

CLIL History

Brief presentation

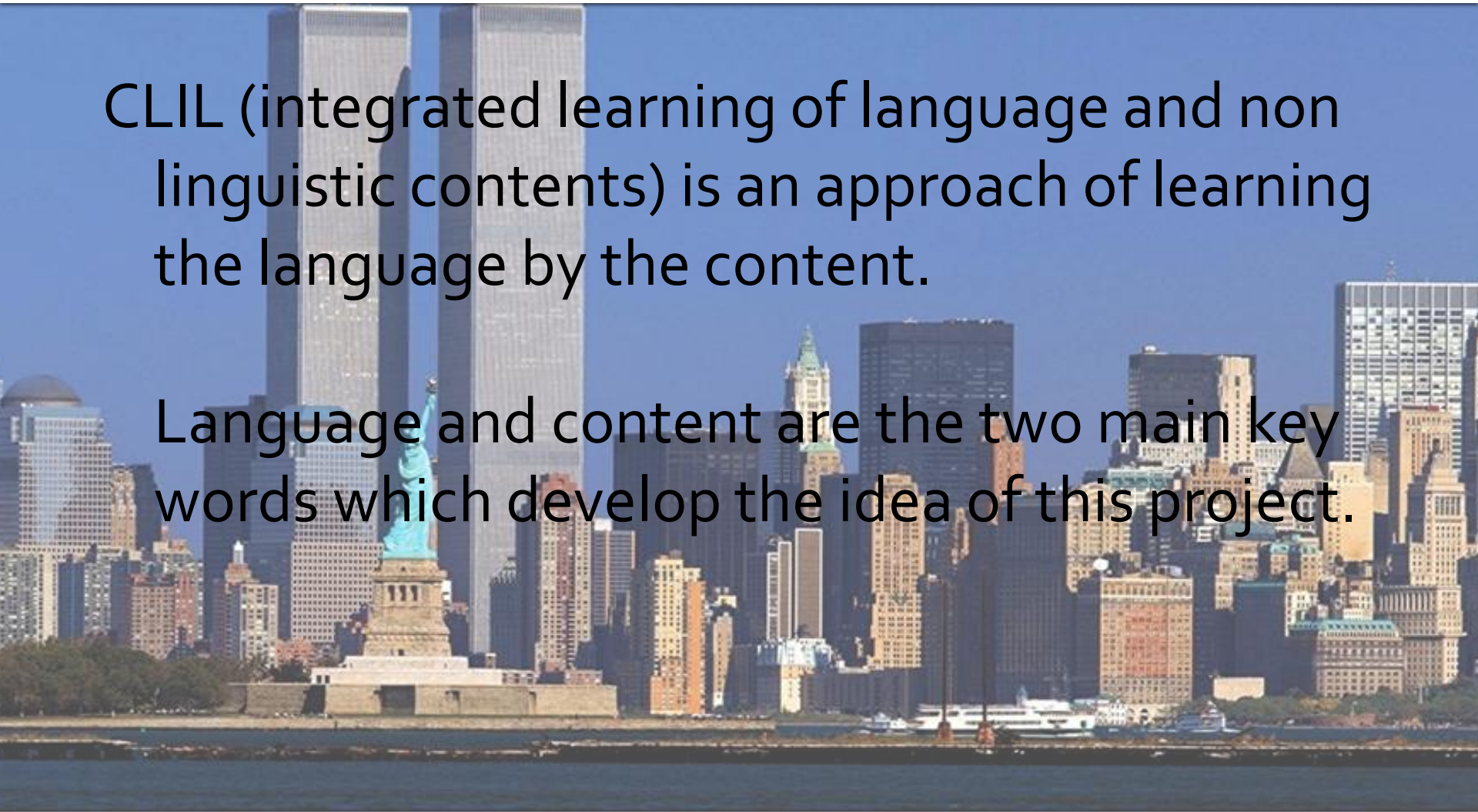
Istituto Comprensivo statale "GUIDO MONACO"
Rassina (AR)
Sezione SECONDARIA di primo grado
Anno scolastico 2017/2018
Prof Andrea Leandri

A panoramic view of the New York City skyline, featuring the Statue of Liberty in the foreground and numerous skyscrapers in the background, including the Empire State Building. The scene is set against a clear blue sky and a body of water in the foreground.

Why CLIL?

CLIL (integrated learning of language and non linguistic contents) is an approach of learning the language by the content.

Language and content are the two main key words which develop the idea of this project.



Clil Title: The Twin Towers Attack

- **Subject involved:** History
School class : classe terza Scuola Secondaria di primo grado di **Chiusi della Verna** (Secondary School)
Time expected : 6 lessons
Tools used: computers, IWB, test forms, pictures, video clips.

4CS PLANNING GRID

Twin Towers Attack 9 September 2001

Classe 3C Chiusi della Verna

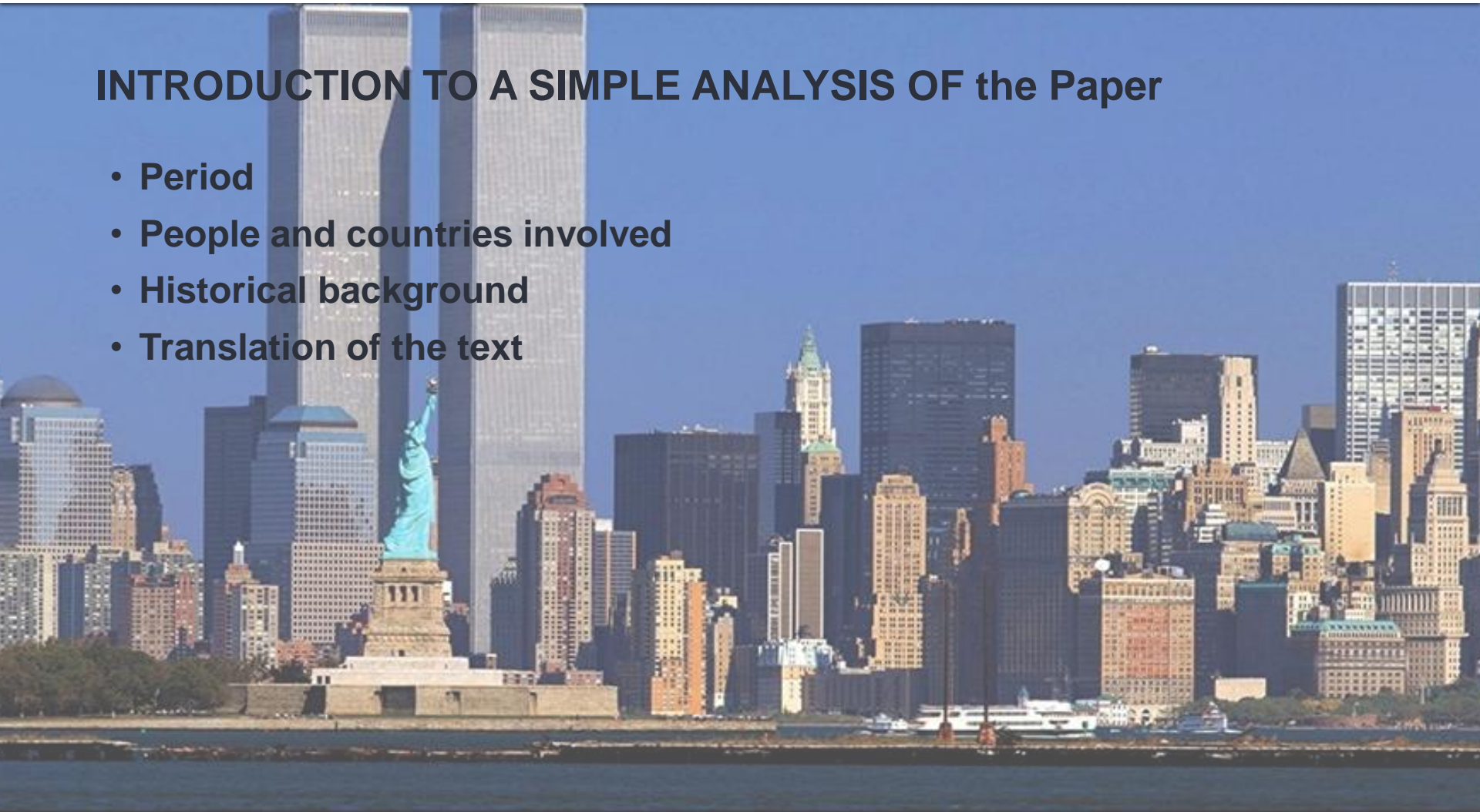
CONTENT	COGNITION	CULTURE →	COMMUNICATION →
<ul style="list-style-type: none"> • To make a brief review of the historical background • To explain and show the students the three main people who were involved in this event. • To understand their political thoughts and hopes. • To build a neutral political point of view, which can teach what are the best choices to make for humankind. • Introduction to the terrorism in the modern era. • A couple of grammar exercises to revise and to learn more about the topic 	<ul style="list-style-type: none"> • To recognize the new language • To understand new expressions • To show videos, interviews in order to bring the facts back to the present time. Students realize what really happened about fifteen years ago. 	<ul style="list-style-type: none"> • Europe and America during the Terrorism era. • Citizenship selfawareness • To be able to do a simple analysis of the facts • To acquire a simple but specific language • To ask oneself why all of that happened? 	<p>Discuss in group/pairs Describe feelings Search for web pages on the event Make oral questions to the classmates Listen to different kind of talks after the attacks Compare all the different feelings of people interviewed Cooperative learning Use a simple for SEN students.</p>

1° lesson

First reading of the document

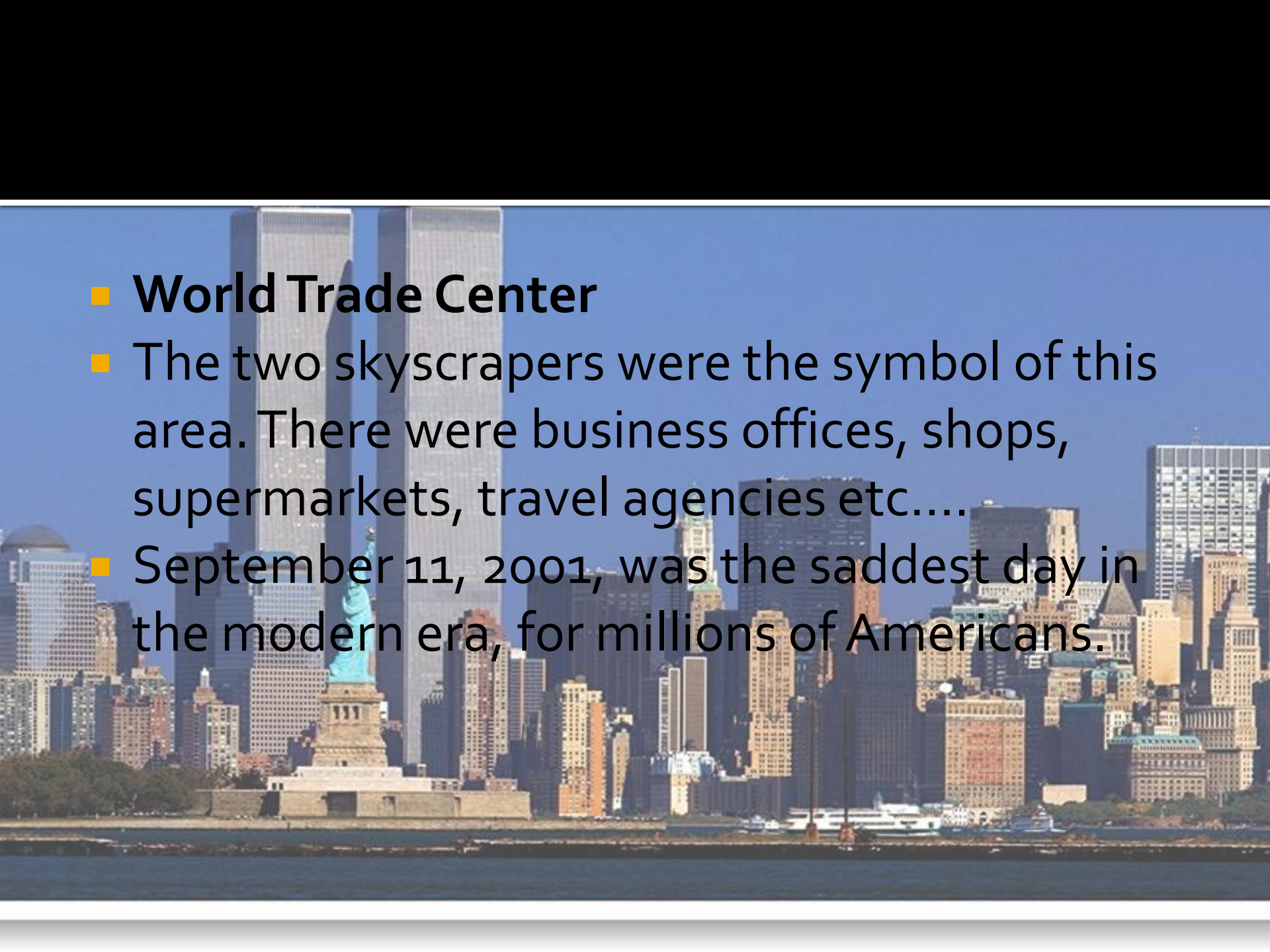
INTRODUCTION TO A SIMPLE ANALYSIS OF the Paper

- Period
- People and countries involved
- Historical background
- Translation of the text



9/11 Attacks

- <https://www.youtube.com/watch?v=yFBG8f-XZcw>
- **Introduction**
- On September 11, 2001, 19 militants associated with the Islamic extremist group al-Qaeda hijacked four airplanes and carried out suicide attacks against targets in the United States. Two of the planes crashed into the twin towers of the World Trade Center in New York City, a third plane hit the Pentagon just outside Washington, D.C., and the fourth plane crashed in a field in Pennsylvania. Almost 3,000 people died during the 9/11 terrorist attacks

- 
- **World Trade Center**
 - The two skyscrapers were the symbol of this area. There were business offices, shops, supermarkets, travel agencies etc....
 - September 11, 2001, was the saddest day in the modern era, for millions of Americans.

- **Leading characters**



President George W Bush



**Osama BinLaden
AlQuaeda leader**



**The Mayor
Rudolph Giuliani**

A panoramic view of the New York City skyline from across the water. The Twin Towers of the World Trade Center are the most prominent features in the center. To the left, the Statue of Liberty is visible. The sky is clear and blue. The water in the foreground is dark.

■ What happened after the attack?

- America started a new war against terrorism which started in 2001
- During this period, Us and Europeans troops destroyed Taliban regime in Afghanistan and Osama bin Laden's terrorist network based there.
- In June 2011, President [Barack Obama](#) decided to stop sending American troops.
- In May 2011, Osama bin Laden was captured and killed by U.S. forces



■ Grammar activities: simple past revision

■ 1: Fill in the blanks the missing verbs

- On September 11, 2001, 19 militants associated with the Islamic extremist group al-Qaeda hijacked four airplanes and carried out suicide attacks against targets in the United States. Two of the planes crashed into the twin towers of the World Trade Center in New York City, a third plane hit the Pentagon just outside Washington, D.C., and the fourth plane crashed in a field in Pennsylvania. Almost 3,000 people died during the 9/11 terrorist attacks.

- hijacked
- carried out
- Crashed (x2)
- Hit
- died

■ Grammar activities: superlatives revision

- Main rules: the+ adj+est (aggettivi monosillabi)
- the most + adj (aggettivi polisillabi)
- irregular forms: good/best; bad/worst
- spelling variations: adj monosillabi + cons + radd+est

Example taken from the text: September 11, 2001, was the saddest day in the modern era, for millions of Americans

Exercise: Use the superlative form of the adjectives in brackets.

- Who is the (tall) person in your family?
- My mum is the (good) cook in the world.
- December is the (cold) month of the year in my country.
- What's the (dangerous) animal in the world?
- Ethan is the (happy) boy that I know.
- Where are the (nice) beaches in your country?
- She bought the (big) cake in the shop.
- Who is the (famous) singer in your country?

■ Vocabulary exercises

■ Main New words list:

hijack= dirottare	Militants= militanti
Crash= schiantarsi	Destroy= distruggere
Skyscrapers= grattacieli	Die= morire
Targets= obiettivi	Kill= uccidere
Carry out= svolgere, mettere in pratica, eseguire	troop

A panoramic view of the New York City skyline from across the water. The Statue of Liberty is prominent in the foreground on the left. In the background, the Twin Towers of the World Trade Center stand tall. The sky is clear and blue.

■ Vocabulary exercise.

- Complete the following sentences using the simple past of the verbs studied so far.

1. More than 300 people _____ during that war
2. The plane was _____ by two terrorists
3. English troops _____ AlQuaeda cells (cellule)
4. All the students _____ the test very well

Allegati

Di seguito, vengono riportate le scansioni di schede di riflessione svolte da alcuni studenti che hanno partecipato al CLIL

SCHEDA DI RIFLESSIONE PER LO STUDENTE

NOME..... CLASS: 1601 3C

TITOLO DEL PROGETTO:
CLIL SET 1001

DATA/PERIODO: GENNAIO

DISCIPLINA/E: INGLESE-STORIA

IN QUESTO LAVORO MI E' PIACIUTO	QUESTO LAVORO MI E' PIACIUTO COSI' COSI'	IN QUESTO LAVORO NON MI E' PIACIUTO	PERCHE'
GUARDARE I VIDEO ALLA LIM	?	TRADURRE	MI HA CONFUSO





HO TROVATO FACILE	HO TROVATO IL LAVORO IMPEGNATIVO, MA STIMOLANTE	HO TROVATO DIFFICILE	PERCHE'
PARLARE DEL TERRORISMO	PARLO IN INGLESE	ESPRIMERMI IN INGLESE	NON SOLO ABITUATA

Quando ho avuto difficoltà ho cercato di ANDARE SU INTERNET

Per la prossima volta vorrei

Nome _____ classe 4^A C

MI AUTOVALUTO

****	***	**	*
MOLTO BENE	BENE	CON QUALCHE DIFFICOLTÀ	CON MOLTE DIFFICOLTÀ
			

	****	***	**	*
Conosco <u>IL LESSICO DEL TERRORISMO</u>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
So parlare di <u>FAM AL PASSATO</u>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
So fare domande per <u>SAPER CHE NE PENSAVO</u>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
So dare comandi alla classe <u>///</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
So ascoltare un dialogo <u>///</u>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
So dare suggerimenti <u>///</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
So leggere <u>///</u>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
So scrivere <u>///</u>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Devo migliorare NEL PARLARE

Per migliorare avrei bisogno DEI VARI

SCHEMA DI RIFLESSIONE PER LO STUDENTE

NOME _____ CLASSE _____

TITOLO DEL PROGETTO: TABELLE GENELLE

DATA/PERIODO: OTTOBRE

DISCIPLINA/E: INGLESE

IN QUESTO LAVORO MI E' PIACIUTO	QUESTO LAVORO MI E PIACIUTO COSI' COSI'	IN QUESTO LAVORO NON MI E' PIACIUTO	PERCHE'
X			PARCINA DI UM ARGONTO IMPORANTE

HO TROVATO FACILE	HO TROVATO IL LAVORO IMPEGNATIVO, MA STIMOLANTE	HO TROVATO DIFFICILE	PERCHE'
	X		MI CONVINDEVA




Quando ho avuto difficoltà ho cercato di chiedere al Professore




Per la prossima volta vorrei

STUDENT'S NAME.....CLASS.....

DATE.....

PROJECT TITLE.....

IN THIS WORK I LIKE	I FIND INTERESTING...	IN THIS WORK I DON'T LIKE	WHY?
 X			beacuse beacouse it is very important

I FIND EASY	I'M NOT VERY KEEN ON...	I FIND DIFFICULT	WHY?
 X			beacouse I knew the TOPIC IN Italian