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Ministero dell’Istruzione, dell’Università e della Ricerca

ISTITUTO COMPRENSIVO STATALE

“MONTE GRAPPA” BUSSERO

[www.icsbussero.gov.it](http://www.icsbussero.gov.it)

**ICMG 1st MAIN COURSE CLIL4U**

**16th June 2015 – BUSSERO (MILAN) - Italy**

*A cura di Simona Corio e Patrizia Maida*

**PARTE 1**

**Presentazione**

* PPT ***Progetto CLIL4U*** Sintesi aggiornata **(allegato1)**
* Getting to know Activity

**Cos’è il Main Corso CLIL e dove trovarlo on-line**

Accedere al sito: <http://languages.dk/>

Cliccare su CLIL4U nel menù a destra

Cliccare COURSE COURSES

Cliccare [Main CLIL course and online assignments](http://www.languages.dk/clil4u/index.html#maincourse)

Cliccare  [***https://sites.google.com/site/clil4umaincourse/home***](https://sites.google.com/site/clil4umaincourse/home)

**A chi è rivolto il Main- Course**

Il corso è stato creato allo scopo di aiutare i docenti interessati al metodo CLIL ad approcciarsi al metodo stesso.

I docenti attraverso ciascuna delle 10 unità di lavoro online

* scopriranno un aspetto dell’insegnamento attraverso il metodo CLIL.
* completeranno un Learning Diary
* struttureranno una bozza di una lezione CLIL utilizzando il PAPeR
* avranno modo di riflettere su quanto appreso e di confrontarsi con altri docenti CLIL

Dopo aver completato la fase di lavoro on line i partecipanti si incontreranno per la fase Face2Face, durante la quale avranno modo di

* discutere e chiarire eventuali dubbi e proposte di lavoro
* definire la loro lezione CLIL

**Come è strutturato il Main Course**

* Instructions
* Moduli da 1 a 10
* Learning Diary
* PAPeR
* GUIDEBOOK in inglese, italiano, danese, spagnolo, greco e maltese
* **Learning Diary**

Per ciascun modulo viene richiesto di svolgere alcuni compiti utilizzando il Learning Diary per registrare ed annotare le risposte alle varie tasks

Il Learning Diary sarà utilizzato nel Face2Face sia per il lavoro in gruppo sia per confrontarsi con I colleghi

Si suggerisce di tenerne una copia digitale e stamparne una copia in cartaceo al termine del lavoro.

Sulla pagina del Learning Diary è possibile trovare “The Answer Sheet” per effettuare al termine di ogni modulo un controllo delle proprie risposte

* **PAPeR** = Pre-Assignment Planning e-Record

Nel corso del lavoro in line viene richiesto di avviare la bozza di una lezione/ unità diddattica CLIL, da portare al Face2Face, il PAPeR è predisposto a questo scopo

* The **GUIDEBOOK**  is a handbook for subject and language teachers, especially those who are new to CLIL and who need some inspirational materials with ideas and advice on best ways to prepare colleagues, pupils/students, and parents/employers for the implementation.

The book is suitable for accompanying the CLIL teacher courses and to be used after these as inspirational materials and repetition of ideas.

The book is available in .pdf format and as eBook in the six project languages.

* **I 10 MODULI**
* [Module 1 - What is CLIL?](https://sites.google.com/site/clil4umaincourse/module-1)
* [Module 2 -The 5 Cs](https://sites.google.com/site/clil4umaincourse/module-2)
* [Module 3 - Cognition](https://sites.google.com/site/clil4umaincourse/module-3)
* [Module 4 - Competence](https://sites.google.com/site/clil4umaincourse/module-4)
* [Module 5 - Communication](https://sites.google.com/site/clil4umaincourse/module-5)
* [Module 6 - Community](https://sites.google.com/site/clil4umaincourse/module-6)
* [Module 7 - Multimodality](https://sites.google.com/site/clil4umaincourse/module-7)
* [Module 8 - CLIL in the Classroom](https://sites.google.com/site/clil4umaincourse/module-8)
* [Module 9 - Evaluation](https://sites.google.com/site/clil4umaincourse/module-9)
* [Module 10 - Sample CLIL Lessons](https://sites.google.com/site/clil4umaincourse/module-10)

**Modulo 1 What is CLIL**

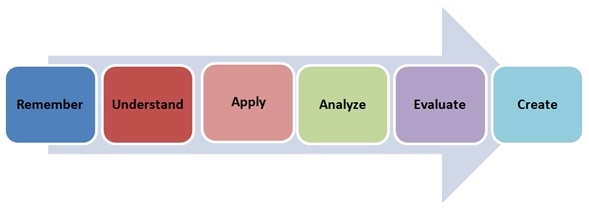
In this Module, you will think about what you already know about CLIL. You will learn about CLIL from a video and a written text, and you will consider the benefits of using CLIL.

**Modulo 2 The 5 Cs**

In this Module, you will begin to think about planning a lesson through CLIL.   
CLIL lessons integrate five components. Not only do they combine Content and Language Learning (Communication), but they also integrate thinking skills (Cognition), ‘Can Do’ statements (Competence), and an understanding of how the content relates to learners’ lives outside school (Community).

**Modulo 3 Cogniction**

In this Module, you will begin to think about integrating one of the 5 Cs – Cognition – into a CLIL lesson.   
You may be familiar with Bloom’s Taxonomy of Thinking Skills. It includes a focus on knowledge processes.   
Here is a **diagram**showing the progression of the 6 Thinking Skills:

[](https://sites.google.com/site/clil4umaincourse/module-3/Module%203%20Diagram.jpg?attredirects=0)

**Modulo 4 Competence**

In this module you will consider the implications of Competence for both CLIL teachers and CLIL students. Competence is one of the 5 Cs of CLIL. It refers to the measurable or observable knowledge, skills, abilities, and behaviours critical to successful performance.   
Competences reflect successful learning outcomes.

**Modulo 5 Communication**

This module gives you the opportunity to think about and practise some ideas for teaching language. Communication as one of the 5 Cs of CLIL refers primarily to the use of a targeted language for learning. For the subject being taught through CLIL, students need to know:

* Vocabulary
* Grammatical structures
* Functional language (the language that is meant to achieve a particular purpose)

**Modulo 6 Community**

This module examines another of the 5 Cs of CLIL - Community.   
The CLIL approach is learner-centred. It raises awareness of the student’s own culture, including learned attitudes and behaviours, and of how that culture relates to other cultures. This enables learners to understand themselves and others, and to recognise their place in the global community.   
The classroom community is a part of the school community, which itself is part of the local community, of the national community, and of the global community.

Use of an additional language for learning is itself a gateway to connect the classroom to the world outside. In the CLIL approach, community and culture are all about connection. CLIL is a way of connecting learning to students’ lives, to local communities, and to wider communities, cultures and environments.   
The task for a CLIL teacher is to find ways of leading students to an understanding of these connections through the content they are learning.   
In this module, teachers will have opportunities to explore what is meant by community, to consider how it links to content, and to find ways of building links for their students to the outside world. 

**Modulo 7 Multimodality**

In this module, you will think about how to adopt and/or adapt multimodular resources and activities in your CLIL teaching.   
The CLIL4U Guidebook says:   
“In CLIL, it is important to use audio-visual aids and multimedia in order to overcome problems caused by the use of a new language” (Page 24)   
For the CLIL teacher, a multimodal approach to the classroom can result in the creation of attractive and professional resources, and can provide linguistic support.   
For the CLIL student, a multimodal approach can be a powerful motivator.

**Modulo 8 CLIL in the Classroom**

This module asks you to consider three important parts of the CLIL approach to teaching:

* Scaffolding
* Interaction
* Learner Autonomy

Just as learners learn in different ways, so teachers teach in different ways. However, probably all teachers would agree with the simple definition of their role as ‘helping learners to learn’. Different teaching techniques are the specific behaviours that teachers adopt in order to achieve this.

**Modulo 9 Evaluation**

This module provides **guidance**in designing a rubric.

Teachers are used to assessing their students’ achievement and progress in the subject(s) they teach. For teachers adopting the CLIL approach, however, the new factor of assessing achievement and progress in the targeted language as well as in content can be a challenge, and can pose many questions:

* What do I assess, content or language or both together?
* In what language should I assess?
* Can students answer in their Mother Tongue?
* What tools do I use for assessment?
* How can I assess previous knowledge?
* If I assess in the targeted language, how can I minimise the effect in the content assessment of student use of the targeted language?
* How can I evaluate skills or processes, such as planning and investigation, reaching conclusions, or creating or designing something new?
* How can I assess group work?

There is no simple answer to these questions, but the CLIL approach can suggest some ideas to explore.

**Modulo 10 Sample CLIL Lessons**

The aim of this module is to show what some other teachers teach through the CLIL approach, and how they translate CLIL theory into practical teaching ideas.‘Clil4U’ is an EU-funded project intended to assist implementation of CLIL in schools throughout Europe and beyond. As part of the project, 48 ready-to-use Primary and VET scenarios, complete with instructions and materials, have been prepared by working CLIL teachers.

**PARTE 2: SCENARIOS**

24 Scenari per la Primaria/Secondaria primo grado

1. [Saving Energy](http://www.languages.dk/clil4u/index.html#savingenergy)
2. [Compost](http://www.languages.dk/clil4u/index.html#Composten)
3. [Staying Healthy](http://www.languages.dk/clil4u/index.html#StayingHealthy)
4. [Trial and error – A scientific approach](http://www.languages.dk/clil4u/index.html#trial)
5. [Superheroes](http://www.languages.dk/clil4u/index.html#Superheroes)
6. [The Four Seasons (Seasons in Depth)](http://www.languages.dk/clil4u/index.html#fourseasons)
7. [Landscape Painting](http://www.languages.dk/clil4u/index.html#landscape)
8. [The Earth Geographical Features](http://www.languages.dk/clil4u/index.html#earthgeo)
9. [Plants and living things](http://www.languages.dk/clil4u/index.html#lap)
10. [Farm Animals](http://www.languages.dk/clil4u/index.html#farm)
11. [Nutrients](http://www.languages.dk/clil4u/index.html#nutrients)
12. [Dinosaurs](http://www.languages.dk/clil4u/index.html#dinosaurs)
13. [Fitness and Health](http://www.languages.dk/clil4u/index.html#Fitness)
14. [Seasons](http://www.languages.dk/clil4u/index.html#Seasons)
15. [Fruit & Vegetables](http://www.languages.dk/clil4u/index.html#Fruit)
16. [Food for Life](http://www.languages.dk/clil4u/index.html#Food)
17. [Plants](http://www.languages.dk/clil4u/index.html#Plants)
18. The Solar System
19. Andy Warhol
20. Art Colour
21. The three states of matter
22. Prehistory
23. 5 Senses
24. Landscape and Ecosystem

**CLIL4U NEW LESSON TEMPLATE**

* PP The 5 Cs Template for Lesson Planning
* Lesson Plan

**Le impalcature che sostengono l’apprendimento**

* ZPD e Scaffolding **(allegato)**

**PARTE 3**

**La piattaforma WIKISPACES**

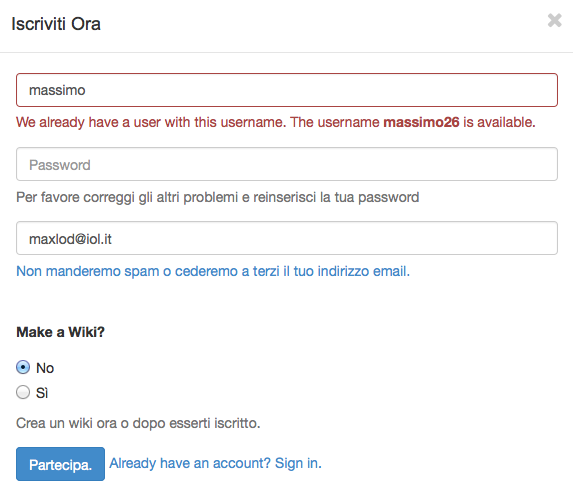
Wikispaces Classroom è un nuovo prodotto di Wikispaces, orientato in modo esclusivo a studenti e docenti.  
Questo nuovo ambiente fornisce, in modo semplice e immediato, una serie di strumenti utili ai docenti per **organizzare** e quindi **gestire** le proprie **classi e** gli eventuali **gruppi di lavoro**, team

**La registrazione avviene per invito, tramite email.**

*(****ATTENZIONE****: Se utilizzate un account di posta Google, Libero, Amazon, Hotmail, ecc., la mail d’invito potrebbe essere catalogata dal server di posta come mail Social e quindi potreste trovarla nella relativa cartella.)*

Per diventare membri, procedete come segue:

1. Al ricevimento della mail con l’invito, cliccare sul link indicato per accedere alla piattaforma
2. Cliccare su “Create New Account”
3. Inserire un nome utente a scelta (consigliabile nome + cognome proprio)
4. Alla voce “create wiki”, indicare NO e cliccare su PARTECIPA.



Se l’iscrizione non dovesse avvenire, provate a modificare l’username.

A questo punto sarete membri di CLIL4U (Clil4u Membership). (<http://clil4u.wikispaces.com/>).

Una volta entrati nella piattaforma, potrete condividere i vostri commenti, dubbi, pareri…creare pagine, caricare files…

Volendo, potete aggiungere un’immagine al vostro profilo, una foto o un avatar. Esistono molteplici siti per creare avatar personalizzati, come [pickaface.net](http://pickaface.net/).

**Incontro del pomeriggio per le colleghe che non avevano partecipato ai precedenti incontri**

**PARTE 3**

**Avvio medodo CLIL *-***

Video - <https://www.youtube.com/watch?v=uIRZWn7-x2Y>

* In più - Scheda “What is CLIL”(**allegato2**) – tratto da Pre-course
* **BICs and CALP**
* Scheda “BICS & CALP” (**allegato 3**) )
* **Le 5 C**
* Scheda “The 5Cs” **(allegato 4)**
* **La Classe CLIL**
* Classroom English - ICMG Italy - A Clil Classroom <https://vimeo.com/113533912>
* Corners **(allegato6)**
* Morning Conversation
* Scheda **(allegato5)**
* ICMG Italy A Clil Class - Morning Routing <https://vimeo.com/112638452>
* **GUIDEBOOK** disponibile sia in inglese che in italiano
* **CLIL LESSONS IN ACTION:**

The videos below show CLIL used at schools (VET college & a Primary Schools)

* CLIL in a VET College (SDE – Syddansk Erhvervsskole Odense-Vejle, Denmark): <https://vimeo.com/110770557>
* CLIL in a Primary School (KGS – Kroggaardskolen, Denmark): <https://vimeo.com/111743742>
* ICMG Italy-Year 4 testing "Trial and Error" <https://vimeo.com/114007299>
* ICMG Italy Year 3 testing “Superheroes” <https://vimeo.com/113534777>
* ICMG Italy Year 4 testing “Plants in Depth” <https://vimeo.com/112942144>

**Parte 4**

**Cos’è il Pre-Corso CLIL e dove trovarlo on-line**

Accedere al sito: <http://languages.dk/>

Cliccare su CLIL4U nel menù a destra

Cliccare COURSE COURSE

Cliccare [Pre-course / language courses](http://www.languages.dk/clil4u/index.html#Pre)

si accede a <https://sites.google.com/site/clil4uprecourse/> sito del Pre-corso

**A chi è rivolto il pre-corso**

Ai docenti di disciplina ed ai docenti di inglese che utilizzano il metodo CLIL e intendono usufruire del Corso CLIL4U.

Questo corso ha lo scopo di permettere a questi insegnanti di praticare ed approfondire le loro competenze di lingua inglese.

Ogni Unit affronta un aspetto del metodo CLIL, approfondendo nel contempo i principali aspetti della grammatica e della sintassi della lingua inglese, permettendo pertanto al docente di sperimentare il metodo su di se’

**Come è strutturato il pre-corso**

Ogni UNIT è utilizzabile come segue:

1. Lettura di un testo su un aspetto del metodo CLIL
2. Lettura dell focus linguistico
3. Esercizi
4. Links ad altri esercizi on line

**Le 10 UNITS trattano:**

1. le parti del discorso

***NOMI, PRONOMI, AGGETTIVI, VERBI, AVVERBI, DETERMINER (ARTICOLI+ALCUNI AGGETTIVI) , CONGIUNZIONI, PREPOSIZIONI***  - Questa Unit costituisce un ripasso di “Analisi Grammaticale”

1. la struttura delle frasi

***SVOCA: Soggetto, Verbo, Oggetto, Complemento, Avverbio – Le Proposizioni - L’ordine nelle frasi -***

- Questa Unit costituisce un ripasso di “Analisi Logica”

1. la formazione delle parole, suffissi-prefissi-famiglie di parole
2. I tempi semplici e continuati
3. I tempi perfetti
4. I verbi modali

***I verbi modali esprimono il modo in cui il soggetto si pone nei confronti dell’azione che compie.***

***I verbi modali inglesi sono 6: WILL SHALL OUGHT CAN MAY MUST . Si comportano da verbi ausiliari***

1. I passivi
2. I condizionali
3. I modelli verbali (Verb Patterns)

***Quando un verbo è seguito da un secondo verbo che esprime un’azione svolta dallo stesso soggetto del primo, il secondo verbo in italiano viene messo all’infinito.***

***<Voglio vedere quel film.>  
In inglese sono possibili diversi verb patterns (modelli verbali) a seconda del primo verbo e del senso che si vuole dare alla frase. Talvolta lo stesso verbo può essere seguito da strutture diverse mantenendo lo stesso significato, oppure può assumere un diverso significato a seconda della struttura da cui è seguito.***

1. I futuri

**PARTE 5**

**Presentazione degli altri progetti e strumenti: - Dal sito** <http://languages.dk/>

* TOOLS for the Teachers: CLILSTORE WORDLINK MULTIDICT
* POOLS: POOLS T POOLS M POOLS 2 POOLS 3
* METHODS