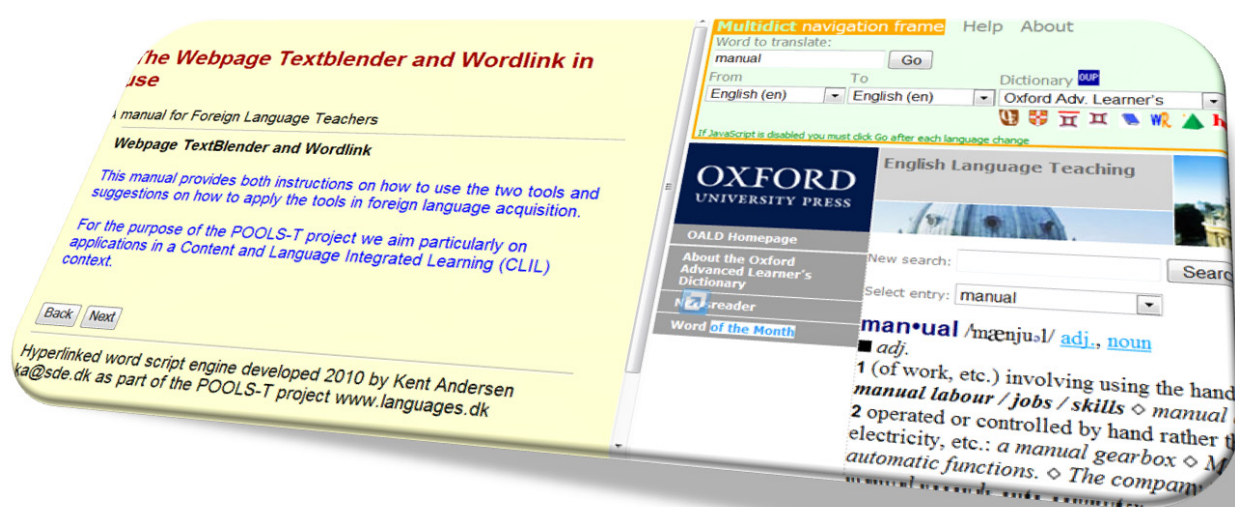


POOLING Software

TOOLS i Indhold- og sprog integreret læring maj 2010



POOLS-T er blevet sponsoreret med støtte fra den Europæiske Kommission. Denne udgivelse afspejler udelukkende forfatterens synspunkter, og den Europæiske Kommission kan ikke gøres ansvarlig for eventuel brug af informationerne heri.



Education and Culture DG

Lifelong Learning Programme

Indholdsfortegnelse

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Kapitel 1

Introduktion

Denne manual, som er produceret af de græske og hollandske partnere i Leonardo da Vinci POOLS-T projektet, er møntet på at give rigeligt med information omkring den praktiske anvendelse af de to software værktøjer, der blev udviklet i POOLS-T projektet til fremmedsproglærere, WebPage TextBlenderen og Wordlink. Vi har sat ekstra fokus på undervisere involveret i CLIL eller Indholds og Sprogintegreret læring. Pools-t havde brug for analyse hvilket førte til at i Leonardo ansøgningen blev der beskrevet at:

"CLIL og LWUTL undervisere har været nødsaget til at udvikle deres egne undervisningsmaterialer. (EURYDICE 2005 report "Key Data on Teaching Languages at School in Europe"). Det foreslåede program vil automatisere dele af denne process og vil gøre elever i stand til at konvertere autentiske tekniske materialer om til fremmedsprogsindlæring / støtte materiale. Nødvendigheden af et gratis værktøj er baseret på EURYDICE 2006 "Content and Language Integrated Learning (CLIL) at School in Europe". Denne nødvendighed er også dokumenteret i ICC rapporten (2003) "The Impact of New Information Technologies and Internet on the Teaching of Foreign Languages.." som konkluderer: "Der vil være et skift fra passiv indtagelse af færdiglavede programmer til uafhængig udvikling af indhold skræddersyet til specifikke grupper eller individer".

Målgrupper: Projektets resultater og materialer vil blive brugt af individuelle fremmedsprogundervisere, faglærere der benytter CLIL, og fremmedsprogundervisere der udvikler online undervisningsmaterialer.

Vi sigtede efter at skabe en manual med rigelige inspirerende eksempler fra alle partnere i POOLS-T projektet, både for lærere og elever, i hverdagsfremmedsprogundervisning, internationale praktikpladser og en hvilken som helst anden situation hvor sproglæring finder sted. Vi håber du får stor glæde af manualen og vi glæder os til at se nogle af dine egne materialer på vores freeware hjemmeside www.languages.dk

Manual holdet Kreta, maj 2010.



Manual teamet fra venstre mod højre: Ellen Ejerskov, Elizabeth Antoniadou, Frans van Schaik og Evangelos Lyropoulos.

Kapitel 2

POOLS- T projektet

I dette kapitel vil vi vise dig hvad POOLS-T projektet indebærer

-  Er et gratis EU Leonardodavinci projekt. Alle værktøjerne fra projektet er gratis!
-  Udvikler kun værktøjer for CLIL undervisning (*)
-  Tilbyder smarte undervisningsmateriale værktøjer
-  Tilbyder værktøjer der gør brugeren i stand til at blande forskellige former for medier (video, lyd, grafik, tekst og online værktøjer)
-  Laver visuelt flotte hjemmeside til undervisning og præsentationer og kan dermed åbnes og være tilgængelige og gemmes online, hvor som helst og når som helst
-  Er et interessant værktøj for unge mennesker til at introducere hvilket som helst (nyt) medie i deres præsentationer
-  Tilbyder software og eksempler på lektionsplaner på nettet og på DVD (**)

(*) Værktøjerne er anvendelige til al fremmedsproglæring!

(**) Bare gå ind på www.languages.dk/tools

Kapitel 3

Webpage TextBlenderen

I dette kapitel vil vi vise hvad TextBlenderen kan og ikke kan!

-  Det gør dig i stand til at blande video, lyd, tekst, illustrationer og online værktøjer så som online ordbøger
-  Gør brugeren i stand til at lave hjemmesider som er tilgængelige når som helst, hvor som helst (*)
-  Gør brugeren i stand til at forbinde flere hjemmesider med hinanden
-  Det er nødvendigt for brugeren at have super IT kompetencer (**)
-  Gør brugeren i stand til at linke html sider med Microsoft Office filer
-  Kan kun bruges af undervisere(***)
-  Gør brugeren i stand til at linke et hvilket som helst sprog til et hvilket som helst andet (****)
-  Kan bruges til en hvilken som helst undervisningsmetode så som CLIL, ETL, TEFL etc.
-  Gør brugeren i stand til at gå frem og tilbage gennem lektionsrækken

(*) Så længe at filen bliver gemt på en (skole eller ekstern) server!
Prøv for eksempel www.dropbox.com som tilbyder minimum 2 Gb gratis plads til filer online

(**) Nej, tests har vist at det kun er nødvendigt med basale IT kompetencer for at lave flotte produkter. Hvad der dog er brugbart er masser af kreativitet!

(***) Nej programmerne kan bruges af enhver, hvor som helst, når som helst!

(****) Det er sandt, så længe ordbøgerne er online. Ordbøgerne bliver bedre og bedre og begynder gradvist at kunne vise mange forskellige kontekster hvori et ord kan bruges.

Kapitel 4

WordLink

I dette kapitel viser vi hvad Wordlink kan og ikke kan!

-  Gør dig i stand til at blande video, lyd, tekst, illustrationer og online værktøjer så som online ordbøger (*)
-  Gør brugeren i stand til at linke hjemmesider med online ordbøger
-  Sikrer at brugeren altid finder den korrekte oversættelse af et ord (**)
-  Gør dig i stand til at oprette dine egne hjemmesider hvor alle ordene linker til en online ordbog
-  Gør dig i stand til at uploade en lokal hjemmeside og lave nye hjemmesider og producere en ny hjemmeside der er linket ord for ord til online ordbøger
-  Det er nødvendigt for brugeren at have super IT kompetencer (***)
-  Kan bruges til en hvilken som helst form for undervisningsmetode så som CLIL, ETL, TEFL etc.

(*) Nej, til det bruger vi WebPage TextBlenderen

(**) Nej, det kommer an på kvaliteten af den online ordbog. Erfaringer har vist at online ordbøgers software bliver bedre og bedre, med fyldigere forklaringer på brugen af ord i specifikke kontekster

(***) Nej, tests har vist at basale IT kompetencer er til at lave flotte produkter. Hvad der dog er brugbart er masser af kreativitet!

Kapitel 5

CLIL metoden

I dette kapitel vil vi vise hvad CLIL metoden er og ikke er!

-  Er en ny didaktisk tilgang til fremmedsprogsindlæring (*)
-  Er baseret på studiet af et emne eller specifikt indhold
-  Det er nødvendigt for underviseren at være dygtig til det specifikke emnes indhold ud over at have undervisningserfaring i engelsk(eller et andet fremmedsprog) (**)
-  Benytter engelsk (eller tysk, fransk etc.) som et medie for at undervise CLIL
-  Sørger for at alle elever lærer det samme (***)
-  Fokuserer på indhold og fremmedsprogsindlæring specielt på sprogligt flow og kommunikation

(*) Det antages at CLIL metoden er så gammel som civilisation selv!

(**) Det er ikke nødvendigt for en faglærer også at være engelsklærer. Det er dog vigtigt at være bevidst om den lingvistiske proces involveret og gradvist udvikle den viden og de kompetencer der er involveret i CLIL undervisning

(***) Nej, på trods af at specifikke mål kan opnås, ved vi ikke præcist hvordan elever udvikler og gør brug af deres nyfundne viden og kompetencer

Kapitel 6

Brugen af Textblender og Wordlink i en typisk CLIL lektionsplan

I dette kapitel vil vi vise hvordan Webpage Textblenderen, Wordlink bruges i de typiske trin der er involveret i udviklingen af en CLIL lektion

En CLIL lektion (eller række af lektioner) har som regel 4 eller 5 trin:

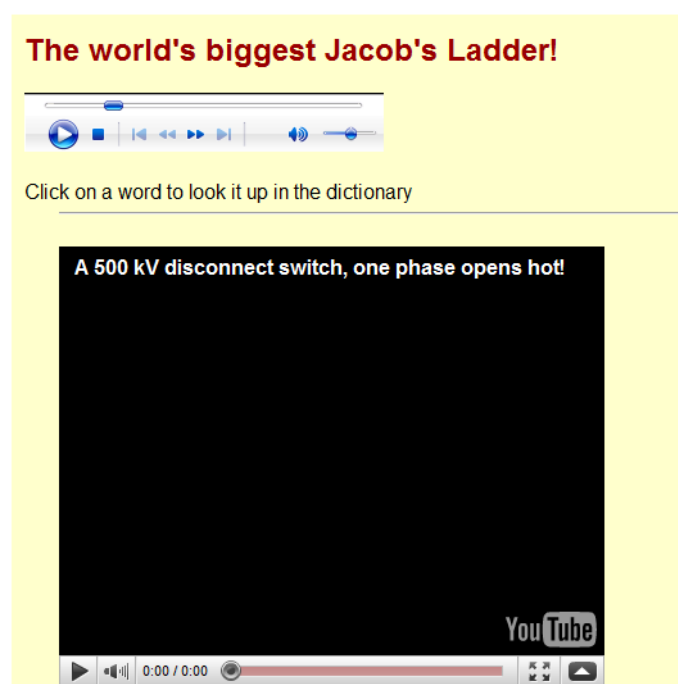
Introduktion - Indføring

WPTB kan bruges på mange måder til at introducere et emne. Mange udbydere af medier giver dig adgang til at bruge deres produkter ved at give dig "embed" information for lyd, video og andet. Acapela.tv kalder denne information "widget":



(klik ind på www.acapela.tv og mød Paul E.Glot (Polyglot!) der giver udtalte oversættelser af enhver sætning på andre sprog!

WPTB gør dig i stand til at gøre brug af en blanding af forskellige medier så som lyd og video:



NEXT knappen gør dig i stand til at linke til et hvilket som helst dokument, til en hjemmeside eller en række af hjemmesider. På denne måde kan introduktionsinformationen gøres så effektiv som du ønsker den skal være!

Trin 1 - Behandlingen af teksten

De bedste tekster er dem der hvor der følger illustrationer med, på den måde kan læseren visualisere det de læser. Når man arbejder med et fremmed sprog har elever brug for strukturelle markører i tekster for at hjælpe dem til at finde vej igennem indholdet. Disse markører kan være lingvistiske (overskrifter, underoverskrifter) og/eller diagrambaserede. Efter at "kerne" viden er blevet identificeret kan tekstens struktur analyseres. Her har vi et godt eksempel på brug af medier: video og illustrationer. Instruktionerne til hvordan man åbner en flaske champagne er blevet tydeligt markerede i trin.

Hvis du på dette tidspunkt ønsker at bruge hjemmesider for yderligere information kan Wordlink bruges til at linke alle ordene fra hjemmesidens tekst til en hvilken som helst ord-bog du ønsker:

Part 6 How to Open a Bottle of Champagne



Watch the video and read the text below. You can click on a word to look it up in the dictionary. After that press the button Next to do the exercises.

Step 1: Make sure bottle is chilled

Champagne is best opened when very cold, so make sure you're working with a well-chilled bottle. 43 to 48 degrees is ideal. Put the bottle in a champagne bucket full of ice. To speed up the chilling process, add cold water and a little salt.

Step 2: Dry bottle & point cork

Dry off the bottle so you can get a good grip, and point the cork away from people.

Step 3: Peel foil wrapper

Peel off the foil wrapper, keeping the wire cage intact.



Wordlink navigation frame Help About Wordlink Example pages

Process the following web: Remove existing links Dictionary in Splitscreen

Webpage language: English (en) Go

WELCOME TO THE CHAMPAGNE BUREAU
In the UK the Champagne Bureau is the educational and promotional arm of the Comité Interprofessionnel du Vin de Champagne (CIVC) based in Epernay - France. This website is aimed both at **consumers** and wine trade professionals and is a source for accurate information and facts about the Champagne region and its unique wines. The site is also the notice board for the activities of the UK Champagne Bureau.

2010 Champagne Ambassador's Award
Expert or aficionado, professional or amateur — all wine educators are invited to participate in The 2010 Champagne Ambassador's Awards

An Interview with Richard Champagne Ambassador
Richard talks to us about all

The Annual Champagne Taste
The Annual Champagne Taste Bureau will take place at Be

Multidict navigation frame Help About

Word to translate: consumers Go

From: English (en) To: Nederlands (nl) Dictionary: Sensagent mini

sensagent

Home - Loc. - thes.

translations

consumer (n)
consumer, consumente, konsument, konsumente, **verbruiker**
consumer (n) Euro: consumer

The Integral Dictionary & Wordnet

consumer (n)
customer, client — afnemer, cliënt, rekeninghouder, stempelaar, werkeloze, werkloze (Classe)
acquérir le droit à un service régulier (fr) [Thème]
consumer (n)
personne qui boit (fr) (Classe)

Trin 2 - Identifikation og organisering af viden

Teksterne bliver ofte præsenteret gennem diagrammer. Disse strukturer også kendt som 'idé-mæssige strukturer' eller 'tankemæssige diagrammer', disse bruges til at hjælpe eleven med at kategorisere ideerne og informationerne i teksten. Diagramtyper inkluderer trædiagrammer for klassifikationer, grupper, hierarkier, flow diagrammer og tidslinjer til sekvens-baseret tænkning såsom instruktioner og historisk information, tabeldiagrammer der beskriver folk og steder og kombinationer af disse. Tekstens opbygning bruges til at facilitere læring og udviklingen af aktiviteter med fokus både på sproglig udvikling og viden i kerneindholdet.

I vores champagne eksempel kan man tydeligt se opbygningen (organisationen) af teksten: du får i trin at vide hvordan man åbner en champagne flaske uden at nogen kommer til skade! Fra WPTB kan du linke til et hvilket som helst andet document for at give skabe yderligere fokus på den korrekte rækkefølge af denne tekst. Det er et WORD dokument. Et mere dramatisk resultat får du med Hot Potatoes hvor du kan lave drag and drop øvelser meget hurtigt:

The trick is to pop the cork with style and flair and without creating a dangerous projectile.

Task 1 Without reading the text again, put the headings in the correct order:

Untwist wire cage	= step _____
Peel foil wrapper	= step _____
Dry bottle & point cork	= step _____
Make sure bottle is chilled	= step _____
Grip bottle	= step _____
Pop and pour	= step _____
Twist bottle & pull down	= step _____

Trin 3 - Sproglig identification

Elever forventes at være i stand til at gengive kernen af teksten med deres egne ord. Da elever vil være nødt til at bruge både enkelt og mere komplekst sprog finder der ikke nogen graduering af sproget sted. Men det er en god idé for underviseren at fremhæve brugbare termer i teksten og kategorisere dem i forhold til deres funktion. Eleverne kan have brug for sprog til at sammenligne og finde modsætninger, placering og at kunne beskrive en proces, men de kan også have brug for særlige bindeord, biordssætninger eller præpositionssætninger. Kollokationer, halvfaste udtryk og faste vendinger kan også ses nærmere på lige så vel som emne specifikt og akademisk ordforråd.

I champagne teksten kan vigtige ord introduceres for at indikere rækkefølgen af instruktionerne, for eksempel: først, derefter, efterfølgende, før at, etc.

I dette tilfælde kan vi fokusere på brugen af passivt sprog og kronologiske markører:

Først bliver flasken kølet;

Før brug tørres flasken. Tjeneren sikrer at proppen vender væk fra kunden før flasken åbnes!

Efter, efterfølgende, før dette....etc.

Trin 4 - Output (Opgaver)

En række opgaver bør være tilgængelige, som tager højde for læringens formål og forskellige læringsstile. Receptive læringsaktiviteter er af "lyt/læs og løs" typen.

En menu af lytteaktiviteter kunne være:

- Lytte og klassificér et diagram/billede/kort/graf
- Lytte og udfyldningsøvelse
- Lytte og tag notater om specifikke informationer (datoer, antal, tidspunkter)
- Lytte og omarranger information
- Lytte og identificer lokationer/speakere/steder
- Lytte og klassificér trinnene i en process/instruktioner/rækkefølge af en tekst
- Lytte og udfyld hullerne i en tekst

I vores champagne eksempel er rosinen i pølseenden selvfølgelig I spisningen af den: opgaver designet til at producers skal være indholdsorienterede på den måde at både sprog og indhold bliver genbrugt.

Det betyder at scenen med champagneflasken kan køres igen og igen.

Da der skal fokuseres på indholdet kan det være nødvendigt med mere sproglig støtte end normalt I en ELT lektion. Typiske tale aktiviteter inkluderer:

- Spørgsmålsløkker – spørgsmål og svar, termer og definitioner, sætningshalvdele
- Aktiviteter hvor der mangler informationer med et spørgeskema som hjælp
- Informationssøgning - 'Ting du ved' og 'ting du gerne vil vide'
- Ordgætningslege
- Klasseundersøgelser med spørgeskemaer
- 20 spørgsmål – giver sproglig hjælp til spørgsmål

Alle disse typer af øvelser kan introduceres og øves med TextBlenderen og Wordlink uafhængigt af tid sted.

Kapitel 7

Webpage Textblenderen og WordLink I brug

I dette kapitel vil vi vise eksempler på lektioner lavet med Webpage TextBlenderen og Word-Link af POOLS-T medlemmer for forskellige (fagrettede) formål

Eksempel 1

Den fuldautomatiske plæneklipper

Link

http://www.languages.dk/materials.html#A_fully_automatic_lawn_mower_for_the_homeowner.

Link HP

http://www.languages.dk/tools/index.htm#Hot_Potatoes

Kontekst

Elektriker

Niveau

B1 – B2 (EFCR)

Robomow is the ultimate in environment friendly any oil or fuel so it does not create smoke or p work well on any lawn that can by cut by a con product and allows easy transportation from st

The top of the range RL1000 model takes Rob the time and days of the week in which you wo entire season. Robomow will automatically con operation. The operation of the RL1000 is very

Friendly Robotics is a world leader in the devel Robomow line comprises several models differ

Robmow, it mows you don't!

Back Next

Læs teksten og klik på et hvilket som helst ord for at få en oversættelse på (næsten) ethvert sprog

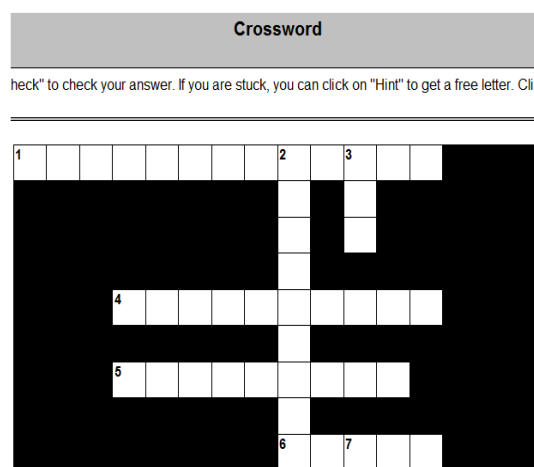


Klik på NEXT for Hot Potato øvelser

Robomow by Friendly Robotics



Du kan se YouTube videoen så ofte som du har lyst



Ordforrådsøvelse lavet med Hot Potatoes (HP)

En matche øvelse (HP) (træk og slip)

A fully automatic lawn mower for the homeowner
Matching exercise

Match the items on the right to the items on the left.

Tired of mowing your lawn? Fed-up with your lawn service? Or relying	rechargeable battery, Robomow is extremely quiet and environment friendly.
Robomow is the ultimate	in lawn mowing convenience.
Powered by a	of small as well as very large lawns

En "udfyld hullerne" øvelse(HP) (ordforråd)

A fully automatic lawn mower for the homeowner.
Gap-fill exercise

Fill in all the gaps, then press "Check" to check your answers. Use the "Hint" button to get a free letter if an answer is giving you trouble. You can also click on the "[?]" button to get a clue. Note that you will lose points if you ask for hints or clues!

Tired of _____ your lawn? Fed-up with _____ lawn service? Or relying on the neighbor's team? Robomow is the _____ in lawn _____ convenience.

Especially designed to _____ your lawn completely automatically. Powered by a _____ battery, Robomow is extremely quiet and _____ friendly.

While Robomow automatically cuts your lawn you can _____ your free time the way you like most. All Robomow _____ traverse your lawn in a systematic _____ of zigzag lines, which repeats it self in several different _____.

This patented _____ called Rhohscan allows coverage of small as well as very _____ lawns while insuring a uniform cut and good _____.

En sammenblandet sætningsøvelse (HP) (grammatik)

A fully automatic lawn mower for the homeowner
Mixed-up sentence exercise

Put the parts in order to form a sentence. When you think your answer is correct, click on "Check" to check your answer. If you get stuck, click on "Hint" to find out the next correct part.

a of lines lawn all systematic in zigzag Robomow pattern traverse models your

Eksempel 2 Nasogastric intubation

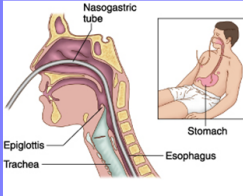
Link <http://dl.dropbox.com/u/4672246/NasogastricIntubation/NasogastricIntubation.htm>

Link HP http://www.languages.dk/tools/index.htm#Hot_Potatoes

kontekst **Medicin (Universitet)**

Nivaueu **C1 – C2 (EFCR)**

Nasogastric Intubation



Put the steps of nasogastric intubation into the correct order.

1. Prepare all equipment and decide which nostril to use.
2. Mark the desired level of insertion on the tube.
3. ???
4. ???

Studer diagrammet og færdiggør projektbeskrivelsen

Nasogastric Intubation



0:00 / 2:37

Se og lyt til videoen så mange gang som du har lyst til

Gather the supplies necessary for nasogastric intubation. Have the patient breathe deeply through each nostril while occluding the other nostril. Select the more patent side. Wind the distal end of the tube around your index finger. This will bend the tube into a curve similar to the course through the nasal pharynx. Immersion of the tube in ice water will give it additional rigidity. Measure the distance of ideal insertion by stretching the tube from the tip of the nose to the tip of the earlobe and from there to the end of the xiphoid process. This is commonly referred to as the nose ear xiphoid or nex measurement. Mark the tube with tape at the desired level of insertion. Give the patient a cup of water with a straw. Instruct him to take sips during intubation to facilitate tube passage into the esophagus. Apply lidocaine jelly to the tube tip. Intubate the more patent nostril, directing the tube horizontally along the floor of the nose. Have the patient flex his chin to his chest and sip water to aid in passage of the tube. Advance the tube to the desired level of insertion while the patient continues to sip water. Draw some air into a catheter tipped syringe and connect it to the sump port of the tube. Auscultate the epigastrium while injecting air to check tube placement. Note the tube position should also be confirmed radiographically. Secure the tube to the nose with paper tape by wrapping from behind and crossing over the front of the tube and then crisscrossing the nose. After the tube is secure at the nose, pin it to the gown at the level of the sternum.

Multidict navigation frame Help About

Word to translate:

From To Dictionary

vertalen.nu

U zoekt op: *intubation*

Engels	Italiaans
intubation	intubazione

© 2004-2010 Vertalen.nu

Eksempel 3 Celler

Link <https://dl.dropbox.com/u/4215224/Webpages%20EU%20POOLST/The%20Netherlands/TB%20Biology/bio.htm>

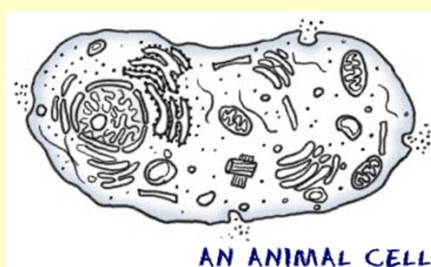
Link HP http://www.languages.dk/tools/index.htm#Hot_Potatoes

Kontekst Biologi (Almen uddannelse)

Niveau A2 – B1 (EFC)

Cells

Click on any word for a translation in Dutch



Cells are the Starting Point

One Name, Many Types

There are many types of cells. In biology class, you will usually work with plant-like cells and animal-like cells. We say animal-like because an animal type of cell could be anything from a tiny microorganism to a nerve cell in your brain. Plant cells are easier to identify because they have a protective structure called a cell wall made of cellulose. Plants have the wall; animals do not. Plants also have organelles like the chloroplast (the things that make them green) or large water-filled vacuoles.



We said that there are many types of cells. Cells are unique to each type of organism. Humans may have hundreds of types of cells. Some cells are used to carry oxygen (O₂) through the blood (red blood cells) and others might be specific to the heart. If you look at very simple organisms, you will discover cells that have no defined nucleus (prokaryotes) and other cells that have hundreds of nuclei (multinucleated). The thing they all have in common is that they are compartments surrounded by some type of membrane.

[Back](#) [Next](#)

Klik på NEXT for at gå til en HP "udfyld hullerne" og WordLink øvelse

"Udfyld hullerne" øvelse.

Fill in all the gaps, then press "Check" to check your answers. Use the "Hint" button to get a free letter if an answer is giving you trouble. You can also click on the "[?]" button to get a clue. Note that you will lose points if you ask for hints or clues!

Cells are the Starting Point

All living organisms on Earth are _____ [?] in pieces called cells. There are smaller pieces to cells that include proteins and organelles. There are also larger pieces called tissues and systems. Cells are small compartments that _____ [?] all of the biological equipment necessary to keep an organism alive and successful on Earth. A main purpose of a cell is to organize. Cells hold a variety of pieces and each cell has a different set of functions. It is easier for an organism to grow and _____ [?] when cells are present. If you were only made of one cell, you would only be able to grow to a certain size. You don't find single cells that are as _____ [?] as a cow. Also, if you were only one cell you couldn't have a nervous system, no muscles for movement, and using the internet would be out of the question. The trillions of cells in your body make your life possible.

[Click here for a test on Cells in Wordlink](#)

Efter at have klikket på linket ovenover bliver du fort til en hjemmeside i Wordlink. Alle hjemmesidens ord er linket til en ordbog og derfor også alle test spørgsmålene. Hvis en elev finder spørgsmålene svære at forstå kan vedkommende bruge det online link til ordbogen i WordLink!

Eksempel 4

Skjult reklame

Link

<https://dl.dropbox.com/u/4215224/Webpages%20EU%20POOLST/The%20Netherlands/Advertising%20wp/trial%201.htm>

Link HP

http://www.languages.dk/tools/index.htm#Hot_Potatoes

Kontekst

Marketing / reklame

Niveau

A2 – B1 (EFCR)

True or False?

1. The word brand can be replaced with the word product here
2. If you are exposed to something, you don't notice it
3. incidental brand exposure means seeing a brand for a long time
4. If people see the Apple logo, they get hungry at once
5. In this test people are not aware they have not just been seeing boxes and numbers
6. People who did the Apple logo test were less creative with uses for bricks than people who had not taken part in the test
7. People watching commercials on TV protect themselves automatically against their influence
8. Brand managers are advised to spend much more money on traditional TV commercials



Watch the video as often as you like. Next, answer the True and False questions on your answer sheet. (Click on any word for a translation into Dutch)

DUKE University subliminal advertising

This is Duke University

The work we are doing is really studying what we call incidental brand exposure. What that means is basically a very short exposure to brand logos and most of the time people think that these wouldn't have any impact on them at all. In fact they happen to us so frequently. Recent estimates say somewhere between 3,000 and 10,000 brand exposures a day is the typical number that the U.S. consumers are exposed to. What we were interested in studying was to see if in fact those incidental brand exposures were having any impact on people at all.

So certain brands are more associated with different personality traits. So for instance the apple brand has really cultivated an image of creativity and innovativeness and so we thought that being exposed to the apple-gram might lead individuals to become more creative or have a goal to become more creative.

Participants come into the lab and we tell them that they are going to be participating in a visual acuity test and the way this works is that a box will either pop up on the left or the right of the screen and their task is to say left or right when the box pops up. In addition to sort of further complicate the task and ensure that they do not catch any glimpse of the logo for example we have them keep a running tab of the sum of the numbers in the middle of the screen. They think all they have seen is a box coming up on the left and the number appearing but what they are actually seeing is a box comes up, the box disappears for a very, very short duration like 30 milliseconds, a brand logo pops up, the logo goes away and the box appears. What the person's conscious perception is, is that a box has popped up and gone away and that's it. They don't realize that they have been exposed to the brand logo.

What we found is that people who were subliminally primed with the apple logo actually had a goal to be creative activated by this exposure and they were more creative on a later task. So we asked them to come up with uses for a brick. Come up with as many different unusual uses for a brick that they could think of. And what we found was that people who had been subliminally primed to the apple logo were more creative than people who had been subliminally primed to the IBM logo.

Most television advertisements don't have much impact on people and that's because as you are sitting watching a television ad your defensive screens come up. We know they are trying to persuade us when they show us an ad so our defensive screens come up and we filter that ad through these defensive mechanisms.

These short brand exposures, though, people are not even consciously aware they are occurring so the defense mechanisms don't come up. So if you are a brand manager you might think about perhaps instead of spending so many resources on traditional television advertisement maybe switch more of those resources over to encouraging very brief exposures perhaps as part of placements not the cheesy part of placements where you hold it up like this but one where it is just seen in passing, perhaps web placements or weaving brands into the natural lives of characters in video games or television shows might be a more effective and efficient way to allocate my marketing resources.

[Back](#) [Next](#)

Klik på NEXT knappen for at gå til den næste hjemmeside med den fulde tekst

Øvelse 1 - Match ordene

Subliminal advertising
Matching exercise

Match the items on the right to the items on the left.

Check

Subliminal	???	
incidental	???	
exposure	???	
impact	???	
estimate	???	
innovativeness	???	
acuity test	???	
duration	???	

Øvelse 2 - Krydsogtværs

Subliminal advertising crossword puzzle
Crossword

Complete the crossword, then click on "Check" to check your answer. If you are stuck, you can click on "Hint" to get a free letter. Click on a number in the grid to see the clue or clues for that number.

Øvelse 3 - "Udfyld hullerne" øvelse

<=> Index =>

Advertising gaps
Gap-fill exercise

Fill in all the gaps, then press "Check" to check your answers. Use the "Hint" button to get a free letter if an answer is giving you trouble. You can also click on the "[?]" button to get a clue. Note that you will lose points if you ask for hints or clues!

These short brand [?] , though, people are not even consciously aware they are [?] so the [?] don't come up. So if you are a brand manager you might think about perhaps instead of spending so many [?] on traditional television advertisement maybe switch more of those resources over to encouraging very [?] exposures perhaps as part of placements not the cheesy part of placements where you hold it up like this but one where it is just seen in passing, perhaps web placements or weaving brands into the natural lives of characters in video games or television shows might be a more effective and efficient way to [?] my marketing resources.

Eksempel 5

Cat Stevens

Link

http://www.languages.dk/online/clil_samples/CatStevens.htm

Link HP

http://www.languages.dk/tools/index.htm#Hot_Potatoes

Niveau

B2-C1 (EFCR)

Father and Son, by Cat Stevens



Watch the video and listen to Cat Stevens singing the song. Click on any word to look it up in the dictionary.

This song is a dialogue between a father and his son. The father is trying to persuade the son to stay at home but the son wants to go away and change his life. They don't understand each other and cannot agree. First the father speaks, then the son, then the father again while the son speaks in the background, and finally the son again while the father speaks in the background. There are several verb tenses used in the song (present simple, present perfect, past simple, future simple) plus some modal verbs.

First, listen to the song once and read the lyrics. Some of the verbs are missing but don't worry about this now. Then click on the "next" button to do the exercises.

Father:

It _____ not time to make a change. Just relax, take it easy.

You _____ still young, that's your fault,

There's so much you have to know.

Find a girl, settle down. If you _____ you can marry.

Look at me, I am old, but I'm happy.

I _____ once like you are now, and I _____ that it's not easy.

To be calm when you _____ something going on.

But take your time, think a lot,

Why, think of everything you've got.

For you will still be here tomorrow, but your dreams may not.

Son:

How can I try to explain, when I do he _____ away again.

It's always been the same, same old story.

From the moment I _____ talk I _____ ordered to listen.

Now there's a way and I know that I have to go away.

I know I have to go.

Father:

It _____ not time to make a change. Just sit down, take it slowly.

You _____ still young, that's your fault. There's so much you have to go through.

Find a girl, settle down. If you _____ you can marry.

Look at me, I am old, but I'm happy.

(Son:-- Away Away Away, I know I have to

Make this decision alone - no)

(Father:-- Stay Stay Stay, Why must you go and
make this decision alone?)

[Back](#) [Next](#)

Klik på NEXT knappen for at øvelserne:

Exercise 1 - Lyrics

"Udfyld hullerne" øvelse

Fill in the gaps, choosing the correct verb from the list below and then putting it into the correct form (present simple, present perfect, past simple).

order - cry - be (x 8) - turn - find - want (x 2) - can - know (x 3)

Father

It not time to make a change. Just relax, take it easy.

You still young, that's your fault,

There's so much you have to know.

Find a girl, settle down. If you you can marry.

Look at me, I am old, but I'm happy.

I once like you are now, and I that it's not easy,

To be calm when you something going on.

But take your time, think a lot,

Why, think of everything you've got.

For you will still be here tomorrow, but your dreams may not.

Son

How can I try to explain, when I do he away again.

It always the same, same old story.

From the moment I talk I to listen.

Now there's a way and I know that I have to go away.

I know I have to go.

Father

It not time to make a change. Just sit down, take it slowly.

You still young, that's your fault. There's so much you have to go through.

Find a girl, settle down. If you you can marry.

Look at me, I am old, but I'm happy.

(Son-- Away Away Away, I know I have to

Make this decision alone - no)

Son

All the times that I , keeping all the things I inside,

It's hard, but it's harder to ignore it.

If they right, I'd agree, but it's them they not me.

Now there's a way and I know that I have to go away.

I know I have to go.

(Father-- Stay Stay Stay, Why must you go and

make this decision alone?)

Klik på



for den næste øvelse i HP. Øvelse 2 er en krydsogtvær

Exercise 3 - A Biografi

"Udfyld hullerne" øvelse

Fill in all the gaps, then press "Check" to check your answers. Use the "Hint" button to get a free letter if an answer is giving you trouble. You can also click on the "[?]" button to get a clue. Note that you will lose points if you ask for hints or clues!

Part 1: There are some gaps in the text, followed by words in capital letters. Use these words to form another word that fits in the gap.

Yusuf Islam - born Steven Demetre Georgiou - [?] (FORMER) known as Cat Stevens, is a British [?] (MUSIC). He is a singer-songwriter, multi-instrumentalist, educator, philanthropist, and prominent convert to Islam. His early 1970s record albums Tea for the Tillerman and Teaser and the Firecat both won official [?] (RECOGNISE), and were awarded Triple Platinum by the RIAA in the United States; his album Catch Bull at Four sold half a million copies in the first two weeks of release, and was Billboard's number-one LP for three consecutive weeks. He has also earned two ASCAP songwriting awards in [?] (SUCCESS) years, for "The First Cut Is the Deepest", which has been a hit single for four different artists. Stevens' [?] (CONVERT) to Islam took place at the [?] (HIGH) of his fame in December, 1977, and he adopted his Muslim name, Yusuf Islam, the [?] (FOLLOW) year. In 1979, he sold all his guitars for charity and left his music career to devote himself to [?] (EDUCATE) and philanthropic causes in the Muslim community. He has been given several awards for his work in the [?] (PROMOTE) of peace in the world. In 2006, he returned to pop music, with his first album of new pop songs in 28 years, entitled An Other Cup. He now goes by the single name Yusuf. His most [?] (RECENT) released album, Roadsinger, came out on 5 May 2009.

Check your answers to Part 1 before proceeding to Parts 2 and 3.

Part 2: Offline Writing Task

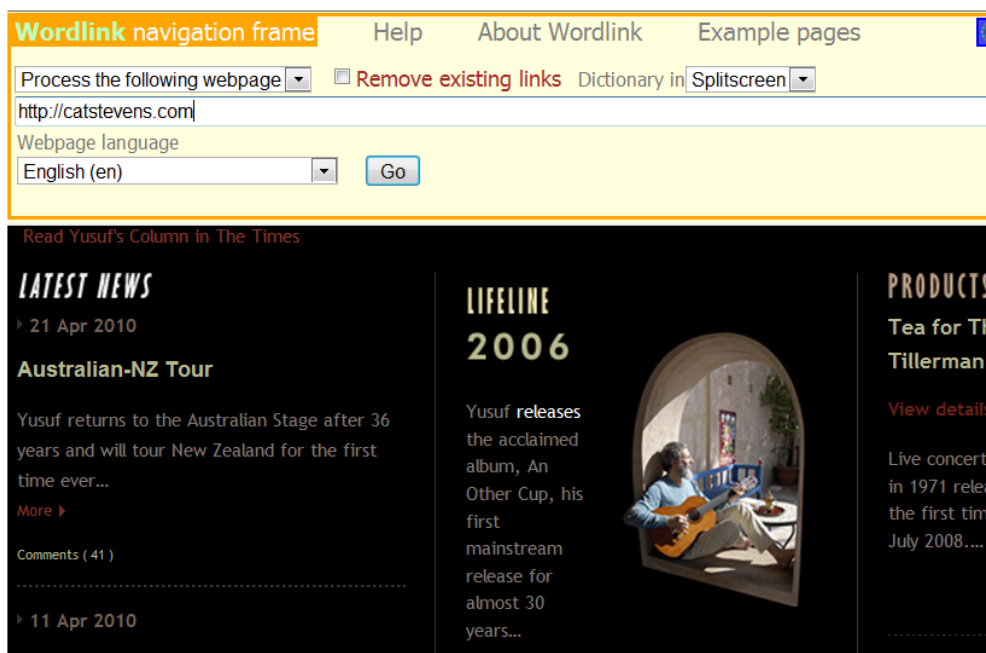
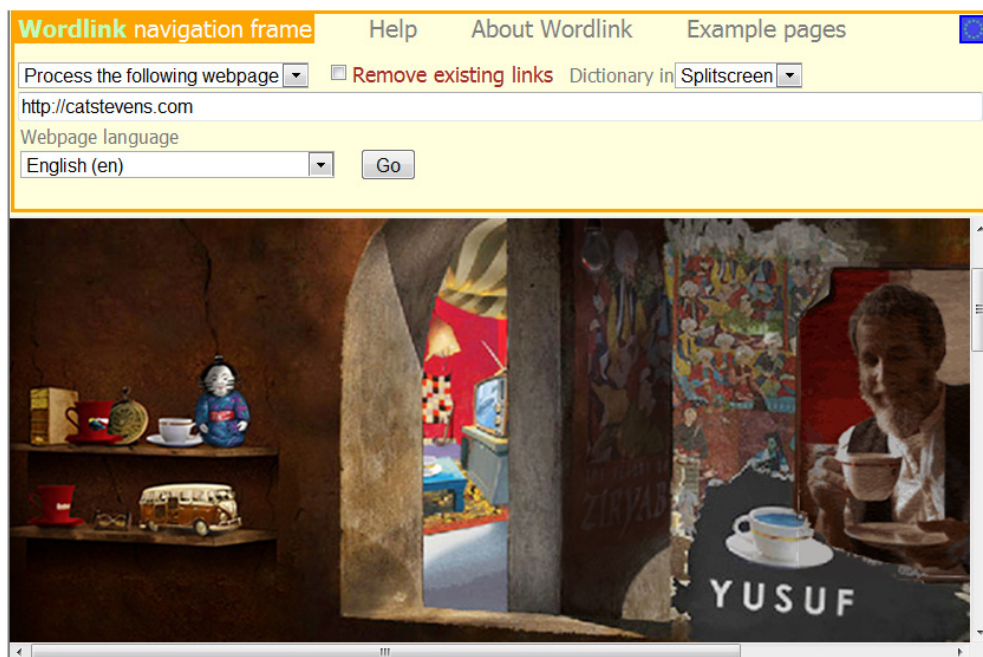
Think of a person you admire (musician, actor, sportsperson, friend, family member) and write a short biography of him or her. Write 120-150 words.

Part 3: Web Research

Use Wordlink to read more about Cat Stevens. Click on any word on the website that you don't understand and you will find the Italian translation on the right side of the screen.

[Click here](#)

Efter Del 2 og 3 klik på *Click Here* for at komme ind på en hjemmeside om Cat Stevens i Wordlink



Alle ordene er linket til en online ordbog!

Eksempel 6 Re-Store Furniture Recycling Project

Link <http://www.languages.dk/materials/gd/gd3/index.htm>

Niveau B1 (ECFR)

Dette eksempel er produceret af den skotske POOLS-T samarbejdspartner SMO og er møntet på og selvstudier og selvevalueringsmaterialer for folk der er ved at lære engelsk. Materialerne på disse sider er designet til at hjælpe folk der lærer engelsk med at undervise og evaluere sig selv. De er baseret på virkelige situationer der reflekterer forskellige aspekter af livet og arbejde i Hebriderne. Studerende bør mindst være over begynderstadiet og der er inkluderet øvelser som er passende for mere avancerede studerende, både alene og i gruppearbejde. Der er fire elementer at arbejde med. De stiger mere eller mindre i sværhedsgrad men hver enkelt lektion kan benyttes selvstændigt.

1. Re-Store Furniture Recycling Project
2. Craigard Day Centre
3. Hebridean Food: Cookery Demonstration
4. Hebridean Food: Smokehouse

Lad os kigge på Re-Store Furniture Recycling Project som et eksempel. NEXT knappen tager os til en række øvelser. Der er en "udfyld hullerne" øvelse der fokuserer på grammatik:

Re-Store Furniture Recycling Project



Watch the documentary about the Re-Store Furniture Recycling Project in Borinish, South Uist. See if you can understand it first without looking at the transcript. After you've listened to it a couple of times you might want to look at the script below to check on words you're not sure about. You can click on any word to find out what it means in an online dictionary. When you're ready you can then move on to some more exercises by clicking on Next at the bottom of the page.

The Re-Store project is based in Borinish, South Uist.
It's run by the community group Cothrom, with support from the European Union.
It aims to put old furniture and books to use again.
In the workshop Seumas Macdonald works with old furniture that has been given to the project.
He cleans and repairs it.
Sometimes he does additional work to make it stronger.

When he is satisfied that it is good enough and strong enough to be sold again, it is placed in the shop.
Seumas is happy to explain to customers what work he's done in whichever language they prefer.
There is also a book project in the shop. Avril Campbell is in charge.
This offers some employment and training opportunities too.
As well as repairing furniture the project will deliver it to the new owner's home.
In offering good quality furniture at a low price delivered to your door the Re-Store project has developed a niche market in Uist. As it also reduces the amount of waste we produce, it can be seen to be providing a valuable community service too.

[Back](#) [Next](#)

Fill in all the gaps, then press "Check" to check your answers. Use the "Hint" button to get a free letter if an answer is giving you trouble. Note that you will lose points if you ask for a hint too often. It shows you have good control of grammatical structures used in the film.

The Re-Store project based in Borinish, South Uist. run by the community group Cothrom, support from the European Union. It aims to put old furniture and books use again.

In the workshop Seumas Macdonald with old furniture that has given to the project. He cleans repairs it. Sometimes he stronger.

When he is satisfied it is good enough and strong enough to sold again, it is placed in shop. Seumas is happy to explain to customers what work he's done in language they prefer.

There is a book project in the shop. Avril Campbell is charge. This offers some employment and training opportunities .

As well repairing furniture the project will deliver it to the new owner's home. In offering good quality furniture a low price delivered to your door the Re-Store project has developed a niche market in Uist. it also reduces the amount of waste we produce, it can be seen to be providing a valuable community service too.

Eksempel 7 TextBlenderen brugt af STUDERENDE

Link <http://www.youtube.com/watch?v=hl64AfjS9Y4&feature=related>

Niveau B2 (ECFR)

TextBlenderen er et perfekt værktøj der kan spare værdifuld undervisningstid og inspirere de studerende til at bevæge sig ud over "bare endnu en kedelig PowerPoint præsentation" og blive forundret over studerendes kreative potentiale! Det at stå foran en klasse hvor man er klar over at ens mindste bevægelser bliver overvåget kan være temmelig overvældende. For en lærer kan det at skulle se så mange præsentationer i løbet af en dag også være noget af en udfordring. Så hvorfor ikke gøre brug af textblenderen for eksempelvis at teste:

1. Kvaliteten af videopræsentationen (viden om et emne eller måske endda kvaliteten selve videopræsentationen for eksempel)
2. Udtale, hvor godt sproget flyder og grammatiske kompetencer
3. Skriftlig kompetence

Hvor som helst når som helst?

Det følgende eksempel er fra en studerende der forklarer Voice Acting i en tegnefilm (dog IKKE en Disney!!!) ved at bruge hendes egen stemme til ikke mindre end tre forskellige karakterer!

mermaidsong7 5 video's  Abonneren



my nobby

It goes from watching a movie, making funny music videos with my cousins and friends, taking parts of the video to create a whole new video about it, and last but not least, voice-acting, also known as dubbing or lipsync. as a result of this you get this whole scene from a movie you know and you like, but instead of finding out the original voice and the actual character, you find your voice in it! And not just one character, you can dub as many characters as you want! And that is precisely what I want to show you. Not just the result but the whole process of making of video. First we need to have an idea of what we want to do and in this case it will be voice acting. In voice acting we can act (duhh), sing, or both. And we have to select a movie, and easy one, let's see... Anastasia, which is NOT from Disney! And a song or a scene: Learn to do it! I would love to know how to make this instrumental or background sound music, but I can't. Meanwhile I'm downloading them. Let's make some medley! (Watch the video!).

So, this is what I do in my spare time to have fun. I hope to get you guys better this year and hope you have fun and that this was worth watching! See ya!

Word to translate:
instrumental

From: English (en) To: English (en) Dictionary: Oxford Adv. Learner's

Select entry: instrumental

instrumental /ɪnstrə'mentl/ *adj.*, *n.*

- adj.**
1 ~ (in sth / in doing sth) important in making instrumental in bringing about an end to
2 made by or for musical instruments: instrumental music
- noun**
1 a piece of music (usually popular music) instruments are used with no singing
2 (grammar) (in some languages) the form adjective when it refers to a thing that is u

Kapitel 8

Et hurtigt Webpage Textblender kursus

For en fuldstændig PowerPoint præsentation om hvordan man bruger WPTB og WordLink klik på: http://www.languages.dk/archive/conference/EP_CLIL.pdf

Gå ind på <http://www.languages.dk/tools/index.htm> for at se hvad du har brug for at downloade før du kan gå i gang.

Step 1

Make a Folder

**e.g. :
Advertising
WP**



Advertising wp



Car start problems



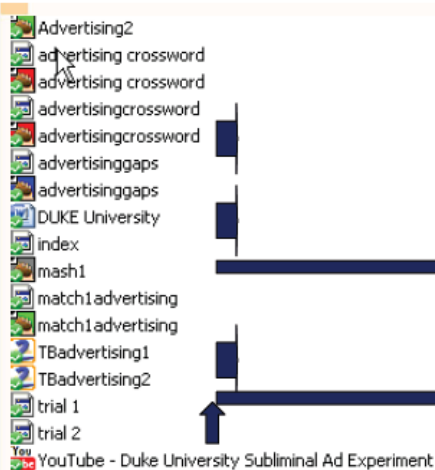
Motorvehicle



Tools

Step 2

Gather texts, tasks, video, pictures and put them in the folder



3 Hot Potato exercises

1 WORD file

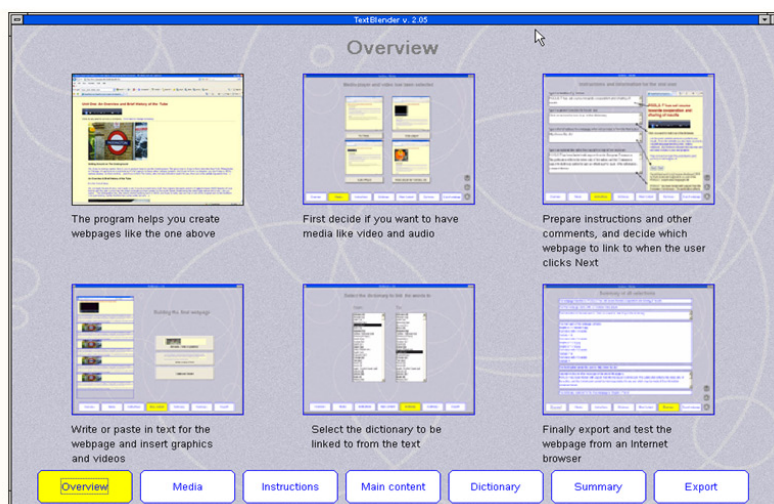
The HP index page

The TextBlender

1 video

Step 3a

Put the ingredients in the TextBlender

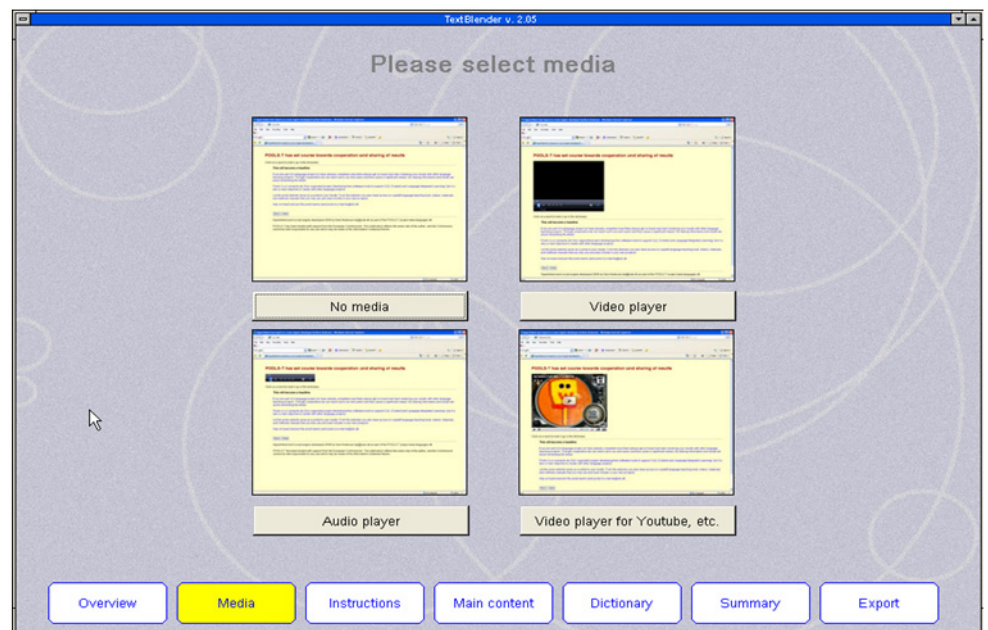


I WPTB skal du først vælge hvilket medie du ønsker at benytte (video, lyd).

Hvis du ønsker at benytte en YouTube video så åben videoen i YouTube og højreklik på skærmen: Klik derefter på Copy embed html. Du skal bruge denne information for at TextBlenderen kan genkende og afspille din video.

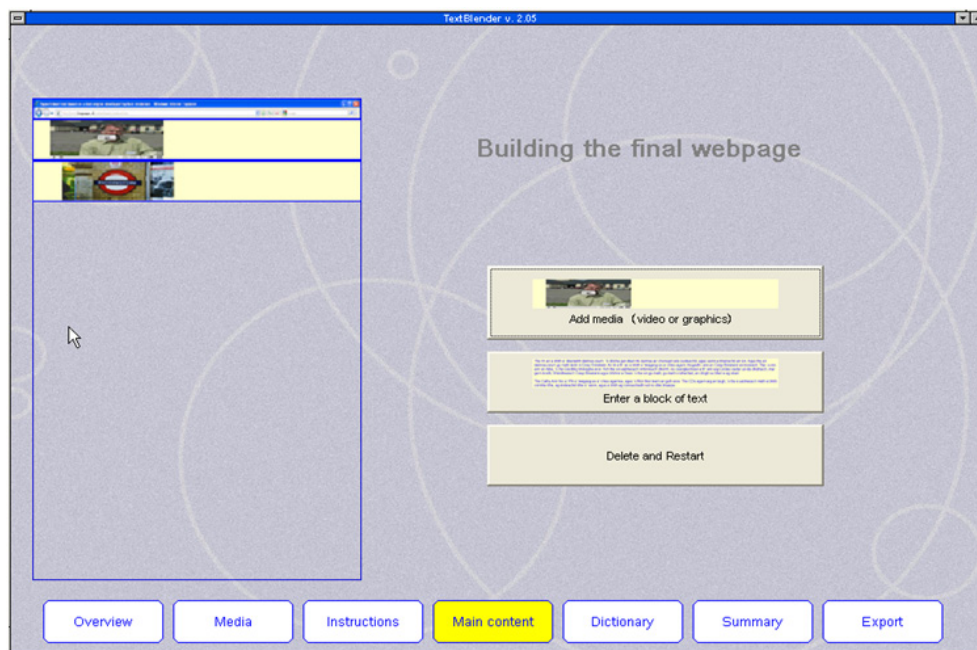
Stop download
Copy embed html
Inzoomen

Klik på Video player for Youtube og kopier copy embed html (see above)

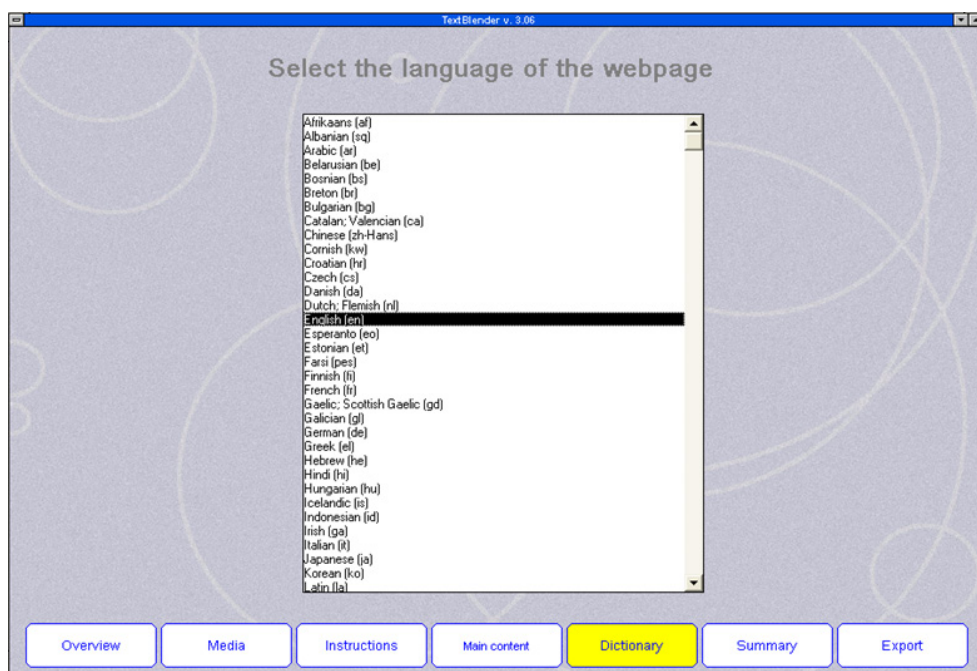


Derefter udfyld instruktionerne til dine brugere:

Derefter indsæt tekst eller flere medier



Når det er gjort vælg sprog for teksten du har sat ind og sproget det skal oversættes til



Efter at have checket på oversigtssiden om samtlige trin er gennemgået, eksporter så hjemmesiden og gem den sammen med alle de andre filer i din folder.

Et hurtigt Wordlink kursus

[Wordlink navigation frame](#)
[Help](#)
[About Wordlink](#)
[Example pages](#)

☐ **Remove existing links**

Webpage language

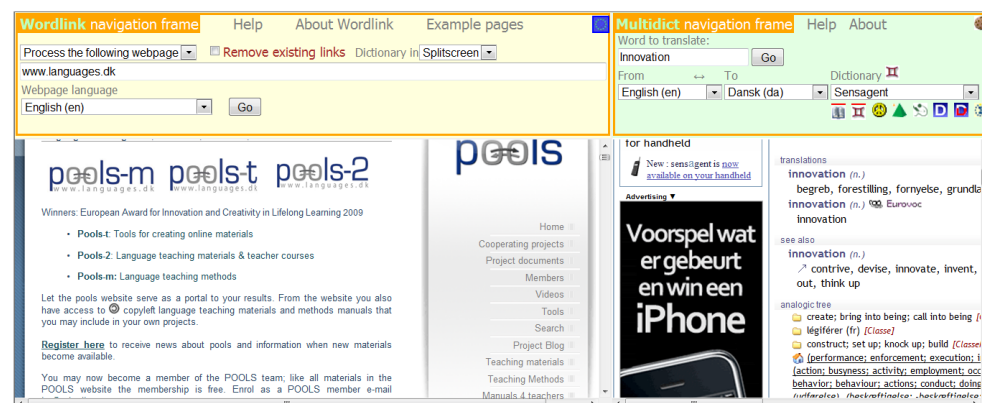
Wordlink navigation frame Help About Wordlink Example pages

Process the following webpage ▾ ☐ Remove existing links Dictionary in Splitscreen ▾

Process the following webpage
Upload an html page
Compose a page

English (en) ▾

Vælg en URL eller webadresse for eksempel www.languages.dk, vælg engelsk som hjemmesidens sprog klik på GO. Klik derefter på et hvilket som helst ord for at få en oversættelse i det tilgængelige sprog.



2. Upload en html side

The screenshot shows the 'Wordlink navigation frame' with a yellow header containing links: 'Wordlink navigation frame', 'Help', 'About Wordlink', and 'Example pages'. Below the header, there's a section for processing a webpage with a dropdown menu set to '{upload}', a checkbox for 'Remove existing links', and a 'Dictionary in' dropdown set to 'Splitscreen'. A 'Webpage language' dropdown is set to 'Deutsch (de)', and a 'Go' button is present. Below this, a section titled 'Upload an html file from your computer to Wordlink' contains an 'Encoding' dropdown set to 'utf-8', a 'Bladeren...' button, and an 'Upload' button.

(Afterwards you can save the Wordlinked file from the browser frame back to your own computer)

3. Opret en side

The screenshot shows the 'Wordlink navigation frame' with a yellow header containing links: 'Wordlink navigation frame', 'Help', 'About Wordlink', and 'Example pages'. Below the header, there's a section for processing a webpage with a dropdown menu set to '{compose}', a checkbox for 'Remove existing links', and a 'Dictionary in' dropdown set to 'Splitscreen'. A 'Webpage language' dropdown is set to 'English (en)', and a 'Go' button is present. Below this, a section titled 'Or else compose a new page now' contains a 'Title' field with the text 'Pools-T' and a 'Text' field with the text 'The POOLS-T project has won awards for most innovative language project. The team consist of representatives from various European countries.'

Vælg kildesproget (her: engelsk). Indtast en title og indtast eller kopier en tekst.

Til slut klik på COMPOSE i bunden af siden. Klik på et hvilket som helst ord for at få en oversættelse.

The screenshot shows two side-by-side browser windows. The left window is the 'Wordlink navigation frame' with a yellow header and a section for processing a webpage with a dropdown menu set to '{compose}', a checkbox for 'Remove existing links', and a 'Dictionary in' dropdown set to 'Splitscreen'. A 'Webpage language' dropdown is set to 'English (en)', and a 'Go' button is present. Below this, a section titled 'Pools-T' contains the text 'The POOLS-T project has won awards for most innovative language project. The team consist of representatives from various European countries.'

The right window is the 'Multidict navigation frame' with a green header and a section for translating a word. The 'Word to translate' field contains 'awards', and the 'Go' button is present. Below this, there's a section for 'From' and 'To' dropdowns, both set to 'English (en)', and a 'Dictionary' dropdown set to 'Oxford Adv. Learner's'. Below this, there's a 'New search' field and a 'Select entry' dropdown set to 'award'. The 'award' entry is selected, and its definition is shown: 'award /əˈwɔːd; ˈɔːrd/ noun, verb. 1 [C] ~ (for sth) (often in names of particular money, etc. for sth that sb has done: to ~ for sth) He was nominated for the best presentation / ceremony of the House. ACADEMY AWARD 2 [C] an increase in the amount of money awarded 3 [C, U] the amount of money that a court sb who has won a case; the decision to £600 000 libel damages'.

Kapitel 10

Brug af IPADIO og Acapela.tv



10.1 Hvordan man bruger Ipadio til at lave hjemmesider med indlagt lyd

Mange fremmedsprogsundervisere og elever værdsætter materialer der inkorporerer skriftligt med talt sprog. Det har dog altid virket som en større opgave at lave lydfiler end tekstfiler. I nyere tid har der været en række forsøg på at bruge de nye telefoners digitale teknologi til formålet. Et eksempel på dette er www.ipadio.com.

Med Ipadio kan du benytte en fastnet- eller mobiltelefon til at optage en lydfil, på samme måde som efterlader en besked på en telefonsvarer. Denne besked bliver så lavet om til en lydfil på internettet med sin egen unikke URL. En anden feature med beskeder på engelsk er at der sker en automatisk transskription som giver dig en skriftlig version af beskeden (Dog med advarsler om at der kan være skønhedsfejl imellem i transskriptionen).

For at kunne gøre brug af denne service er man som bruger nødt til at oprette en konto hos Ipadio. Det er gratis for individuelle forbrugere selvom Ipadio også tilbyder en version til forretningsbrug. Man kan læse mere på deres hjemmeside. Når du opretter en konto er du nødt til at give Ipadio nogle informationer, det inkluderer to telefonnumre som du vil benytte. Til gengæld for disse får du en PIN-kode du skal benytte hver gang du ringer for at lave en optagelse. Hele proceduren er meget enkel og inkluderer en "delete" mulighed hvis du ikke er tilfreds med din optagelse.

Nedenfor er der nogle eksempler lavet af Gordon Wells, en af POOLS-T partnerne. Gordons samlede optagelser (hans "phlog") er tilgængelige på Ipadio hjemmesiden:

<http://www.ipadio.com/phlogs.asp?section=2&phlog=17959&itemtype=phlog>

Hvis du klikker på "more" i phonecastsne på listen får du yderligere information, hvilket inkluderer en engelsk transskription i visse tilfælde. Der er også mulighed for kommentarer:

<http://www.ipadio.com/phlogs/GordonWells/2010/02/19/Gordons-phlog-Talking-to-Archie-Campbell>

Det skal bemærkes at transkriptionen i den ovenstående phonecast er blevet redigeret ved hjælp af "edit" funktionen. Nedenfor er der et eksempel på en ikke redigeret maskintranskription:

<http://www.ipadio.com/phlogs/GordonWells/2010/02/09/Gordons-phlog-3rd-phonecast>

I en fremmedsprogsundervisningssammenhæng er det selvfølgelig nødvendigt med at være omhyggelig med denne funktion – men selv det at rette fejlene kan være lærerigt!

Lydkvaliteten er også et vigtigt emne, og den er i høj grad baseret på kvaliteten af telefonen der benyttes. Det skal dog bemærkes at ud over phonecast funktionen er der også en traditionel MP3 upload funktion. Så hvis du har tidligere optagelser af lydfiler på din computer kan du stadig benytte disse med Ipadio.

Til slut er der også en brugbar krydsposteringsfunktion som gør dig i stand til at uploade eller indlejre dine phonecasts til andre sociale medier så som Facebook, Twitter, eller blogs du kunne tænkes at drive. Dette er specielt anvendeligt for fremmedsproglærere, det gør dig i stand til at lave dine egne multimedie netbaserede materialer i et format du selv kan vælge.

For eksempel er Gordon begyndt at inkorporere både lyd (Ipadio) og video (YouTube) i Island Voices' projekt blog <http://guthan.wordpress.com>. Dette er en Wordpress platform og den er blevet lavet til at dokumentere projektets fremskridt, dele viden og nyheder og opfordre til at netværke mellem lærere og elever. (At oprette en Wordpress konto er en lige så nem og smertefri proces som med Ipadio.) I nylige poster har Gordon fremhævet previewet et af emnerne i den nye serie af Island Voices videoer.

I det første interviewede han en deltager på Gælisk og på engelsk med hans telefon. Denne post omkring interviewene inkluderer indlejrede links til begge phonecasts:

<http://guthan.wordpress.com/2010/02/19/local-language-teacher/>

Den efterfølgende måned lavede han endnu en blogpost, denne gang med en indlejret video.

<http://guthan.wordpress.com/2010/03/24/buain-na-monadh-peatcutting/>

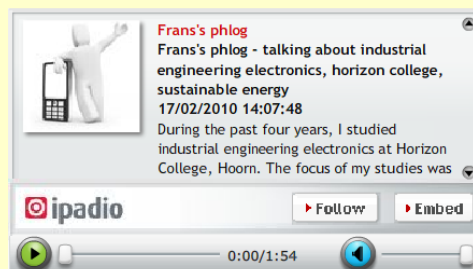
Alle disse hjemmesider kan selvfølgelig også linkes til Wordlink og Multidict for at give øjeblikkelig adgang til online ordbøger. Mulighederne til sprogundervisning er selvindlysende.

For at opsummere Ipadio tilbyder en værdifuld ekstra lyd-funktionalitet til enhver fremmedsprogsundervisers repertoire af materiale værktøjer. Når dette bliver kombineret med andre netbaserede programmer og platforme så som Wordpress, YouTube, og/eller Wordlink/Multidict, er potentialet for at arbejde effektivt med multimedier til stede.

Eksempel på brug af IPADIO i WebPage TextBlenderen

Link: <https://dl.dropbox.com/u/4215224/Webpages%20EU%20POOLST/The%20Netherlands/Applying%20for%20a%20job/fulldigitalCV5.htm>

Letter of Motivation PLAINET Italian Engineering Company



Click on any word to find the translation in Italian

Letter of motivation

Dear Mr Fietella,
(....)

During the past four years, I studied industrial engineering electronics at Horizon College, Hoorn. The focus of my studies was understanding the fundamental electronic principles that govern modern day electronics. But I also learned about other diverse topics such as safety, economics and sustainable energies. I found the last topic, sustainable energies, to be very interesting and exciting, and I would love to learn more at your company during a 20 weeks' workplacement.

I saw on your website <http://www.plainet.net/home.htm> that you have several projects running, amongst which electricity production without pollution. I would very much like to participate in this project and thus increase my knowledge of sustainable energies.

To further my career I want to continue my studies at a Higher Vocational Institute, in sustainable energies. This will allow me to better understand energy principles and to find applications in my future career. With all the uncertainty and changes in this world, political, economic and technological, I believe that it's our duty to learn as much as we can about energy conservation.

I understand from Mr de Herder, my study councillor, that you have vacancies at the moment for trainees. Therefore I would very much like to apply for one of these vacancies. I have enclosed a full CV which shows you that I'm also very active as a member of the Young Petten Energy team which focuses on finding new ways to manage our environment better.

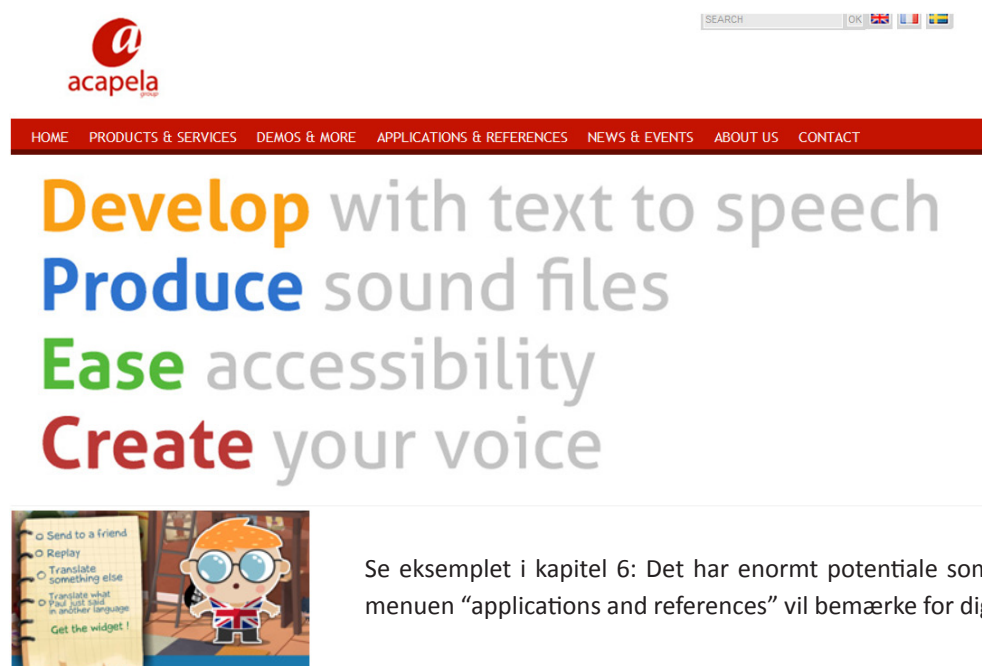
I look very much forward to hearing from you,

Yours sincerely,

Vincent Hobbema

10.1 Brug af Acapela.tv

Acapela.tv er en ny tilkommen medspiller der gør dig i stand til at konvertere skrift til tale og til at og til at indlejre informationen så den kan bruges af andre software værktøjer såsom WebPage TextBlenderen.



Se eksemplet i kapitel 6: Det har enormt potentiale som menuen “applications and references” vil bemærke for dig

Horizon College, en af samarbejdspartnerne fra Holland i POOLS-T projektet, bruger værktøjet til at få elever til at forberede dem til internationale praktikpladser. En elev der havde sin praktikplads i Tyskland ønskede at forberede sig selv til at holde en tale til den dag hun ankom. Hun kunne skrive teksten, men hun havde problemer med udtalen. Ved at bruge løste det hendes problemer med perfekt tysk. Klik på http://www.acapela.tv/Fish-1-4-122807740_c262522a68be0 for at se Goldie, den talende guldfisk. Acapala har mange af den slags nuttede personligheder!

Appendix

Brugbare links

www.smo.uhi.ac.uk

Sabhal Mòr Ostaig, Scotland's Gaelic College

www.uhi.ac.uk

The UHI Millennium Institute, aiming to be the University of the Highlands and Islands

www.cothrom.net

Cothrom Ltd, Hebridean community training group

<http://guthan.wordpress.com>

A portal to the still growing collection of English and Gaelic video materials - This is an interactive site on which comments and suggestions are encouraged.

www.horizoncollege.nl

The Dutch partner's VET institute in the province of North-Holland, The Netherlands

www.languages.dk

Home of the pools projects with ready to use teaching and learning materials and manuals.