degrees.

equals sign / equation (noun)

Issue the rules of procedure.

Label the parts on the diagram.

plus / minus

Study the (course) material.

the square root of x / to extract a root

Write in columns.

x is equal to y

x is greater than/ less than y

x to the power of six

3.3.Terms related to science / maths

category / categories

characteristic / property / feature of an element

Common mathematical symbols include the symbol for equality (=) and addition (+).

Measurements must be carried out regularly.

Present an object in three dimensions (length, height, width).

Process the data.

The figures show the development of ...

Use the following formula-formulas/formulae to your calculation.

The language of giving speeches and presentations

4.1.Saying Hello

Good morning, ladies and gentlemen.

Good afternoon, everyone.

Right, ...

4.2. Expressing purpose

My purpose/objective/aim today is ...

What I want to do this morning is ...

I'm here today to ...

4.3. Signposting

This talk is divided into four main parts: firstly, ... etc.

Let me begin with/To start with/Firstly, I'd like to look at ...

Then/Secondly, I'll be talking about ...

Thirdly, ...

My fourth point will be about ...

Finally, I'll be looking at ...

4.4. Schedule

My presentation/talk/lecture will take/last about 20 minutes.

We'll be having a coffee break at about ...

We'll be stopping for lunch at ...

4.5. Inviting questions

If anyone has any questions, please feel free to interrupt at any time.

If you have any questions, please stop me at any time, and I will be happy to answer them.

Please stop me at any time if you have any questions.

4.6. Discouraging questions

At the end of my talk, there will be a question and answer session. I would appreciate it if you could keep your questions until then.

I'll be happy to answer any questions you have at the end of my presentation.

4.7. Moving on

Let's now move on to/turn to ...

I now want to go on to ... / I'd now like to move on to/turn to ...

This leads/brings me to ...

So far we have looked at ... . Now I'd like to ...

4.8. Asking check-up questions

Are you with me so far?

Is everyone with me?

Is that clear to everyone?

Before I go on, are there any questions about ...?

4.9. Using rhetorical questions

What should we do? (pause)

How much would it cost? (pause)

4.10. Dramatic structures

We have a revolutionary product. —» What we have is a revolutionary product.

4.11. Giving examples

Let me give you an example.

... such as ...

For instance,...

4.12. Summarising

What I'm trying to say is ...

Let me just try and sum that up before we move on to

4.13. Making comparisons

It's like...

It's as if...

4.14. Painting word pictures

Imagine ...

Suppose ...

4.15. Making a recommendation

So, what I would suggest is that we ...

So, I would recommend that the ...

4.16. Handouts

I'll be distributing the handouts in a few moments.

The handouts are over by the door.

Copies of my transparencies/slides are on the table by the door.

4.17. Questions

If you have any questions or comments, I'll be happy to answer them.

If there are any questions, I'll do my best to answer them.

Are there any more questions?

I'll be happy to answer any questions, but I'd like to hold the last few minutes for a summary.

If anyone has any questions or comments to start us off...

4.18. Closing

Thank you for your attention/time.

Thank you for listening. / Thank you very much. / Thank you.

based on:

Cox, R. et al (2008): New Highlight 3. Coursebook (Veritas/Cornelson)

Gerngross, Puchta et al (2007): More! Student's Book (Helbling Languages)

Glyn S. Hughes (1981): A Handbook of Classroom English (OUP).

Katzböck, S (2002): Friends I (Veritas Verlag)

Schultz-Steinbach, Gisela (2002): Look it up! Schroedel Verlag.