

UN'ESPERIENZA DI C.L.I.L.

(Content and Language Integrated Learning)

ENGLISH TUITION
METHODOLOGY
STRATEGIES
LESSONS PLANNING
UNITS OF WORK
ASSESSMENT PROCEDURES
STUDENTS MATERIAL

Programma di apprendimento permanente (LLP)

COMENIUS 2.2 - FORMAZIONE IN SERVIZIO

Istruzione scolastica – Visite di studio

Anno 2011

CHELTENHAM (UK)

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I.T.S. "T. ACERBO"

PESCARA

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PREMESSA

LLP- COMENIUS - CLIL

Il **Programma d'azione comunitaria nel campo dell'apprendimento permanente, o Lifelong Learning Programme (LLP)**, è stato istituito il 15 novembre 2006. Esso riunisce tutte le iniziative di cooperazione europea nell'ambito dell'istruzione e della formazione dal 2007 al 2013. Ha sostituito, integrandoli in un unico programma, i precedenti Socrates e Leonardo, attivi dal 1995 al 2006. ¹

Il Programma di Apprendimento Permanente ha come finalità generale lo sviluppo della Comunità attraverso **l'apprendimento permanente** e contempla, tra le priorità considerate strategiche, la promozione delle competenze chiave nel sistema di istruzione e formazione per sviluppare in ogni ambito scolastico. Promuove gli scambi, la cooperazione e la mobilità tra i sistemi d'istruzione e formazione, perché diventino un punto di riferimento di qualità a livello mondiale.

Il Programma contempla:

- **quattro Programmi settoriali** (o sotto-programmi)
- un **Programma Trasversale**, teso ad assicurare il coordinamento tra i diversi settori
- il **Programma Jean Monnet** per sostenere l'insegnamento, la ricerca e la riflessione nel campo dell'integrazione europea e le istituzioni europee chiave. ²

Programma Lifelong Learning			
Comenius Istruzione scolastica	Erasmus Istruzione superiore e alta formazione	Leonardo da Vinci Formazione iniziale e continua	Grundtvig Educazione degli adulti
Programma Trasversale 4 attività chiave – Sviluppo politico; Apprendimento delle lingue; Nuove tecnologie (ITC); Diffusione dei risultati			
Programma Jean Monnet 3 attività chiave – Azione Jean Monnet; Istituzioni europee; Associazioni europee			

Tra i Programmi settoriali assume particolare interesse il Comenius che, nella misura 2.2, promuove la **FORMAZIONE IN SERVIZIO**, attraverso cui si intendono prioritariamente realizzare le seguenti finalità:

- promozione della mobilità degli scambi dei docenti nei vari stati europei,
- apprendimento delle lingue straniere moderne,
- miglioramento della qualità ed il rafforzamento della dimensione europea della formazione degli insegnanti,
- partecipazione ad attività rivolte a insegnanti (formazione in servizio) dirette a fornire ai partecipanti competenze, tecniche e metodi da applicare concretamente nell'attività didattica

1. http://www.programmallp.it/index.php?id_cnt=30

2 http://www.programmallp.it/index.php?id_cnt=30

- collegamenti tra le comunità educative, attraverso contatti tra docenti di scuole diverse
- promozione e condivisione dell'apertura verso nuove strategie didattico-educative in Europa
- scambio buone pratiche ed arricchimento della propria prassi pedagogica
- sollecitazione della curiosità degli alunni attraverso il ricorso a nuove metodologie di ampio rilievo pedagogico e culturale ³

Tra le metodologie considerate efficaci per la realizzazione delle strategie del Programma Comenius vi è il C.L.I.L. (*Content and Language Integrated Learning*).

Esso ha lo scopo di ampliare le competenze in lingua straniera da parte dei cittadini europei per acquisire conoscenze ed abilità collegate ai *life skills*, cioè alle competenze oggi ritenute essenziali per affrontare le nuove sfide che continuamente provengono dalla società della conoscenza.

Con l'uso della metodologia C.L.I.L. si intende favorire inoltre lo sviluppo di scambi professionali e culturali tra i sistemi educativi europei e consolidare una progettualità in dimensione europea nelle istituzioni scolastiche dei paesi che ne fanno parte.

La finalità è quella di diffondere e rafforzare metodologie, strategie, pratiche e attività didattiche comuni basate su un approccio di didattica integrata delle lingue e delle discipline.

Il C.L.I.L. viene citato in documenti e studi dell'Unione Europea come un approccio molto efficace per la realizzazione degli obiettivi di Lisbona in materia di istruzione e formazione ⁴

In Italia il MIUR ha avviato le attività propedeutiche per la formazione dei docenti di disciplina non linguistica (DNL) in lingua straniera secondo la metodologia C.L.I.L.. Ciò allo scopo di dare attuazione alle innovazioni introdotte dai DD.PP.RR nn. 87/2010, 88/2010 e 89/2010 collegati alla Riforma della Scuola Secondaria di secondo grado.

La Riforma prevede infatti **l'insegnamento di una disciplina non linguistica nell'ultimo anno dei Licei e Istituti Tecnici e negli ultimi tre anni dei Licei Linguistici, ponendo l'Italia in linea con gli altri paesi europei.**

³ <http://ec.europa.eu/education/lifelong-learning-programme>

⁴ ... e allora ...C.L.I.L.! L'apprendimento integrato delle lingue straniere nella scuola. dieci anni di buone prassi nel Trentino e in Europa – a cura di Sandra Lucietto editore Provincia Autonoma di Trento – marzo 2008 – pag 11

LA FORMAZIONE

Nel mese di gennaio 2011 la scrivente ha presentato la propria candidatura, all'Agenzia Nazionale LLP di Firenze per l'ottenimento di una borsa di studio destinata ad una attività di formazione in servizio.

In particolare ha fatto richiesta di partecipare ad una formazione in Europa sulla metodologia C.L.I.L. per le Discipline economiche ed Economico-aziendali .



la famiglia
orso Ungherese

A seguito del riscontro positivo della richiesta, la scrivente ha soggiornato per due settimane (dal 10 al 24 luglio 2011) nella città gallese di Cheltenham (UK), alloggiando presso una famiglia britannica.

*L'attività formativa è stata svolta presso in Lingua Inglese presso **L'INTERNATIONAL STUDY PROGRAMMES THE MANOR – HAZLETON** ed ha avuto il seguente oggetto:*

C.L.I.L. – CONTENT AND LANGUAGE INTEGRATED LEARNING: 2 WEEK COURSE FOR VOCATIONAL SCHOOL TEACHERS WHO TEACH BUSINESS STUDIES, ACCOUNTANCY/BOOK-KEEPING, SALES AND MARKETING “BILINGUALLY” IN ENGLISH

L'attività formativa ha riguardato:

- *una iniziale formazione linguistica generale*
- *una successiva formazione linguistica con*
- *terminologia tecnica specifica nel campo economico ed economico-aziendale*
- *l'osservazione diretta di attività didattiche svolte in una scuola tecnica*
- *britannica pubblica*
- *la metodologia C.L.I.L.*
- *simulazioni di attività didattiche secondo la nuova metodologia.*

Al proprio gruppo di lavoro hanno partecipato altri 7 docenti di discipline economico-aziendali di diverse nazionalità europee delle seguenti nazionalità:

- *n° 2 docenti italiani*
- *n° 1 docente austriaca*
- *n° 1 docente francese*
- *n° 2 docenti spagnoli*
- *n° 1 docente ungherese.*

L'esperienza, molto interessante e coinvolgente, stata l'occasione per:

- *formarsi su una nuova metodologia didattica, cogliendone gli aspetti pedagogici e logistici, così come viene applicata nelle scuole gallesi*



la formazione

- *migliorare le condizioni idonee a valorizzare l'apporto originale del docente nel dialogo educativo con i propri allievi*
- *realizzare uno scambio professionale nell'esperienza di formazione in servizio quale preziosa opportunità per accrescere competenze, tecniche e metodi da applicare concretamente nell'attività didattica e per*



il lavoro

- favorire lo scambio di esperienze e buone pratiche*
- *stimolare lo studio, l'approfondimento e l'uso delle lingue straniere, il lavoro di gruppo e la collaborazione fra insegnanti*
- *comprendere l'organizzazione delle scuole anglosassoni*
- *conoscere gli stili di vita degli abitanti della ridente cittadina e dei luoghi immediatamente circostanti.*

Qui di seguito viene riportato il programma delle attività svolte durante la permanenza a Cheltenham:

PROGRAMME

DAY & DATE	MORNING	AFTERNOON
SUNDAY 10 JULY	Arrive Cheltenham independently	
MONDAY 11 JULY	<p>0800 Assemble at Royal Well Coach Station Taxi Rank for departure to Brockworth Enterprise School <u>Please bring teacher identification letter</u></p> <p>0830 Arrive at School: Meet with Stuart Langworthy, Director of Business Specialism and Subject Leader Business Education, University of Gloucestershire PGCE</p> <p>1000- Visit to Brockworth Enterprise: Observe Business & Vocational Skills Lessons 1500</p> <p>1500 Taxis to Cheltenham YMCA, Vittoria Walk Free time until 1630</p> <p>Assemble at Cheltenham YMCA 1530- Welcome and Introduction with Local Organiser Carol Stephens 1630 including briefing on excursions, sports facilities and cultural events in Cheltenham</p> <p style="text-align: center;"><i>Opportunity for participants to introduce themselves</i></p>	
TUESDAY 12 JULY	0900- English Language Tuition 1200 with Sandra Barrow	1300- English Language Tuition 1600 with Sandra Barrow
WEDNESDAY 13 JULY	0900- English Language Tuition 1200 focusing on Business English/ English for Accountancy/Book-keeping, Sales & Marketing and Secretarial Studies with Damian O'Donovan	1300- English Language Tuition 1600 focusing on Business English/ English for Accountancy/Book-keeping, Sales & Marketing and Secretarial Studies with Damian O'Donovan
THURSDAY 14 JULY	0900- English Language Tuition 1200 with Damian O'Donovan	1300- English Language Tuition 1600 with Damian O'Donovan
FRIDAY 15 JULY	0900- English Language Tuition 1200 with Damian O'Donovan	1300- English Language Tuition 1600 with Damian O'Donovan
SATURDAY 16 JULY	0900- Workshop on C.L.I.L. Methodology 1230 relating to Business Studies, Accountancy/Book-keeping, Sales & Marketing and Secretarial Studies with Dr Diana Hicks	1330- Workshop on C.L.I.L. Methodology 1630 relating to Business Studies, Accountancy/Book-keeping, Sales & Marketing and Secretarial Studies with Dr Diana Hicks
SUNDAY 17 JULY	Free Day for individual research or Optional visit to Oxford via Cotswold village of Burford	
MONDAY 18 JULY	1045- Lecture: 'Secondary & Vocational 1245 Education in England: Recent Developments & Current Issues Current Issues with Mick Abrahams Educational Consultant	1400- Walking tour of Cheltenham 1530 with Mary Badger

DAY & DATE	MORNING	AFTERNOON
TUESDAY 19 JULY	0900- Workshop on C.L.I.L. Methodology 1230 with Dr Diana Hicks	1330- Workshop on C.L.I.L. Methodology 1630 with Dr Diana Hicks
WEDNESDAY 20 JULY	0900- Workshop on C.L.I.L. Methodology 1230 with Dr Diana Hicks	1330- Workshop on C.L.I.L. Methodology 1630 with Dr Diana Hicks
THURSDAY 21 JULY	0900- Workshop on C.L.I.L. Methodology 1230 with Dr Diana Hicks	1330- Workshop on C.L.I.L. Methodology 1630 with Dr Diana Hicks 1630 Evaluation – collection of completed Course Evaluation Forms by Local Organiser
FRIDAY 22 JULY	Free Day for optional visits, eg. Gloucester Cathedral or Bath	
SATURDAY 23 JULY	0830- Educational visit to South Wales (Depart from outside Town Hall) 1830 1000- Visit the Big Pit National Coal 1230 Mining Museum of Wales at Blaenavon World Heritage Site	1330- Visit St Fagans Welsh National 1700 History Museum (Open-Air Museum of Welsh Life and St Fagans Castle)
SUNDAY 24 JULY	Depart Cheltenham independently	



m



Un giardino pubblico di Cheltenham



Bath



Oxford



ta alla Miniera



south



Oxford



e chiuse di Gloucester

Visit to Brockworth Enterprise: Observe Business & Vocational Skills Lessons

VISITA DI UN COLLEGE

Il giorno 11/07/2011 abbiamo visitato la
BROCKWORTH ENTERPRISE SCHOOL
che sorge a pochi chilometri dalla città di Cheltenham.

Si tratta di una Business – Tourism Secondary
School.

Ha circa 600 studenti la cui età è compresa tra 7 e
18 anni.



Siamo stati accolti dal Direttore Mr Stuart Langworth in un'accogliente sala riunioni nella quale ci ha presentato l'organizzazione della Scuola.

Guidati da due cordiali studenti, abbiamo successivamente visitato la struttura (aule, laboratori, segreteria, mensa, giardini, campi sportivi) ed abbiamo partecipato, in qualità di osservatori, ad alcune lezioni.

Per gli allievi si trattava dell'ultima settimana di scuola prima delle vacanze estive

Lo slogan della BROCKWORTH ENTERPRISE SCHOOL che campeggia all'ingresso e che si ritrova nei manifesti e nelle *brochures* della Scuola è :

*“Some of students may become entrepreneurs. All of our students need to be enterprising”.
What is enterprise? Is about giving you the confidence, skills and attributes you need for the
rest of your life – no matter what you become or what you do”*

All'ingresso della Scuola e in molte aule si trova affisso un grande manifesto colorato rivolto agli allievi.

Su di esso vengono confrontati i due differenti modi in cui possono essere vissuti **problemi, sconfitte, scoramenti, disaffezioni**, in base ai diversi punti di vista da cui possono essere osservati.

Abbiamo riflettuto su come sia importante offrire agli studenti un approccio alternativo da cui ripartire per aumentare la propria autostima.

Il manifesto riportava le seguenti relazioni:

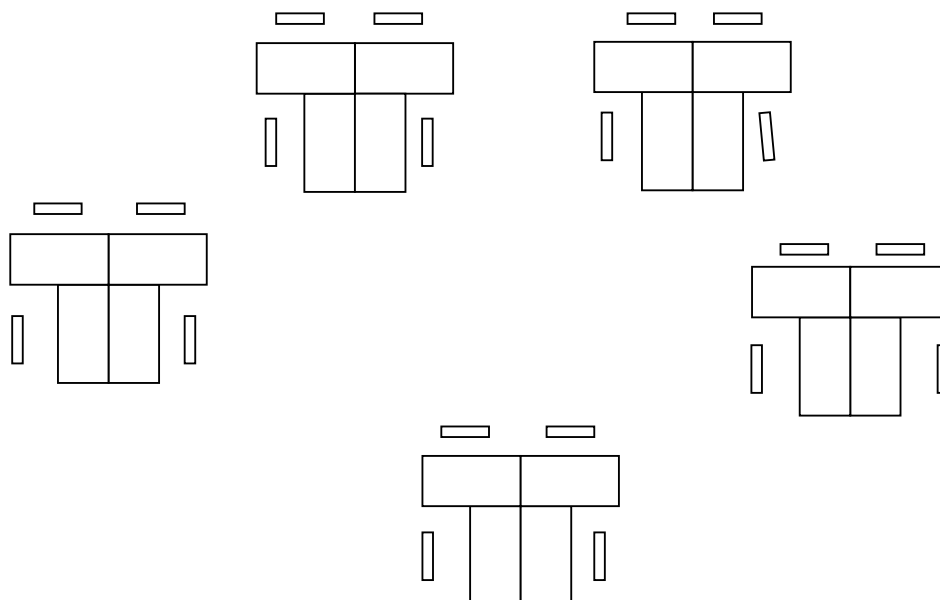
NEGATIVE	POSITIVE
I hate the school	What can the school do for me?
I can't do this	I'll see how far I can get if I try
This is too hard	This is a challenge
He/she' better than me	How much have I improved?
I'm scared of getting it wrong	What do I need to do to improve?
This is boring	What can I archive* here?
People don't like me	What can I do to be a better person?
A NEGATIVE ATTITUDE IS A BARRIER TO LEARNING	A POSITIVE ATTITUDE OPENS DOORS TO ENDLESS OPPORTUNITIES

*archive = *risultato*

Particolarmente interessante è stata la lezione tenuta da una giovanissima, quanto brava, docente di una multi-disciplina chiamata **OPENING MINDS** (*how to solve problems*). Essa è riservata agli allievi che hanno un'età compresa tra 7 e 12 anni e comprende materie quali career works/ geografia/maps/union jack/ environment (pollution..)

OPENING MINDS

La classe, mediamente numerosa è divisa in piccoli gruppi di tre o quattro allievi i cui banchi sono sistemati "a T" secondo il seguente schema:



Docente

Pc e Lim

Questa modalità logistica consente agli studenti di collaborare tra loro e, nel contempo, seguire le indicazioni del docente.

L'aula è dotata di un moderno PC collegato ad una LIM che l'insegnante usa con molta disinvoltura.

L'attenzione e la partecipazione degli allievi è sorprendente e non sembrano affatto condizionati dalla nostra presenza.

Gli studenti vengono continuamente sollecitati dalla docente secondo un percorso di apprendimento che si evince già precedentemente (e con attenzione) progettato dalla docente che sviluppa attraverso l'utilizzo di schermate coordinate che scorrono nella LIM.

Ciascun allievo ha il proprio lavoro da svolgere, ma può liberamente comunicare con i componenti del gruppo per confronti e proposte.

L'insegnante mostra *slides* che contengono le varie consegne e spiega il lavoro con grafici e/o esempi.

Quindi lascia gli allievi **lavorare prima singolarmente e poi in collaborazione**. Dopo un tempo prefissato comunicato a tutti l'insegnante verifica i lavori svolti dai singoli e poi dal gruppo attraverso sollecitazioni orali; all'occorrenza suggerisce *steps* e controlla gli studenti durante il lavoro.

Particolarmente interessante è la fase della **RIFLESSIONE A CUI VIENE INVITATO CIASCUNO STUDENTE DURANTE E/O AL TERMINE DI OGNI LEZIONE**.

Si tratta di una nuova metodologia anglosassone chiamata:

V.A.K.

Visual = learning by doing - Auditory (students) - Kinesthetic (noise classes)

Ogni studente viene chiamato a riflettere sulle domande che seguono per attivare le strategie meta-cognitive dell'apprendimento:

What I'm learning by doing this task?	Can I break the task down into smaller steps?	Do I understand the success criteria and the outcome?	What am I finding hard and why it is hard?
Did I understand the instructions? Can I check them again?	Are there any resources in the room that can help me?	Have I got any information that will help me - in my book, on the board, in a textbook?,	Have I tried my best to complete the task? Am I staying on task?
Can I ask my neighbor for help? Can we solve it together?	Can I relate this to work I have done before to help me?	Are there any parts of the task I can do? Start here.	Are there clues in the WALT, WILF or starter?

ALLA CONCLUSIONE DELLA LEZIONE il docente consegna a ciascun allievo UN
MODULO DI VERIFICA DEI APPRENDIMENTI **WALT AND WILF** che viene
restituito e conservato dal docente.

WALT = *what I have learnt today* **WILF** = *my individual target for today*

STUDENT PLANNING SHEET

NAME: _____ SUBJECT: _____

GROUP/TEACHER: _____

DATE:
WALT:
WILF:
SELF ASSESSMENT OF PROGRESS:
DATE:
WALT:
WILF:
SELF ASSESSMENT OF PROGRESS:
DATE:
WALT:
WILF:
SELF ASSESSMENT OF PROGRESS:
DATE:
WALT:
WILF:
SELF ASSESSMENT OF PROGRESS:

L'ora successiva ci siamo recati in un'aula informatica dove abbiamo osservato gli allievi stavano attivamente operando.

A differenza dell'esperienza precedente abbiamo osservato una maggiore rumorosità degli studenti ed una certa insofferenza ad occupare stabilmente le proprie postazioni.

Gli allievi infatti si alzavano spesso per prendere o scambiare fogli con gli altri compagni, lanciare stampe e recuperare fogli di lavoro e parlare continuamente tra loro.

Il docente si muoveva tra le varie postazioni, intervenendo in base alle richieste degli allievi.




Alla fine della lezione il docente ci ha spiegato che questa era proprio una strategia organizzativa dell'attività di laboratorio. Gli studenti avevano infatti ben chiara la consegna iniziale data alla classe dal docente e liberamente dovevano operare, anche in collaborazione, per la realizzazione del prodotto finale richiesto.

In un contenitore collocato sulla scrivania del docente vi erano una serie di tessere plastificate raccolte ordinatamente. Erano tessere utilizzate nei momenti del *cooperative-learning* tra gli allievi.

Il docente consegna quattro diverse tessere ad ogni gruppo contenente il ruolo di ciascun allievo nel *team* che deve essere rigorosamente osservato per tutto il tempo di collaborazione.

Mi è parso interessante recuperare i contenuti di tali tessere che vengono qui di seguito riportati:

COOPERATIVE-LEARNING

<p>GRUPE ROLE: SCRIBE</p> 	<p>Your role is to write down everything the group agrees. You need to be clear, detailed and organized. “MAKE SURE THAT YOU GET THE MAIN POINTS DOWN FOR THE SPEAKER TO REPORT BACK ON”</p>
<p>GRUPE ROLE: SPEAKER</p> 	<p>Your role is to report everything the group agrees. You need to be clear, detailed and ready to answer questions. “USE THE NOTES TAKEN BY THE SCRIBE TO SUMMARISE AND EXPLAIN THE DISCUSSION”</p>
<p>GRUPE ROLE: PIONEER</p> 	<p>Your role is to get the discussion going and to keep it moving to consider all angles. “BE CONTROVERSIAL, SUGGEST OTHER POINTS OF VIEW: KEEP THE GROUP THINKING AND TALKING”</p>

GROUPE ROLE: JUDGE



Your role is to summarize everything the group discuss for the scribe to write down. Pick out (=chose and select) the points that have been decided on.

“TAKE EVERYONE’S VIEW INTO ACCOUNT FAIRLY, BUT YOUR DECISION IS FINAL: WHAT YOU SAY GOES”

ENGLISH TUITION

Teacher SANDRA BARROW

Il 12/07/2011 abbiamo incontrato la Prof.ssa SANDRA BARROW che ci ha introdotto la conoscenza di alcuni termini e/o frasi in Inglese che avrebbero potuto esserci utili per le lezioni dei giorni seguenti.

Ci ha presentato dei brevi brani in Inglese sui quali siamo stati chiamati a riflettere e da cui abbiamo tratto **una serie di termini e parole che abbiamo tradotto ed utilizzato anche in contesti diversi.**

Ecco di seguito ciò su cui abbiamo riflettuto e discusso:

To look up = to admire

To end up = arrivare *you don't know where you are going to end up*

Lack of = *mancanza di*

My father was a good role model

To struggle = to fight *he has to straggle = egli ha da combattere*

Life is a struggle = la via è una battaglia

The 3rd world/ poor countries/ the underdevelop world

The medical/caring profession = doctors, ecc.

Modern/well equipped/very good facilities

State of the art = modern (the most modern) *opposite:* old fashioned

We have to dive into the swimming pool and hope for the best.

Lend/borrow → BORROW FROM / LEND TO *Could you lend me Can I borrow*

I owe £ 10 → I must pay back the loan → repay

Mess = problem *To clear the mess*

To swear on the Bible

Gist = general idea

Shopaholic/ chocoholic/ alcoholic/ workaholic

Recession = *recessione*

Close down = *chiuso (negozio/attività)*

The schedule is not set in the stone = is flexible

Perks and drags One the perks (= *pregi*) of my job is One the drags (= *difetti*) of my job is

Excise (es *Agenzia delle entrate*) Customs = *dogane*

Flooded = *inondato*

Cobwebs = *www*

Rescue = *salvare*

Relied on = depend upon

Awareness = to know that (*accordo*)

To rid of = to eliminate

Bumper = big

Rebranded = to change the brand

Bargain is a shop where you can buy designers goods at a low prices (es. Primark)

To irritate = to annoy



La Prof.ssa Barrow (seconda da sinistra) con il gruppo di lavoro

Difficult to walk around = *difficoltà nel sapere cosa vuole*
Shoplifter = *ladro nel negozio /shoplifting*
Rude = *impolite*
Pushy = *chi cerca di convincere*
To brows = *vedere senza necessariamente comprare*
Close relationship = *relazioni strette/sentimentali*
To get on well = *andare d'accordo*
That suits their lifestyle = *va bene per la propria personalità*
Gritty = *unpleasant*
Glitzly = *glamorous*
Seeking works = *loose a job*



(sinistra)

Nella seconda parte della lezione abbiamo visto filmati, per favorire anche la comprensione dei testi parlati ed abbiamo navigato sul sito della BBC per scoprire le opportunità offerte per migliorare la Lingua Inglese anche attraverso la lettura e l'ascolto di articoli di giornale, filmati, ecc.

Ci ha vivamente consigliato di seguire con assiduità il sito della BBC da cui trarre spunti per l'ascolto (*listening*) la comprensione (*comprehension*) ed il sito www.lyricstraining.com anche per la grammatica (*grammar*) della Lingua Inglese che qui di

seguito vengono riportati:

www.bbc.co.uk/news/magazine

www.lyricstraining.com

ENGLISH TUITION DAMIAN O'DONOVAN

13 - 14 and 15 JULY 2011

Il 14 di luglio 2011 abbiamo seguito un'interessante lezione sul riconoscimento e **lettura** in Inglese **dei numeri** collocati in contesti operativi diversi.

In questa occasione ci siamo resi conto delle differenti regole che soprintendono alla lettura dei numeri e da questa esperienza abbiamo imparato veramente molto.



in (in primo piano)

Qui di seguito viene riportato lo schema su cui abbiamo lavorato.

Tra parentesi sono indicati i modi in cui leggere i numeri nelle frasi che ci sono state sottoposte:



ENGLISH LANGUAGE TUITION - FOCUSING
ON BUSINESS ENGLISH/ENGLISH FOR
ACCOUNTANCY/BOOK-KEEPING/SALES &
MARKETING AND SECRETARIAL STUDIES

How do you say the numbers and symbols in **bold** in these sentences?

1. **2006** (two thousand and six) was the company's most profitable year since **1994** (nineteen ninety four).
2. The advantages of Internet banking is that you can check your account **24/7** (twenty four, seven) =24 ore al giorno
3. Despite a rigorous advertising campaign, demand has only risen by **8,4%** (eight point four percent) in the last two months.
4. We're meeting in his office at **3:45** (three forty-five) this afternoon.
5. Your flying for Zurich leaves at **18:00** (eighteen hundred o'clock) from Gatwick South Terminal (per aeroporto e trasporto).
6. I expect to be back in the country on **30 June** (the thirtieth of June).
7. Our next range of products will be released on **10/03/07** (the tenth of March two hundred and seven).
8. She completed the test in a record **27_{1/2} minutes** (twenty-seven and a half).
9. **¾** (three quarters) of all employees think that canteens food could be improved.
10. The new desk measures exactly **2m x 1m x 1m** (two metres by one meter by 1 metre).
11. Is this printer really only **£ 10.99** (ten pound ninety – nine)?

12. Oh, sorry sir, that's a mistake. The sticker (= *il cartellino*) should say £ 1120.75 (*one thousand one hundred and twenty pounds seventy-five*).
13. Our telephone number is 020 7921 3567 (*ou two ou*).
14. Please quote reference ACB81-25/B (*a c b eight one dash twenty stroke or slash or back slash or oblique stroke*).
15. For more information, call 0845 601 5884 (*... double eight ...*).
16. Alternatively, ring 0800 231415 (*ou eight hundred number ...*).
17. The emergency telephone number in Uk is 999 (*nine nine nine*). In the USA is 911 (*nine one one*).
18. To access the information you require, press the # (*hash*)key, followed by the 0 (*ou*) key and finally press the * (*star*) key. (*Se nota di un libro: asterix*)
19. He earns a salary of over £ 200K (*two hundred thousand pounds*) a year! In fact, he's making so much money that he plans to retire in his *mid-50's* (*mid fifty's*).
20. We have invested more over \$6M (*six million dollars*) in new technology.
21. To get here from Croydon, take the M25 (*M twenty-five*) than take the M4 (*em four*) and later the A329 (*A three two one*). (= *motorway; A = a routes, traditional old routes*).
22. The Union held a ballot to see if the workers wants to strike. The result was 2:1 (*two to one*) in favour.
23. My mail address is ____ @ (*at*) ____ . (*dot*)__.
24. Hi Todd, GR(*great*) news on the promotion. I'm really :-) (*happy*) for you! CUL8R (*see you later* for a celebratory drink?).
25. He drivers to work in a big, fuel-guzzling 4x4 (*four by four*).
26. Arsenal won the match against Liverpool by 2:0 (*two to nil; or zero*). In the match against the Manchester United the following week, they drew 3:3 (*three at all*).
27. At the last census, the population of the country was 37,762,418 (*thirty -seven million, seven hundred and sixty-two thousand and four hundred and eighteen*).
28. This book is © (*Copy right*) Radow Wyatt, 2007.
29. The 'Ultimafone'® (*Registered mark*) has just won a 'Product of the year' award.

Altro:

11/09/2001 the eleven of September two hundred and one.

2° two squared (= *due alla seconda*)

9⁴ nine to the power of four

9⁵ nine to the power of four

2m² two metres squared (or two squared metres)

2m³ two metres cube

2 x 2 = 4 two by two or two multiplied by two or two times

times

2/5 two fifths

2-ish (*circa le due*)

C.E.T.= Central European Time

B.S.T. = British Summer Time

G.M.T. = Greenwich Mean Time

Nel pomeriggio l'attività che ha coinvolto il nostro gruppo è stata quella di dare il significato ad un serie di parole o brevi frasi che vengono utilizzate nella Lingua Inglese a rappresentare termini tecnici di natura prevalentemente economica.

Su ciascuno di essi abbiamo riflettuto e verificato l'uso comune.
Qui di seguito vengono riportati gli elementi su cui abbiamo lavorato:

- Building relationship
- Keep your open minds
- Process information
- Read a situation
- Take your time
- Keep an open mind - open-minded
- Form an opinion
- Managing unknowns
- Work both ways
- Build/hone/improve/sharpen your skills
- Weigh up the pros and the cons (*vantaggi e svantaggi*)
- Give you an insight (get more information)
- Up-and-coming (to have success, being famous)
- Down to earth (no crazy, with concrete ideas)
- Run-of-the-mill (poor quality/ordinary)
- Low-key (not lovely)
- "whishy-washy" = indecisive
- Blunt = direct/no polite
- To jump the queue
- Stand-offish (*stare a distanza*)

Non renewable (*non rinnovabile*)

Means/ways of pollution

Tidal (= *marea*)/wind/biomassa/geothermal/hydroelectric power

Fossil fuels (oils, coal = *carbone*), gas)

I'm very keen (interested) on money

In a car – on a bus – on a bike board a ship disembark from the ship/airplane/watercraft

H & F (Health and Safety) *da rispettare quando si predispose un piano produttivo*

Market studies/researches

The state of the art version

A 1 year guarantee (an extended warranty)

Food sell by date or non-perishable or best before

Built in obsolescence (out of date)

sales-persons = *addetti alle vendite*

sellers = *venditori che vendono agli acquirenti*

Veil = velo

Il giorno successivo abbiamo preso confidenza con alcuni termini Inglesi che frequentemente vengono utilizzati in campo Economico ed Economico-Aziendale.

Abbiamo operato su ciascuno di essi e ne abbiamo approfondito le particolarità.

Qui di seguito si riporta l'elenco dei termini:

Lend to → Borrow from

{ Credit an account
Debit an account

{ Insolvent
Bankrupt

{ Dividend
Royalty

{ Shares
Stocks

{ Gross
Net

{ Deposit a sum of money in an account
Withdraw a sum of money in an account

Tax for services → duty to bring goods into a country

{ Exorbitant → too expensive
Overpriced → cost more than its true value

{ Wage → daily or weekly earns from jobs
Salary → monthly or annually earns from job

{ Invoice
Receipt

{ Discount
Refund → money payback to a customer when he returns something to a shop
Rebate → money gets back for paying too much tax or rent



... con le Colleghe di ...
...so.

- Inflation
- { Deflation
- { Pension
- { Redundancy pay → to compensate losing job
- { Bank statement → written document showing the money come in and come out
- { Balance → money you have in a bank in a certain moment
- { Working capital → for running a business
- { Venture capital → for the start up
- { Fund → to provide the money for a plan
- { Underwriter → to provide the money for a plan and you are responsible if it fails
- { Commission
- { Interest

Audit → official examination of a company

Budget → the money of a company to spend on something

To subsidize goods → you pay a part of a cost to help other people to buy goods or services at a lower price

Sponsor

- { To honour a debt → you repay the money you owe
- { Default on a debt → you fail to pay a money back

Una parte della lezione pomeridiana il docente Damian O' Donovan è stata dedicata alle

PRESENTATIONS

Vale a dire i caratteri ed i requisiti che devono avere le presentazioni che le aziende devono fare di un proprio prodotto, dell'azienda medesima, di un *business plan*, per poter ottenere dei finanziamenti da terzi o favorire l'ingresso di nuovi soci .

Ci ha illustrato due differenti ipotesi di presentazione delle quali abbiamo dovuto evidenziare i pregi ed i difetti ed ipotizzare quale avrebbe potuto avere maggiore probabilità di successo.

Dopo un *brain storming* siamo giunti alla conclusione che

UNA BUONA PRESENTATIONE

deve essere:

Clear and consistent

Say the truth

Be dynamic

Not too long

Direct

Convincing

Creative

Simply

Visual (*fare vedere il prodotto/delle immagini*).

Make numbers and statistics

Successivamente ci siamo divisi in gruppi di quattro persone a cui il docente ha assegnato una diversa presentazione. Dopo il tempo assegnato ogni gruppo è stato invitato ad esporre il proprio lavoro e a sottoporsi alle domande degli altri gruppi.

La presentazione del mio gruppo aveva come oggetto la promozione di un nuovissimo ed unico prodotto, frutto di una invenzione interna, che aveva come oggetto un piccolo motore a propulsione posto in uno zainetto che lo sciatore poteva indossare per risalire i campi da sci senza prendere lo *skilift*.

Dovevamo convincere dei finanziatori a considerare vincente il prototipo in termini di risposta del mercato e a sovvenzionare l'idea per avviare la produzione su larga scala.

Ecco il nostro lavoro:

PRODUCT NAME: **SKIPROP**

INTRODUTING MYSELF AND THE COMPANY.



La presentazione del lavoro di un gruppo

Good morning, I'm Marta, the Chief executive officer of a new Company called 'Live the mountains Ltd'.

Today I'm presenting a new product that is great for all people who love skiing. This is a ski propeller and it's for independent skiers. It consist of a ruck sack unit with a small and non heavy petrol engine, with a safe and easy system control.

These are the most important characteristics:

Innovations:

- 1) *It's a rucksack easy to use*
- 2) *It has a small engine whose weight is less than two kilos*
- 3) *There is a throttle control on ski tick or remote control*
- 4) *Ecological petrol is available in the skiing stations*

Target:

- 1) We have done market researches in Europe (Switzerland, Deutsch, Austria, Italy) during last skiing seasons with interviews to adults and teenagers more than sixteen years old and from middle class.

Advertisement:

- 1) On web sites, Newspaper, brochures
- 2) Shops where consumers can test the new product
- 3) Free demonstration of the product
- 4) Free little gadgets (small bags to warm up the hands inside the gloves)

Our idea:

- 1) Exporting the product over the world: for example in Argentina the seasons have different temperatures from Europe.

Financial budget for the start-up:

Balance Sheet

<i>Assets</i>		<i>Liabilities</i>	
<i>Cash flows</i>	£ 300.000	<i>Debts</i>	£ 250.000 <i>(issue bonds)</i>
<i>Machines</i>		<i>Venture Capitals</i>	
<i>Buildings</i>		<i>(shares)</i>	£ 750.000
<i>Tools</i>	£ 700.000		
<i>Vehicles</i>			
<i>Advertisement</i>			
<i>Total</i>	£ 1.000.000	<i>Total</i>	£ 1.000.000

Following: Break even analysis, Life of product. ROE, ROI.



ne

Il prof. O'Donovan ci ha fornito una ricca serie di fonti da cui attingere per futuri nostri lavori e curiosità:

Presentations & Public Speaking
Ten Commandments of Presentations

<http://www.tagsys.com/Ads/strategic/tencommpres.html>

Ten useful tips from Strategic Communications.

Tips for Dealing with Nervousness

<http://www.indiana.edu/~ucstm/edminute/jparment1.html>

Article by Julie Parmenter on how to overcome nervousness.

Dragon's Den

<http://www.bbc.co.uk/dragonsden/>

Selling your business ideas on a TV programme

Text to speech - practise listening to your presentations

<http://text-to-speech.imtranslator.net/>

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

Parte di una successiva lezione è stata riservata ai **LEXICAL SETS** utili per una idonea qualità della comunicazione nelle situazioni quotidiane. Qui di seguito, a sinistra le frasi poco adatte ad una colloquiale comunicazione e a destra come dette frasi possono essere sostituite:

LEXICAL SETS

What do you want?	Can (May) I help you?
What's your problem?	What can I do for you?
I can't follow what you are saying!	Can you kindly repeat this for me please?
Tell me what you want again.	Can/would you tell me what you want again?
It's your problem, not ours.	Please, be assured we are doing everything we can to solve your problem
I think you are over-reaching.	Yes, I understand. If I were you I would feel the same way.
We have the same comment (=problem) from every customer	We are aware of this problem/issue, we're doing everything we can to solve it.
I'll ring you back sometime next week.	I'll ring you back as soon as possible.
I'll have to ask the manager if I can do about it.	I'll talk to the manager and get back to you about it.
I can't stand this food	I'm sorry, I'm not hungry at all. / I'm not have much appetite, I'm full.
Can't you read? You can't smoke here!	Excuse me, this is a no smoking area. /I'm afraid, you might haven't seen the sign.
I don't have the clue as to who you are.	I'm very sorry, but I can't remember your name.
I'm so fed up (= <i>annoiato</i>) with this dull (<i>sciocca</i>) conversation.	Excuse me, would you mind if we take talk(ed) of something else?
I'm just not in the mood to go out with you.	I'm sorry, but I'm really tired. Would you mind if we had dinner with me tomorrow evening?

Bibliografia e altre fonti fornite dal docente per eventuali approfondimenti:

Amazon: PHRASAL VERBS ORGANISER (PHRASAL VERBS) 16,15

Patently absurd (= palesemente assurdo), images from www.totallyabsurdinventions.com

<http://www.ted.com> for business students (free website)

vocabulary workbook "Check your vocabulary for business and administration" 4th edition
Rawdon Wyatt A & C black - London

Abbiamo poi riflettuto sul seguente esercizio relativo alla corretta modalità con la quale conversare telefonicamente:

5b Effective phoning Rosemary Richey In Company Upper intermediate Resource materials In Company Upper intermediate Teacher's Book © Macmillan Publishers Limited 2004

1 Look at the examples of unhelpful phone language from a customer services training session. For each stage of the call, rewrite the phrases to produce a flow chart of useful expressions.

2 Roleplay the following customer complaint situations. Take turns to be the caller and the customer services adviser. Use the flow chart in 1 to help you.

- a new customer complains about a delayed order
- a client reports a mistake in his/her invoice
- a hotel guest's room is too noisy
- the helpdesk line is always engaged
- the customer care staff is rude and unfriendly

1 Introduction

What do you want? _____
What's your problem? _____
I can't follow what you are saying. _____

2 Assisting the customer

Tell me what you wanted again. _____
I think you ought to/should ... _____
Send me a copy of your receipt. _____

3 Showing understanding

It's your problem, not ours. _____
I think you are over-reacting. _____
We hear this same comment from every customer. _____

4 Promising action

I'll ring you back sometime next week. _____
I'll have to ask the manager if I can do anything about it. _____
I don't know how I can help you. _____

5 Closing the conversation

Anything else? _____
Is that it? _____
Hope you won't call us again with your problems. _____

Il prof. O'Donovan ci ha fornito inoltre del materiale utile per comporre frasi di uso quotidiano per presentazioni o discussioni, esempi che vengono riportati qui di seguito:

Functions – Presenting an argument	
<p>I ¹would like to begin by ...</p> <p>I would like to make a few remarks concerning ...</p> <p>I would like to comment on the problem of ...</p> <p>I would like to ²mention ³briefly that ...</p> <p>There are ⁴three points I'd like to make.</p> <p>The most important points seem to me to be ...</p>	<ol style="list-style-type: none"> 1. ➤ wish – most formal. ➤ should like – more formal. ➤ want – informal. 2. Suggests you are not going to speak for a long time. ➤ touch upon. 3. Suggests that you are not going to speak for long. 4. ➤ two. ➤ several. ➤ a number of.
Ordering	
<p>First of all, we must ¹bear in mind ...</p> <p>At the ²outset ...</p> <p>To begin with ...</p> <p>³Firstly, ... Secondly, ... Thirdly, ...</p> <p>Finally, ...</p>	<p>Simple, but important, as they help the listener to understand your view.</p> <ol style="list-style-type: none"> 1. Consider. Often used in the passive: <i>there are three points which should be borne in mind.</i> 2. Beginning. 3. Do not confuse with <i>at first</i> which contrasts with <i>later</i>. <i>At first I hated English, but now I love it.</i> ➤ First, second, etc. – more formal.
Introducing a New Point	
<p>I would now like to turn briefly to the problem of ...</p> <p>The next ¹issue I would like to ²focus on is ...</p> <p>Turning to ...</p>	<ol style="list-style-type: none"> 1. Question. 2. Concentrate.
Adding	
<p>In addition, ...</p> <p>I ¹might add that ...</p> <p>As well as ..., there is also ...</p>	<ol style="list-style-type: none"> 1. ➤ could – less definitive.

Not only ..., but also ... Furthermore, ... Moreover ...	
--	--

Giving an Example

¹ Let me give an example ... To illustrate this point, let us consider ... ² A case in point is ...	1. <i>Let</i> is followed by an infinitive without <i>to</i> . 2. An example.
---	--

Balancing

On the one hand ..., but on the other hand .. Although ..., we mustn't forget ... ¹ Whereas ..., we have to remember ... ² In spite of ..., I still think ... ² Despite the fact that ..., I ...	1. Expresses contrast. 2. <i>in spite of</i> and <i>despite</i> are interchangeable; <i>despite</i> is more formal.
---	--

Generalising

On the whole, ... In general, ... ¹ Generally speaking, ... By and large, ... All in all, ... All things considered, ...	1. ➤ broadly.
--	---------------

Stating Preferences

I'd rather ... than ...
I prefer ... to ...
I tend to favour ... as opposed to ...
... has an advantage over ... in that ...
The main advantage of ... is that ...

Concluding

Let me conclude by saying ... I'd like to conclude by stating that ... Allow me to conclude by ¹ highlighting the fact that ... In conclusion, I would like to ² reiterate that ... I would now like to conclude my	1. ➤ emphasising. ➤ stressing. 2. Repeat.
---	---

comments by reassuring you that we are fully aware of the fact that ...	
---	--

Successivamente abbiamo affrontato i seguenti esercizi:

Match and Complete 1

face	the deal	_____
run	the options	_____
close	a suggestion	_____
put forward	the problem	_____
weigh	a meeting	_____

1. What a way to _____! Nobody was given a chance to say anything.
2. We have to _____ before we make a decision.
3. Did you _____ with Hall? Is it all signed and sealed?
4. When you have to _____ of middle age, you won't laugh like that.
5. Every time I _____, I get jumped on.

Match and Complete 2

an overall	step	_____
a short-term	point	_____
a hasty	picture	_____
a preliminary	decision	_____
a moot	solution	_____

1. We shouldn't be forced into a _____ on this; given its importance we must think it over carefully.
2. As a _____ we would be prepared to exchange certain general information and perhaps later we will be able to move on to more important things.
3. That's a _____ and we shouldn't accept it as being true without discussing it further.

4. That's a good _____ but we still need something more lasting for the future.
5. Margaret, you've been here longer than anyone. Ignoring the details, can you give us the _____ as you see it?

Match and Complete 3

miss	an example	_____
give	a setback	_____
pose	the point	_____
hammer out	a compromise	_____
suffer	a problem	_____

1. Even if it takes 2 months, we'll _____.
2. It was unlucky to _____ like that; there was an unexpected change in government and now we'll have to wait an additional 3 months.
3. I think you _____, Bill. He didn't say that he was opposed to the scheme: he just said it wasn't as good as it could be.
4. I hope the change in dates won't _____ for you.
5. Could you _____ of what you mean?

Which prepositions go in the following expressions?

	<i>of</i>	<i>on</i>	<i>in</i>	<i>to</i>	
_____		account			_____
_____		addition			_____
_____		the agenda			_____
_____		agreement			_____
_____		the basis			_____

1. I think we're all _____ that.
2. What's _____ for today?
3. _____ this report, I think we can go ahead with our plans.

4. I'm afraid we'll have to cancel the order _____ the cost.
5. _____ his age, there is also the fact that he doesn't speak German.

Match and Complete 5

Which prepositions go in the following expressions?

<i>in</i>	<i>on</i>	<i>of</i>	<i>at</i>
	behalf		
	best		
	business		
	business		
	charge		
	certain circumstances		

1. The boss is away _____ in France.
2. I can't remember who's _____ the publicity. Is it Hill or Lewis?
3. _____ my government I would like to thank you for the kindness you have shown us.
4. _____ I could see us accepting, but not in our current financial situation.
5. _____ we'll make 5000, I just can't see us doing any better than that.
6. They've been _____ for over thirty years.

Some useful websites for learning English.

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

A website more for business students but some with interactive texts

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

An English teachers' resource site, with a small subscription fee payable.

http://www.stuff.co.uk/calcul_nd.htm

An interactive phonetic chart

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

A general English language learning site

<http://www.bbc.co.uk/worldservice/learningenglish/>

Learning English at the BBC

<http://iteslj.org/links/ESL/Vocabulary>

General Vocabulary

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

Find the origin of words.

http://iteslj.org/links/ESL/Grammar_and_English_Usage

Grammar

<http://iteslj.org/links/ESL/listening>

Listening

<http://www.thebigproject.co.uk/news>

Newspapers and Global News Sites in English

www.english.com A fun site of mistakes in English. Read and weep.

I giorni 16 - 19 - 20 e 21 luglio 2011 sono stati dedicati esclusivamente all'acquisizione ed alla sperimentazione della metodologia C.L.I.L..

*Le lezioni sono state tenute dalla Prof.ssa **Diana Hicks**.*

Vengono riportati di seguito gli aspetti affrontati, i materiali prodotti durante l'attività didattica e la documentazione messa a disposizione dalla docente.



La Prof.ssa Diana Hicks (al centro) con alcuni Docenti in formazione C.L.I.L.

LA METODOLOGIA C.L.I.L.: *mettiamoci finalmente all'opera*

Nella Lingua Inglese si riscontrano sostanziali differenze tra *lingua parlata (Accuracy)* e *lingua scritta (Fluency)*.

La lingua parlata viene anche definita **CALP** (*Cognitive Academic Language Proficiency*), quella scritta **BICS** (*Basic Interpersonal Communication Skills*).

La lingua scritta presuppone *accuratezza e assenza di errori*, mentre quella parlata si fonda sulla *finalità comunicativa e la comprensione* che a volte prescinde dalla forma strettamente grammaticale.

Gli studenti, con la metodologia C.L.I.L., devono comunque tendere al rispetto delle strutture grammaticali che abilitano alla lettura (*reading*), alla scrittura (*writing*), all'ascolto (*listening*), alla comunicazione (*speaking*).

DALL'IDEA AL PROGETTO DI UNA UNITA' DI APPRENDIMENTO

FASE PRELIMINARE:

a) Occorre **raccordare collegialmente** le discipline - coinvolte nella/e unità di apprendimento - con i docenti di Lingua Inglese.

b) Riflettere, prima di avviare la progettazione, su alcuni aspetti:

- a) qualità della relazione tra colleghi
- b) Impegni e responsabilità rispetto al progetto dei docenti di disciplina non linguistica in relazione agli obiettivi di apprendimento degli studenti individuati
- c) impegni e responsabilità dei docenti di Lingua Inglese
- d) organizzazione efficace di ogni attività.

Ecco di seguito alcune questioni aperte sulle quali la docente ci ha fatto riflettere:

<p>Relationship: key questions</p> <ol style="list-style-type: none"> 1. Do I get on with this person? 2. Shall we work formally or informally? 3. How can we equalize the relationship? 	<p>Subjects teachers responsibilities</p> <ol style="list-style-type: none"> 1. Subject specific vocabulary 2. Text types/genres common to their subject 3. Language functions required by their subject
<p>English Language teachers responsibilities</p> <ol style="list-style-type: none"> 4. Listening skills 5. Reading skills 6. Note taking skills 7. Study skills 8. Spelling and punctuation 9. Grammar 10. Pronunciation 11. Self-evaluation 12. Development of learner strategies 	<p>Organisation</p> <ol style="list-style-type: none"> 1. Decision making forum: where? When? How? What? 2. Possible syllabus changes particularly for language teachers 3. Possible timetable changes 4. How to share resources? 5. How to reduce preparation time? 6. How to obtain resources? 7. Assessment?

Qui di seguito viene riportato un esempio di un modello di progettazione standard di una unità di apprendimento con la metodologia C.L.I.L.

Balance Planning Model – Lesson planning and or Units of work

Diana Hicks

Compulsory	<p>SKILLS (list) according to English teacher (What kind of skills do the pupils develop? Eg.: Reading/speaking/co-operation/design..)</p>	<p>LEARNING STYLES Am I covering styles or emphasizing only the verbal-linguistic/aural and logical-mathematical learners?</p>	<p>COGNITIVE SKILLS</p>	<p>AUTONOMY/ DECISION MAKING Who? What? (choose an activity; eg: in a book page....) Timing (How long do you think you need?) (To have the responsibility of what they do) When and when do the students make choices about their learning?)</p>	<p>EVALUATION (reflection by the student - self-evaluation) (Which activity today has product best?) (What do you think you need to practice this?) Do I leave time for students own evaluation of their progress/concerns/ weak and strengths</p>
	<p>CONTENT (Two or more works that go together and have a sense)</p> <ol style="list-style-type: none"> 1. What do I want the students to learn? 2. What visuals can I provide to represent/support this content? 3. How can the pupils produce this content as a visual? 			<p>LANGUAGE (Type the language used)</p> <p>CHUNKS (Idioms - Phrasal works - Collocation)</p> <p>VOCABULARY (List of terms)</p> <p>GRAMMAR</p>	
Optional	<p>COMMUNITY DISPLAYS/IMPACT ON LIFE OUTSIDE (Eg: to make a poster to the neighbored - out of the school)</p>	<p>VISITS</p>	<p>COLLEAGUES</p>	<p>PERENTS/ VISITORS (What they expect?) (Eg: a presentation)</p>	<p>ASSESSMENT</p>

The reasons why we use a Balance Planning model
Advantages of the Balance Planning model

1. It helps teachers and students recognize common and frequently recurring features (=aspetti) of language in their subject
2. It creates a shared language for collegiality

3. It offers a principled process for constructing activities which integrate language and content
4. It enables teachers to plan more quickly, efficiently and effectively (=efficace)
5. It helps teachers focus on what students need to understand
6. It established a match between thinking skills, knowledge, understanding and the two languages
7. Enable teachers to work towards appropriate assessment activities
8. It identifies potential language demands
9. It provides a checking mechanism to ensure that neither language nor content "get lost" during a lesson or unit.

CHUNKS

Sono due o più parole (a volte brevi frasi) che sono frequentemente usate nei testi scritti o nelle verbalizzazioni.

Si distinguono in "general", se sono utilizzabili in ogni disciplina e "speciali" se sono parole o espressioni tipiche della singola disciplina.

I Chunks rappresentano strumenti normalmente utilizzati come approccio per la comprensione del testo ("text attack strategy") e sono alla base per riconoscere e ricordare Frasal verbs, verbs, idioms, ecc.



La Prof.ssa Diana Hicls (al centro) con i Docenti del gruppo di formazione

GENERAL CHUNKS: (we generally use) eg: "The majority of.." "A lot of..."

TOPIC CHUNKS: (linguistic tools) (specific words) eg: "War was declared..." , "The novel deals with..." , " Population decreased..."

Qualche esempio di *general chunk*:

1 . at the same time	6. in the case of	11. at the end of
2. the nature of the	7. At the beginning of	12. the role of the
3. in the course of	8. to the fact that	13. the relationship between the
4. to do with the	9. on the basis of	14. in the same way as
5. it is important to	10. in relation to the	15. it is possible to

Qualche esempio di *topic chunk*:

1. credit end debit	6. the company has increased the turnover	11. at the end of
2. put money in a bank	7. belonging to an army	12. the role of the
3. the average is	8. the project was established	13. the relationship between the
4. to do with the	9. conservation decisions	14. to protect from disease
5. it is important to	10. training sessions	15. its leader is...

SUPPORTING INDIVIDUAL LEARNING DIFFERENT KINDS OF INTELLIGENCE/WAY OF LEARNING

La prof.ssa Diana Hicks ci ha presentato e spiegato alcune tipologie e strumenti che possono essere usati a supporto della didattica in correlazione alle diverse tipologie di intelligenza o modo di apprendimento degli allievi

<p>1. Linguistic/verbal</p> <ul style="list-style-type: none"> a) letter/diary/essay writing b) making/doing word puzzles c) finding language patterns d) reporting news e) research 	<p>2. Visual</p> <ul style="list-style-type: none"> a) drawing pictures b) responding to pictures c) use of visual memory activities
<p>3. Auditory</p> <ul style="list-style-type: none"> a) Listening to CDs b) Listening to teacher c) Listening in pair/groupwork 	<p>4. Manipulative</p> <ul style="list-style-type: none"> a) making models/3D structures – lego, plasticine, paper, string b) cookery c) craft – carpentry – making models
<p>4. Logical-Mathematical</p> <ul style="list-style-type: none"> a) Budgeting b) Calculating chance/probability c) Estimating quantities d) Managing/ planning time e) Making timetables f) Making/doing logical puzzles 	<p>5. Musical</p> <ul style="list-style-type: none"> a) Play an instrument b) Move in time to music c) Select music for poem/story/picture d) Beat time/clap e) Compose music
<p>6. Interpersonal</p> <ul style="list-style-type: none"> a) Helping others learn b) Co-operating in a team c) Listening to others' narratives d) Showing and telling 	<p>7. Intrapersonal/metacognitive</p> <ul style="list-style-type: none"> a) Predicting what you will do well/badly b) Discussing moods/feelings c) Personal reviewing and evaluating d) Recognizing what you are like
<p>8. Kinesthetic</p> <ul style="list-style-type: none"> a) sport b) dance c) moving round classroom matching/finding 	<p>10. Experimental</p> <ul style="list-style-type: none"> a) finding out activities – What if? b) working things out c) discovering rules/patterns

IL LAVORO DI GRUPPO

WORKING TOGETHER - CO-OPERATION/COLLABORATION

Una parte delle lezioni è stata riservata al lavoro di gruppo, considerato come modalità operativa molto efficace per la metodologia C.L.I.L..

Infatti la Prof.ssa Hicks utilizza sempre con noi docenti l'organizzazione in piccoli gruppi ogni volta che ci richiede di svolgere delle attività laboratoriali.

La composizione dei gruppi deve variare in base al tipo di lavoro che essi devono compiere. Sono state evidenziate, infatti, tipologie diverse di formazione dei gruppi con i benefici ed i limiti di ciascuna. Un'attenzione particolare è, per es., da riservare alla qualità della relazione interna al gruppo, le abilità individuali, la predominanza o l'esclusività di genere (maschile o femminile).

Qui di seguito sono riportati i vantaggi del lavoro collaborativo, una tabella che ha riferimento alle diverse strutture di gruppi ed una mappa di stili comunicativi.

Collaboration...

1. makes more efficient use of time
2. improves individual thinking and learning
3. helps childrens self-esteem and confidence
4. Develops communication skills
5. Increased responsibility

GROUP COMPOSITION

Mix	Benefits	Limitations	When to use
Friendship group	Secure and unthreatening	1. Prone to consensus 2. allocation of loners	When sharing and confidence building are priorities
Ability group	Work pitched at optimum level of challenge	Visible in-class setting	When differentiation needed to achieve tasks
Structured mix	Ensures a range of views	Reproduces power relations in society	When diversity is required

<i>Random mix</i>	<p>1. Gives pupils experience of different partners and approaches</p> <p>2. Seen by pupils as democratic</p>	<i>Can give difficult mixes with bad chemistry</i>	<p>1. When pupils complain about who can sit with whom</p> <p>2. When groups have become stale</p>
<i>Single gender</i>	<i>More comfortable for some pupils</i>	<i>Furthers the gender divide</i>	<i>When one sex habitually loses out. Eg over computer keyboard control</i>

Suggestions. At the beginning of the term/year explain that half the groupwork task composition will be set by the teacher and half by pupils.

LANGUAGE FOR GROUP

<i>Organiser – invitation to speak</i>	<i>Reflection</i>
<p><i>Let's get started</i></p> <p><i>We haven't got much time</i></p> <p><i>What shall we do first?</i></p> <p><i>Who's got some good ideas?</i></p> <p><i>Who wants to say something first?</i></p> <p><i>Let's take it in turns</i></p> <p><i>Let's hear his/her ideas now</i></p>	<p><i>What was the best/worst part of the groupwork?</i></p> <p><i>What do you think we should change tomorrow?</i></p> <p><i>What should we be proud of?</i></p>
<i>Wanting to speak</i>	<i>Being supportive</i>
<p><i>Excuse me everyone. I have got an idea.</i></p> <p><i>Can I say something now?</i></p> <p><i>I was wondering if we could...</i></p> <p><i>Why don't we... ?</i></p> <p><i>What do you think about?</i></p>	<p><i>That's a good idea</i></p> <p><i>Yes, Why don't we do that?</i></p> <p><i>I agree with that</i></p> <p><i>I like that idea</i></p> <p><i>That's great</i></p> <p><i>Let's do that</i></p> <p><i>Does everyone live that idea?</i></p>

Proposta di autovalutazione dello studente per un efficace lavoro di gruppo

La prof.ssa Hicks ci ha inoltre messo a disposizione una griglia di autovalutazione attraverso la quale lo studente che lavora in gruppo può riflettere sul tipo di contributo può offrire per la realizzazione del lavoro finale.

Su questa tabella abbiamo colto l'importanza del gruppo di lavoro non solo come frutto di una sinergia collaborativa, ma anche come attenta riflessione sull'impegno di ciascuno, in ogni fase operativa, perché si realizzi il successo collaborativo e dei risultati.

Before you work in a group work task think about what makes it work best.

1. Choose three features and write down three phrases/sentences which you can use during the task.
2. Compare with others in your group and add other phrases/sentences.
3. As you work on the task, tick the sentences you say.

Features	What I can say	Tick when used
1. Expressing my opinion		
2. Respecting opinions		
3. Making a suggestion		
4. Giving feedback		
5. Making points clear		
6. Inviting others to speak		
7. Summarizing the key point		
8. Helping to make a decision		
9. Accepting disagreement		
10. Being positive		

After the task: Do the others agree with me?

Reflection: Which features can you focus in your next group work task?

La prof.ssa Diana Hicks ci ha messo a disposizione i principali indicatori delle conoscenze, abilità e competenze - **COGNITIVE TASKS** – tratti dalla



La Prof.ssa Hicks (in fondo)

BLOOM'S TAXONOMY

TAXONOMY OF EDUCATIONAL OBJECTIVES: BLOOM, B.S.: 1984, PEARSON

La Tassonomia può essere suddivisa in sei sezioni a cui possono essere assegnati indicatori differenti a seconda delle conoscenze, abilità e competenze da valutare.

When planning your lessons or units of work, ask yourself "How often am I asking my student to do these kinds of cognitive tasks?"

Action research: Make a copy of this sheet for each class and tick off each type of thinking skill for each task

1. Assessing	19. Discussing	37. Modifying
2. Calculating	20. Estimating	38. Planning
3. Changing	21. Examining	39. Predicting
4. Classifying	22. Experimenting	40. Preparing
5. Collecting	23. Explaining	41. Quoting
6. Combining	24. Formulating	42. Ranking
7. Comparing	25. Generalizing	43. Re-arranging
8. Completing	26. Grading	44. Recommending
9. Composing	27. Identifying	45. Relating
10. Concluding	28. Illustrating	46. Rewriting
11. Contrasting	29. Integrating	47. Selecting
12. Creating	30. Interpreting	48. Showing
13. Deciding	31. Inventing	49. Solving
14. Defining	32. Judging	50. Substituting
15. Describing	33. Labeling (costruire un diagramma)	51. Summarizing
16. Designing	34. Linking	52. Telling
17. Differentiating	35. Listing	53. Testing
18. Discovering	36. Measuring	54. What if?

Type of thinking	Verbs in task instructions
1. Knowledge	List, define, describe, identify, show, label, collect, examine, tabulate, quote name
2. Comprehension	Summarize, describe, interpret, contrast, predict, associate, distinguish, estimate, differentiate, discuss, extend These tasks require students to extend their knowledge and apply it to other context/situations

3. Application	Apply, demonstrate, calculate, complete, illustrate, show, solve, examine, modify, relate, change, classify, experiment, discover These tasks require students to select knowledge to answer the question or solve a problem.
4. Analysis	Analyse, separate, order, explain, connect, classify, arrange, divide, compare, select, explain, infer These tasks require students to see connections and make links between different parts.
5. Syntesis	Combine, integrate, modify, rearrange, substitute, plan, create, design, invent, What if?, compose, formulate, prepare, generalize Pupils are required to build on previous knowledge by making a personal or new process
6. Evaluation	Assess, rank, grade, measure, test, recommend, convince, select, judge, explain, discriminate, conclude, compare Pupils are requested to recognize bias, subjectivity in an argument, make choises using reasoned argument, verify value of evidence.

La Prof.ssa Diana Hicks ci ha poi fatto riflettere sui tipici **tempi verbali richiesti specificamente dalle singole discipline per la comprensione di un testo e la riproduzione scritta e/o orale:**

SCAFFORD= tenses needed for content understanding and reproduction

I docenti coinvolti nella progettazione di attività didattiche con la metodologia C.L.I.L devono infatti riflettere sui tempi verbali che dipendono principalmente dalle discipline interessate.

Per esempio nel caso di Scienze, Geografia, Storia, si assiste ad un uso spesso diverso dei tempi verbali come viene qui di seguito sintetizzato:

Science (including some Geografy)	History
1. Present simple	1. Past simple
2. Present simple passive	2. Past perfect
3. Past simple passive (experiments)	3. Past passive
4. "Will" future	4. Third conditional

Occorre fare riferimento al testo assegnato ed invitare gli studenti ad osservare i tempi verbali utilizzati e quelli che gli allievi devono utilizzare per le risposte.

La prof.ssa Hicks ci ha presentato le seguenti ipotesi:

A .Check your text and look at the tense used

B. Ask students to think about the tenses they need before starting a piece of writing. Look at the questions below.

What tense/s will you need to write the answers?

<p>Geography (present simple/conditional)</p> <p>What <u>is</u> the difference between weather and climate?</p> <p>What effect do you think straightening a river <u>might have</u>?</p>	<p>Biology (present simple/past simple/conditional)</p> <p>Explain why blood in arteries <u>is</u> a brighter red than the blood in veins.</p> <p>What special problems <u>would</u> mammals <u>have</u> in using evaporation to keep cool if they <u>lived</u> in a dry desert?</p>
<p>Chemistry (present simple/conditional)</p> <p>What <u>should</u> happen if you cooled a saturated solution of copper sulphate from 70 degrees C to degrees C?</p> <p>Describe why substances <u>are</u> more likely to react together when they <u>are</u> in a solution than in solid form. ...</p>	<p>History (present simple/past simple/present perfect/past perfect/conditional)</p> <p>What <u>did</u> Stalin think <u>would</u> happen the allies <u>invaded</u> France?</p> <p>Explain why the first world war <u>was</u> different from all previous wars.</p>

*I **CONNETTIVI** sono molto utili per favorire la comprensione dei collegamenti e delle sequenze di un testo scritto, la predisposizione di un testo e la verbalizzazione. Qui di seguito vengono riportati i connettivi inglese usati più frequentemente:*

CONNECTIVES

Diana Hicks

Adding	Cause and effect	Sequencing
<p>As well as Moreover Further Furthermore In addition to Additionally</p>	<p>Because of Therefore Thus Consequently Hence As a consequence/result of Lead to Cause Resulting in</p>	<p>At the beginning At first Initially Next Then First, second, third Finally At the same time as Following on from Meanwhile Afterwards</p>

Qualifying	Emphasizing	Comparing and Contrasting
However Although Nevertheless Unless On the other hand As long as Apart from Only when/if Except In some cases	Above all In particular There is no doubt that Especially Significantly Indeed Notably Crucially Of special significance /importance is	Equally In the same way Similarly Likewise As with Whereas Instead Instead of Alternatively Otherwise Unlike

Osservazione delle immagini del testo (VISUALS)

Un aspetto spesso non considerato dal docente quando seleziona un testo scritto da sottoporre agli studenti quale riferimento per il lavoro da compiere in classe, è l'importanza delle immagini (anche tabelle, grafici, mappe, ecc.) in esso riportate.

Infatti, mentre i docenti pongono in primo luogo attenzione AL TESTO, gli allievi si soffermano prima SULLE IMMAGINI.

In particolare con la metodologia

C.L.I.L. i "graphics" sono fondamentali e richiedono particolare attenzione la ricerca e la selezione di quelli più adatti, perché siano in stretta coerenza con il testo proposto agli allievi.



na lezione

*Pertanto, l'insegnante deve **PRIORITARIAMENTE** focalizzarsi sul significato che deve offrire agli allievi il grafico, l'immagine, la tabella, ecc. del testo e poi accertare se e in che modo favorisce la comprensione dei contenuti.*



enti

Con la prof.ssa Hicks abbiamo a lungo riflettuto su queste considerazioni e ci siamo soffermati a lungo sulle domande sotto riportate.

VISUALS

Textbook texts: graphics

Diana Hicks

Bilingual teaching requires up to three times as many graphics as monolingual teaching.

***Students look at the graphics first!
Teachers look at the text first.***

Key question: What is the purpose of the graphical information on the page?

Before using the unit check the link between graphics and text. Find a unit in your textbook and first look at it through a pupil's eyes:

What sense does the pupil make of the topic content by looking at the graphics on the page?

Which graphic will s/he focus on the most? Is this the one which carries most content information?

Now think about these questions:

Question	Result
1. Does the graphical information add more detail to the text?	
2. Can the graphics stand alone from the text?	
3. Can the graphics be understood only after reading the text?	
4. Are the graphics age appropriate?	
5. Do the graphics help introduce the content of the text?	
6. Would other graphics be better?	
7. Which graphic would you start with?	

ASSESSMENT PROCEDURES (autovalutazione dello studente)

Diana Hicks

Gli studenti, soprattutto dinanzi alla comprensione di una testo scritto in lingua Inglese, devono utilizzare gli strumenti meta-cognitivi per la propria autovalutazione.

Vengono riportati i riferimenti riflessivi a cui lo studente potrebbe utilmente fare riferimento.

Questa fase precederà la valutazione sommativa del docente.

- 1. I found difficult**
- 2. I found easy**
- 3. I am pleased with**
- 4. I am not pleased with**

*Il docente potrà aiutare lo studente a rimuovere eventuali difficoltà. Una parte importante del curriculum dello studente e della sua autovalutazione deve essere riservata alle "**student presentations**". Esse sono parte integrante per accertare e graduare il livello di apprendimento dello studente attraverso la produzione di un suo lavoro o mediante quella di un gruppo di lavoro a cui lo studente è appartenuto.*

Per la valutazione occorre tenere conto dei seguenti descrittori:

- 1. CONTENT:** *Which information was new to the listener and which was old?*
- 2. VISUALS:** *How did the visuals help the information? Would other visuals have been better? Did the visuals match the speech?*
- 3. STRUCTURE AND ORGANISATION:** *Did the presentation follow a logical sequence? Did the examples add more detail and clarity or confusion?*
- 4. LANGUAGE - GRAMMAR AND ACCURACY OF VOCABULARY, PERSONAL STYLE:** *How clear was the language? Did errors confuse the message? Was the language appropriate? Was is too formal or too informal?*
- 5. AIMS – CONSISTENT, COHERENT AND COHESIVE?**

GRIGLIE / LIVELLI

*(di autovalutazione dello studente
sull'uso appropriato delle risorse didattiche)*

La prof.ssa Hicks ci ha sottoposto una griglia di autovalutazione da consegnare agli allievi nelle varie fasi di realizzazione di una unità di apprendimento, in modo che essi possano accertare il loro livello raggiunto

in termini di conoscenze, abilità e competenze relative all'uso appropriato delle risorse didattiche che hanno a disposizione.



La Prof.ssa Hicks con alcuni Docenti

Ciò consente agli studenti, laddove necessario, di recuperare o potenziare – anche con l'aiuto del docente - quegli aspetti che essi hanno visto emergere attraverso il processo autovalutativo.

Qui di seguito viene riportata la griglia i cui livelli rappresentano, in ordine crescente, ciò che lo studente riesce a

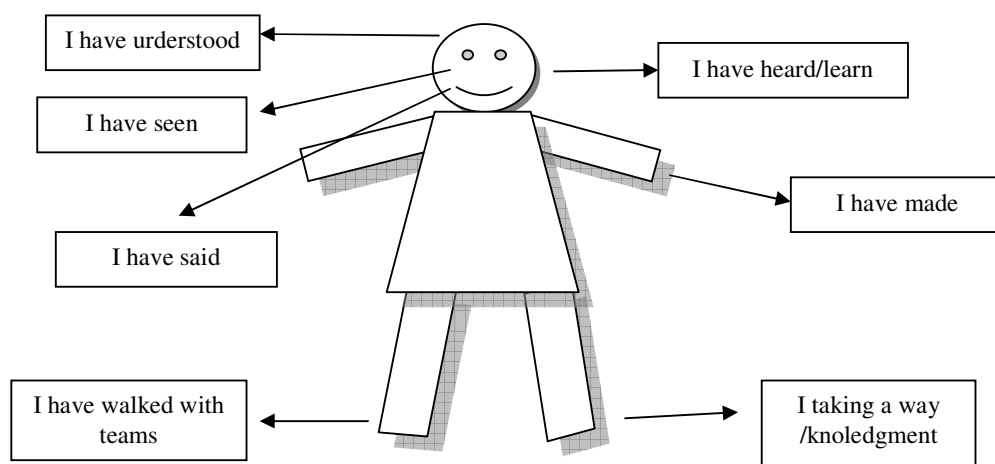
cogliere/affrontare rispetto al compito assegnato.

How useful are these kinds of "I can" statements? Who would you use them with?

Use of sources

<i>Level 1</i>	<i>I can find answers to simple questions in a piece of writing</i>
<i>Level 2</i>	<i>I can answer questions about the past by looking at historical sources</i>
<i>Level 3</i>	<i>I can use a source to help me answer question in sentences</i>
<i>Level 4</i>	<i>I can select and combine information from sources to produce a structured answer</i>
<i>Level 5</i>	<i>I can identify the sources that are useful for answering a question</i>
<i>Level 6</i>	<i>I can use sources of information to help me reach and support a conclusion</i>
<i>Level 7</i>	<i>I can evaluate sources for reliability</i>
<i>Level 8</i>	<i>I can find sources of information for myself and use them critically to answer questions</i>
<i>Level 9</i>	<i>I can use sources of information critically and carry out historical research</i>
<i>Level 10</i>	<i>I can reach substantiated conclusions about my enquiries</i>

ASSESSMENT – STUDENT’S INDIVIDUAL LEARNING
(Knowledge – understanding – skills)



Pupils have to write about:

- *I'm very pleasant with...*
- *I'm not so happy in ...*
- *I probably need more advice on ...*
- *This term I would like to improve/ develop/ learn about/ extend/ expand my knowledge(skills + understanding) in*

Alcune proposte di lavoro con la metodologia C.L.I.L.

N°1 – Bilingual Economics/Business Studies – Students Material

Diana Hicks

Based on material from *Economics: A Complete Course* Moynihan, D and Titley, B (1994) OUP

Note: the tasks assume that all students have the textbook.

Chapter 2 The Language of Economics (pp 15-23)

Content aims	Language needs
Students to understand	Local economy, national economy, international/world economy
1 What is an economy	Satisfy people's wants
2 What is production and consumption and exchange	Consumption expenditure
3 different types of markets	Factors of production

4 factors of production	Natural resources
5 consumer goods and capital goods	Human resources
6 public goods and merit goods	Consumer durables
7 define income and wealth	Capital goods

Metodologia

1) *Il docente propone il tema alla classe e si invitano gli studenti alla discussione*

1a) *a coppia gli studenti condividono/confrontano le idee con il proprio compagno in lingua Italiana. Ogni coppia discute con altra coppia.*

1b) *I gruppi discutono tra loro.*

1c) *Si sintetizzano le risposte in Inglese o in Italiano.*

2) *Si dà alla classe un breve testo sul tema e si pongono alcune domande a cui i ragazzi devono discutere in gruppo*

Tuning In (accensione): Starting from the students

1 What is an economy?

1a Work in pairs and write down as many examples as you can of different economies in the world. Share your ideas with another pair.

1b Can you put them in groups?

1c Work in a group. What do all economies do?

All economies..... (you can finish the sentence in English or Mother Tongue)

In pairs:

1 Scan the text and find the sentence which explains an economy.

2 Write down examples of three economies

An economy is an area in which people make or produce goods and services. This area can be of any size with any number of people involved. For example, we can talk of a local economy, such as the UK economy. In turn, the United Kingdom is part of the economy of Europe along with countries like France, Spain, Germany and Italy. Indeed, every country in the world can be considered an economy as long as it is involved in the production of goods and services. Similarly, all the countries together make up (=formano) the world economy.

Metodologia:

- 1) (si lavora in gruppo) l'insegnante assegna brevi esercizi da svolgere collegati al tema assegnato
 2) i gruppi si scambiano le informazioni

Finding Out (= scoperta/vengono trattati i contenuti della lezione)

Production and Consumption

Work in pairs. One of you reads paragraph 1 and one of you reads paragraph 2. (page 16) Complete your charts and key sentence and exchange your information. Add your ideas.

	Goods	Services
From the text		
Your own ideas		

Key sentence:

Production

Production is any activity designed to satisfy people's wants. The things that satisfy people's wants are goods such as televisions, cars, furniture and food and services like teachers, plumbers, window cleaners and doctors. Production, therefore, involves the making and selling of goods and services. However, if people do not want a service like a plant that dies, a television without a picture or a comedian who is not funny, then the making and sale of such goods and services would not be classed as production by an economist. The people who make goods and services are known as producers.

Consumption: examples

	Goods	Services
From the text		
Your own ideas		

Key sentence:

Consumption

The using up of goods and services to satisfy our wants is known as consumption. When we eat we are consuming food. When we watch television we are consuming electricity, the television set and the services of the television company. When we go to schools and colleges we are consuming the services of teachers. We are consuming when we read books, sit on chairs, sleep on beds, put money into a bank account, ask the

policeman the time, listen to the radio and use up any goods and services to satisfy our wants. The people who buy goods and services to satisfy their wants are known as consumers and their spending is called consumption expenditure.

Exchange

Read the sentences and write some examples

Usually we buy the goods and services we need. Sometimes we can exchange goods and services. For example

- 1 I could exchange _____ for _____
- 2 I could exchange _____ for _____
- 3 I could exchange _____ for _____
- 4 I could exchange _____ for _____
- 5 I could exchange _____ for _____
- 6 I could exchange _____ for _____

Sorting Out (= *mettere in ordine per la comprensione*)

What is a market?

What happens at your local market? Write a sentence or draw a picture.

Work in a group and write down your ideas in the chart.

What can you buy and sell on these markets? (in English or MT)

	Local	National	International
Goods			
Services			

Resources: Factors of production

In order to produce goods and services we need resources or inputs. We call these 'factors of production'.

In order to make anything we need

- 1 land
- 2 labour
- 3 capital

Finding Out

Classifying resources: Cartons of orange juice

Work in a group of four. Take eight cards each. Put the cards into three groups and label them.

Home work

Think of a consumer product or service you could provide or one which you want. Write down the factors of production for it. In class show these to your group. Can you guess which product or service you thought of?

What do resources produce? Consumer goods/products

Tuning In

Work with a partner. Fill in one column each (in English or MT)

Consumer durable goods (which last a long time)	Non-durable goods (which last a short time)

Write them on the sheets as they come round.

Other kinds of goods

Work alone. Read the three sentences and circle one phrase.

	Public goods	Capital goods	Merit goods
1 Producers need resources such as lorries, machines, factory buildings and equipment to help them produce goods and services.			
2 Governments provides goods and services such as street lighting, water, policemen and fire services to people.			
3 Governments also provide goods and services such as healthcare and education to people because they think we ought to have them.			

Compare with your partner

Wealth= all the things you own

Write down as many things as you can in each column

My wealth	An adult I know – his/her wealth	My country's wealth

My wealth consists of _____

I am wealthier than my partner/I am not as wealthy as my partner

Compare with your partner.

Income

There are two kinds of income. Work in a group and decide what they might be.

Evaluation

1 From the unit, what can you help someone else with?

2 What do you need more help with yourself?

3 What do you think was most interesting about the unit?

Bilingual Business Studies/economics
Classifying Resources: Cartons of orange juice

Phones	Oil	Wood	Oranges
Computers	Lorries	Warehouse workers	Roads
Soil	Printing machines	Lorry drivers	Accountants
Squeezing machines	Peeling machines	Shops	computer staff
Orange picking workers	Orange trees	Sailors	Shop assistants
Packing machines	Economists	Factories	Dock workers
Water	Power stations	Drink tasters	Advertising teams
Bank clerks	Coal	Insecticides	Package designers

N° 2 - Bilingual Business Studies/Economics

Diana Hicks

International Trade

Teachers focus: Introduction
 Work alone for a few moments.
 You are about to teach a unit on International Trade. What are
 A. the key curriculum points you need to cover?
 B. the skills you would like your students to develop/ practise?
 Make notes of your ideas. Compare your points in a small group

Content aims- How many of these did you mention?

Students should ..

1 ... understand the theory behind and the main reasons for international trade including the principle of comparative advantage	
2 ... understand the main forms of protection against trade and advantages and disadvantages of these	
3 ...identify key visible and invisible exports from UK	
4 ... describe and explain balance of payments	
5 calculate balance of payment accounts	

6... analyse factors which affect foreign exchange rates	
7... describe the differences between fixed and floating exchange rates	
8... explain the workings of the European Exchange Rate mechanism	
9... understand the aims of the European economic Community	
10 ... understand the advantages and disadvantages of international trade	

Skills – How many of these did you mention?

1 Speaking – presenting a point of view, discussing, agreeing, disagreeing, making an oral presentation about international trade	
2 Listening - taking notes, for key points, for thread and points of argument	
3 Reading – finding arguments, understanding difference between fact and opinion	
4 Writing – writing a report	

Teachers Focus: Materials

Look at the two sets of materials

1 English for Business Studies – A course for Business Studies and Economics Students Mackenzie, I. (CUP 2010)

2 Economics: A Complete Course Moynihan, D and Titley, B (1994)
OUP

What differences can you see between them? Share your reactions with a partner or in a group

What advantages/disadvantages do both materials have?

How could you construct a lesson for your students using these materials?

Lesson Plan International trade (for two lessons)

Content aims	Language needs
1 main reasons for international trade including the principle of comparative advantage	Absolute advantage, comparative advantage, free trade, protectionism, infant industries, balance of payment, invisible and visible imports
2 protectionism	Tariff, quota, embargo, subsidy,,
3 visible and invisible imports and exports	
4 balance of payments	

Lesson 1 Trade at home

Tuning In 1 Start from the student

A Work alone . Write the letters of the alphabet down the side of a piece of paper. In four minutes write down one thing for as many letters as you can which your country imports from another country. (L1 and/ or L2)
For example: A: apples B bananas

Compare in a group of three /four and add other words

B Now work alone. Write down as many things as you can which your country exports. (L1 or/and L2)
Compare in a group and add words to your list.
Question: What would happen if countries didn't trade?

Discuss in your groups.

If countries didn't trade ... would ..

2 Take six small pieces of paper. Write the names of six countries – one on each paper. Work in a group of four. Put the papers in the middle face down. Mix them up and take six each. On the other side write down one key export from that country.

Finding Out

3 Absolute advantage

A Who has the absolute advantage? Look at the table

	Music centres produced by 50 workers	Tons of wheat produced by 50 workers
United States	40	35
United Kingdom	50	30
Total output	90	65

Which country produces the most music centre using the same number of workers?

Which country produces the most wheat using the same number of workers?

The UK has the absolute advantage in.....

The USA has the absolute advantage in

Work alone or with a partner. Construct a table to show what would happen if USA and UK decided to specialise in one product using 100 workers.

What do you think each country would do now after this specialisation?

B Listening Part 1 Michael Kitson

1 Before you listen to the text, write down any problems which you can think of which may happen when a country decides to specialise.

Compare in your group.

2 Listening for the key idea.

Listen to the text. There is one key idea in the text. Write down as much of the key sentence as you can.

Is it the same as your discussion?

Compare your words in a group.

Listen to the last part of the text again. What is the speaker's solution?

In which countries do you think problems of specialisation have occurred?

Sorting Out

C Free trade – for and against Page 135 Mackenzie

1 Work in a group of three. Cut up the statements and put them into two groups.

2 Choose four statements each. Copy them onto separate pieces of paper and then construct an image /character for each statement. You can draw a picture of the person with a speech bubble.

For example:

"I Free trade, comparative advantage and specialisation always lead to economic growth and development".

Gender	Male or female
Age	Middle – older age
Nationality	EU, USA
Job	In a multinational- perhaps a politician
Social status	Middle – upper middle
Income	35000 dollars + a year

3 Share your descriptions in the group.

4 Now choose one characterisation each and discuss the pros and cons of Free trade using that persona and the language of the argument.

5 Draw a picture of yourself and write your statement in a speech bubble.

6 Home learning

Write an essay. 'Free Trade always benefits the rich rather than the poor': Discuss.

Reflection

Which activity helped you understand International Trade best today?

What made the activity most successful for you?

What do you know about International Trade now that you didn't know at the beginning of the lesson?

- 1 Free trade and international supply chains lead to world peace and stability
- 2 WTO policies prohibit developing countries from protecting infant industries until they are internationally competitive although the rich countries do this all the time
- 3 Free trade guarantees the largest possible foreign markets for producers and exporters
- 4 The WTO defends 'Trade related Intellectual property' rights which grants pharmaceutical companies patents, copyrights and trademarks which deny poor countries access to lifesaving medicines and drugs
- 5 Free trade guarantees consumers the lowest possible prices
- 6 Lowering trade barriers breaks down other barriers between countries
- 7 The price of exported goods does not reflect the environmental cost of transporting them
- 8 Instead of promoting internationally recognised labour and environmental standards, free trade makes it easier for production to go where labour is cheapest and environment costs are low
- 9 Free trade, comparative advantage and specialisation always lead to economic growth and development
- 10 Total world trade in 2000 was 22 times higher than in 1950 and as a result everyone was more prosperous
- 11 The WTO classifies most environmental, labour, health and safety and protection laws as illegal 'barriers to trade' eg it has ruled against the US Clean Air Act and parts of the US Endangered Species Act
- 12 Free Trade ensures secure supplies and a greater choice of components and raw materials for producers and of products and services for customers
- 13 The WTO has ruled that governments cannot take into account 'non-commercial' values such as human rights, opposing child labour etc
- 14 WTO policies allow rich countries to dump heavily subsidised industrially produced food in poor countries which damages local production

N° 3 - Lesson 2 Exports and Imports

Tuning In Starting from the student

1 Your stuff

Look at your things – bags, clothes, books, equipment. What was imported and what was made in your country?

Imported	Made at home

2 Visible and Invisible Imports and exports

Work with a partner. Look at the text and fill in one column each. Add as many other of your own ideas as possible.

All countries import and export two kinds of goods and services. One kind is 'visible' - these are goods which we can see and buy in the shops such as cars, washing machines, computers, CDs, food, clothes, shoes, paper, books and wood and metals. The other kind is 'invisible' such as holidays, banking services, insurance, films, television programmes, advertising, legal services, all kinds of educational, engineering and medical expertise, shipping and freight services, currency, stock exchange deals and telecommunications.

Visible imports and exports	Invisible imports and exports

Finding out

3 Balance of Payments

This is the difference between the value of imports and the value of exports. Look at the two sets of data. Label one 'Balance of payments surplus' and the other 'Balance of payments deficit'

1 2009 Balance of payments _____

In millions of £

Exports		Imports	
Visible exports	61,000	Visible imports	65,000
Invisible exports	122,000	Invisible imports	98,000
Total		Total	

2 2007 Balance of payments _____

In millions of £

Exports		Imports	
Visible exports	57,000	Visible imports	96,000
Invisible exports	88,000	Invisible imports	102,000
Total		Total	

Sorting Out

4 How to correct the balance?

Work with a partner. Read one text each and fill in one chart.

Share your information with your partner.

1 Deflation

How it works	Advantage/s	Disadvantages

2 Interest rates

How it works	Advantage/s	Disadvantages

Deflation

A government can use its tools of public expenditure and taxation to reduce aggregate demand in the economy. It can raise taxes and reduce public expenditure and this will mean that there is less money going around the economy. Therefore, people will have less money to spend on imports. This will mean there will be less demand for imports and so the amount of imports will drop. However, this fall in aggregate demand and money being pumped around the economy will also mean that there is less money to spend on domestically produced goods and this will affect domestic industries. It may mean there are more goods available for export but it may also mean that companies will reduce production and make some of their staff redundant. High unemployment creates problems for the government and economy.

Interest rates

A government can increase interest rates which may encourage people to save more and spend less on buying imported goods. It may also attract flows of money from other countries as foreigners look for good returns on their investments. However, the problem with high interest rates means that borrowing money to buy expensive goods such as houses and white goods becomes difficult so people buy fewer domestically produced goods. This can lead to unemployment in the manufacturing sector and also in the building industry and ancillary areas. High unemployment creates problems for the government and economy.

4 Protectionism and trade barriers

Sometimes countries protect their industries from imports. Look at these examples.

Trade issue	Problem to the country	Solution	Name
Drinks	Threat to local drinks companies	Tax imports up to ten times higher than local drinks	
Cars	Threat to local car companies	Refuse import licences	
Food	Threat to local farmers	Financially support local farmers to allow low food prices	
Clothes	Threat to local companies	Limit the amount and type of clothes	

Read the definitions of the four types of restriction and write them in the column.

1 Sometimes countries put an **embargo** on goods from another country to punish another country for political or economic reasons.

Example _____.

2 Sometimes countries put a tax on imports – this is called a **tariff** – and is designed to stop people buying foreign goods.

Example _____

3 Sometimes countries give financial support to their own industries – called **subsidies**- to make the prices lower.

Example _____

4 Sometimes countries limit the number of foreign goods of a certain kind coming into their country – this is called a **quota**.

Example _____

5 In your region

Research the industries and agricultural products in your region.

Which strategies would be feasible to use to protect home production?

Either 1 Make a presentation 2 or write a report 3 or write and record an interview

N° 4 - Bilingual Business Studies- Productivity

Based on Unit 30 ***Business Studies Second Edition*** ed Marcouse, I (Hodder and Stoughton 2003) pp 211-217

Diana Hicks

Note : materials are based on the assumption that all students have the book

Lesson 1

Start from the students: Tuning In

1 Work in a pair or small group. Think of examples, translations or definitions to show what these words mean. You can use L1 or L2 or both.

To produce	Product	Production	Productivity

Compare with another pair/group.

How can you compare 'productivity' and 'output'? Share your ideas

Finding out

2a Work alone or in a pair. Look at the following information.

Underline the key information (or make notes in your copy book).

Compare your notes/underlinings with a partner.

Productivity in the Car Industry

In 2002 for the sixth year in succession Nissan's Sunderland factory in North east England was acknowledged as the most productive in Europe.

Its productivity level of 95 cars per year per worker was more than double the rates of European rivals such as Rover, VW and Peugeot.

However, this Sunderland factory only achieves half of the productivity of the best companies in the world – Mitsubishi Motors of Japan.

Of the top 10 plants in the world, the first nine are in Japan. The tenth is in South Korea.

Each worker at Mitsubishi's best plant produces almost 180 cars per year.

The most efficient plant in North America – Honda's Marysville factory in Ohio – produces only 96 cars per year per worker.

2b What do you think explains these differences in productivity? Make a mind map. Use L1 or L2.

Reasons for differences in productivity

Sorting Out

3 Why does Productivity matter? Reasons

3a Work alone. Fold a piece of A4 into 8 sections. Copy the phrase onto the paper and complete the sentence with as many reason endings as possible. You can use L1 or L2.

Productivity matters because.....

Work in a group of three/four and take turns to explain your endings. Cut them out and put similar ones in piles on the table.

Write your key reasons on the poster sheets.

3b Look at the sentences. Tick the ones which give reasons for the importance of productivity.

Why does productivity matter?

1 The output per employee is a very important measure of a firm's performance

2 It has a direct impact on the cost of producing a unit.

3 If productivity increases, then, assuming wages are unchanged, the labour cost per unit will fall.

4 Imagine that in one factory employees make 5 pairs of shoes a day but in another one they make 10 pairs per day.

5 Assuming the wage rate is the same this means that the labour cost of a pair of shoes will be halved in the second factory.

6 With lower labour costs this factory is likely to be in a better competitive position

7 By increasing productivity a firm can improve its competitiveness.

8 It can either sell its products at a lower price or keep the price as it was and enjoy a higher profit margin.

9 This is why firms continually monitor their productivity relative to their competitors and, where possible, try to increase it.

10 However, they need to make sure that the quality does not suffer in the rush to make more.

11 It may be necessary to set the both productivity and quality targets.

3c Look at the sentences again. Mark

1 the ones which give an example

2 the key point(s) which are not reasons

Compare with your partners.

Reflection

1 Write down something from this lesson

1 that you knew before – content or language

2 that you didn't know before- content or language

3 that interested you the most

N°5 - Lesson 2 Productivity

Tuning In – starting from the student

1 Work in pairs for a few minutes. One of you write down the kinds of jobs and industries where productivity is easy to calculate and one writes down jobs where productivity is not so easy to calculate. You use L1 or L2.

Productivity

Jobs and industries - Easy to calculate -	Jobs and industries – Not easy to calculate

Compare with another pair. What patterns do you see?

Finding out

2 How to increase productivity- Case Study

2a Look at the problem in the case study below. What ideas can you give Fabienne?

Case study

Fabienne de Bruges is trying to explain the need to boost productivity at her ceramics factory. Relations between Fabienne and the staff had not been good in recent years and she blamed the workers. “On average you work eight hours a day at £5 per hour and produce around 160 pots each.” she said. “Meanwhile our competitors produce 280 pots a day. Can’t you see that this makes it cheaper for them and if things go on like this we will be out of business? You need to work much harder to get our unit costs down. I know you are expecting a pay rise this year but I cannot afford it unless you start producing more pots every day”.

Work in pairs – one of you is Fabienne and one of you is her Production Manager who is giving her some advice.

Use some these phrases:

I think you should.... How about ... Have you thought of..?

Why don't you..? Could you ...? It might be an idea to ...

Other companies have...

Fabienne disagrees with all of the ideas!

Sorting Out

3 Work alone. Read the sentences below and put them into two groups. Give each group a heading. Compare with your group.

A With more modern machines, output per worker should improve.

B A company may sometimes think of providing more training for its staff.

C There is also a danger that the training will not be appropriate for the specific needs of the job.

D However, firms should think carefully about how much benefit new mechanisation will bring.

E New machines may have 'teething problems' and need a lot of repairs.

F Absence from work to re-skill can cause problems for rotas and work flow.

G New machines may not be as efficient as management thought.

H Machines may not be able to adapt to changing customer demand – for example machines which make big cars may not be able to make smaller cars.

I It is possible to get more output from existing machinery .

J Sometimes machines can be run for longer without being scrapped.

K It is often better to spend more time on maintaining current machinery than buying new.

L It may be more cost effective to ask workers how to use machines better.

M It may be better to recruit the right kind of people in the first place.

N Constant small changes in the way machinery is used (**Kaizen**) may be more effective.

O The problem with this is that staff may leave and work for a competitor after they are trained

P Training is quite expensive in the short term and companies may not be able to afford this cost if they are already in trouble

Which of these arguments do you think Fabienne could use?

Revision : Choose

A - one of the case studies to work alone or with a partner.

B - how to present your answers.