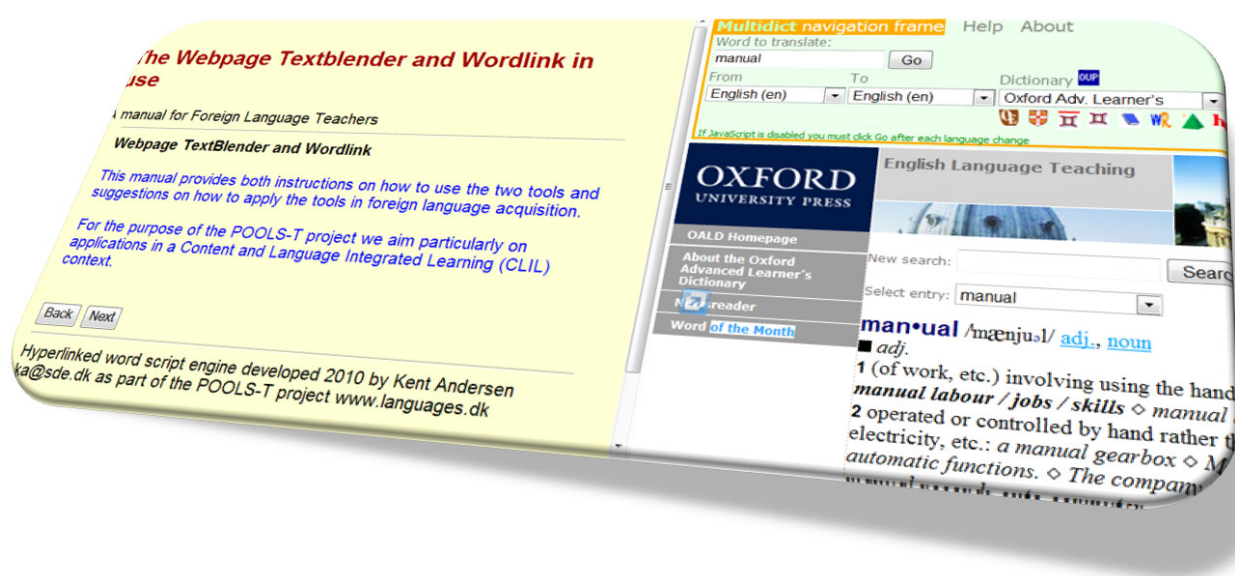


POOLING Software

TOOLS in Content and Language Integrated Learning, May 2010



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Education and Culture DG

Lifelong Learning Programme

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Chapter 1

Introduction

This manual, produced by the Greek and Dutch partners in the LeonardodaVinci POOLS-T project, is aimed to provide ample information on the (practical) use of the two software tools that were developed in the POOLS-T project to foreign language acquisition teachers, The WebPage TextBlender and Wordlink. We placed an extra focus on teachers involved in CLIL or Content and Language Integrated Learning.

The Pools-t needs analysis which lead to the Leonardo application stated that:

"CLIL and LWUTL teachers depend on developing own resources (EURYDICE 2005 report "Key Data on Teaching Languages at School in Europe"). The proposed application will automate part of this process and will also enable students to convert authentic technical materials into language learning / supporting units. The need for a free tool is based on EURYDICE 2006 "Content and Language Integrated Learning (CLIL) at School in Europe". The need is also documented in the ICC report (2003) "The Impact of New Information Technologies and Internet on the Teaching of Foreign Languages.." concludes: "There will be a shift from passive consumption of ready-made programmes to independent building of content, tailor made for specifics groups or individuals".

Target groups: The project results and outputs will be used by individual language learners, subject teachers using CLIL, and language teachers preparing online teaching materials.

We have aimed to create a manual with plenty of inspirational examples from all partners in the POOLS-T project for both teachers and students, in everyday language learning, international workplacements and any other situation where language learning takes place.

We wish you much pleasure going through the manual and we hope to see some of your products on our copy-left (freeware) website www.languages.dk.

The Manual team, Crete, May 2010










The Manual Team from left to right: Ellen Ejerskov, Elizabeth Antoniadou, Frans van Schaik and Evangelos Lyropoulos.

Chapter 2

The POOLS- T project

In this chapter we show you what the POOLS-T project entails.

-  Is a copy-left EU Leonardodavinci project. All project tools are freeware!
-  Develops tools for CLIL teaching only (*)
-  Offers handy teaching material production tools
-  Offers tools that allow users to mix different kinds of media (video, audio, graphics, text and online applications)
-  Makes visually attractive web pages of lessons and or presentations and can thus be opened, accessed and saved online wherever and whenever
-  Is an attractive tool for young people to introduce any (new) media in their presentations
-  Offers the software and examples of lessons on the web and on DvD (**)










(*) The tools are useful for all second language learning!

(**) Just go to www.languages.dk/tools

Chapter 3

Webpage TextBlender

In this chapter we show what the TextBlender can and cannot do!








-  Allows you to mix video, audio, text, illustrations and online applications such as online dictionaries
-  Allows users to create webpages that can be accessed anywhere and anytime (*)
-  Allows users to connect one webpage after the other
-  Requires users to have excellent PC skills (**)
-  Allows users to link html pages with Microsoft Office files
-  Can only be used by teachers(***)
-  Allows users to link any source language to any target language (****)
-  Can be used for any kind of teaching strategy such as CLIL, ETL, TEFL etc.
-  Allows users to go back and forth through the lesson series

- (*) As long as the file is saved on a (school or external) server!
Try for example www.dropbox.com which offers space for a min of 2 free Gb of files
- (**) No tests have shown that basic PC skills are enough to create attractive products.
What is useful, however, is lots of creativity!
- (***) No, it can be used by anyone, anytime, anyplace!
- (****) True, provided the dictionaries are online. The dictionaries are getting better and better and gradually show all contexts in which a word can be placed

Chapter 4

WordLink

In this chapter we show what Wordlink can do and cannot do!

-  Offers you immediate access to online translation of any unknown words on any webpage
-  Allows users to link webpages to online dictionaries
-  Ensures that users always find the correct translation of a word (**)
-  Allows you to compose your own WebPages with all words linked to online dictionaries
-  Allows you to upload a local webpage and to produce a new page linked word by word to online dictionaries
-  Requires users to have excellent PC Skills (***)
-  Can be used for any kind of teaching strategy such as CLIL, ETL, TEFL etc.

Can be used with other open source software such as Wordpress blog platforms, creating multimedia web pages mixing text, images, audio and video linked to online dictionaries

(*) subject to availability of an appropriate online dictionary.







(**) No, that depends on the quality of the online dictionary. Experience has shown that the services are getting better and better, with fuller explanations of the use of words in a particular context

(***) No tests have shown that basic PC skills are enough to create attractive products. What is useful, however, is lots of creativity!

Chapter 5

The CLIL methodology

In this chapter we show you what the CLIL methodology is and isn't!

-  Is a new didactic approach to second language learning (*)
-  Is structured around the study topic or content
-  Requires teachers to be good at their subject matter as well as teaching experience in English (or another second language) (**)
-  Uses English (or German, French ,etc) as a medium for teaching CLIL
-  Ensures that all students learn the same (***)
-  Focuses on content and foreign language acquisition esp. fluency and communication

(*) It is believed that the CLIL methodology is as old as civilization!

(**) It's not necessary for a subject teacher to be an English teacher as well. It is important, however, to be aware of the linguistic processes involved and to develop gradually the knowledge and skills involved in CLIL teaching

(***) No, although certain aims will be achieved, we don't know exactly how users develop and apply their newly-gained knowledge and skills.

Chapter 6

The use of the Webpage Textblender and Wordlink in a typical CLIL lesson format

In this chapter we will show the use of the Webpage Textblender, Wordlink in the typical stages involved in creating a CLIL lesson

A CLIL lesson (or series of lessons) usually has 4 or 5 stages:

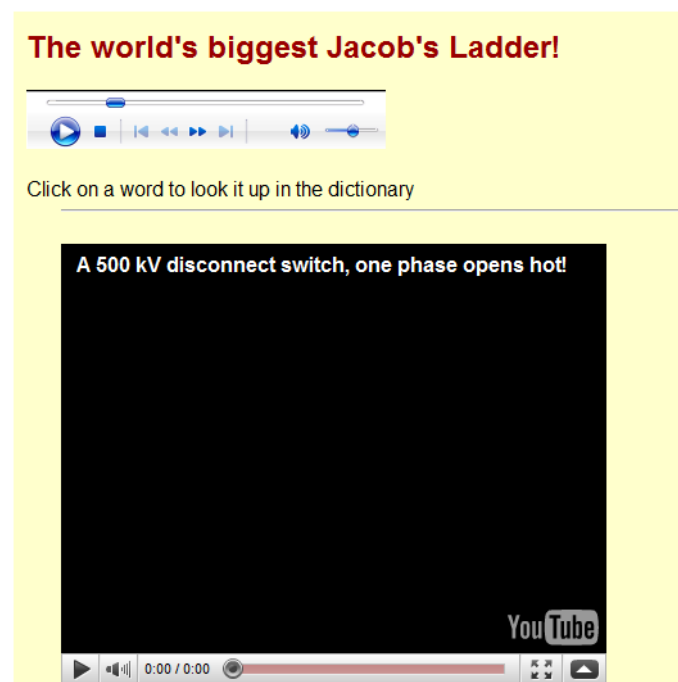
Intro stage - Lead in

The WPTB can be used in many ways to introduce a topic. Many media providers allow you to use their products by giving you the “embed” information for audio, video and otherwise. Acapela.tv calls this information “widget”:



(go to www.acapela.tv and meet Paul E.Glot (Polyglot!) for spoken translation of any sentence into other languages!

The WPTB allows you also to use a mix of media, such as audio and video:



The NEXT button allows you to link any document to a webpage or a series of webpages. In this way the lead-in information can be made as powerful as you’d want it to be!

Stage 1 - Processing the text

The best texts are those accompanied by illustrations so that learners can visualise what they are reading. When working in a foreign language, learners need structural markers in texts to help them find their way through the content. These markers may be linguistic (headings, sub-headings) and/or diagrammatic. Once a 'core knowledge' has been identified, the organisation of the text can be analysed. Here we have a strong example of using media: video and illustrations. The instructions on how to open a bottle of champagne have been clearly marked in steps:

If at this point you wish to use websites for more information, Wordlink can then be used to link any word from the website text to any dictionary you wish:

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

www.champagne.co.uk

Webpage language: English (en) Go

Multidict navigation frame Help About

Word to translate: consumers Go

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

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

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, client, rekeninghouder, stempelaar, werkeloze, werkloze (Classe)
acquérir le droit à un service régulier (fr) (Thème)
consumer (n)
personne qui boit (fr) (Classe)

Stage 2

Identification and organisation of knowledge

Texts are often represented diagrammatically. These structures are known as 'ideational frameworks' or 'diagrams of thinking', and are used to help learners categorise the ideas and information in a text. Diagram types include tree diagrams for classification, groups, hierarchies, flow diagrams and timelines for sequenced thinking such as instructions and historical information, tabular diagrams describing people and places, and combinations of these. The structure of the text is used to facilitate learning and the creation of activities which focus on both language development and core content knowledge. In our Champagne example you can clearly see the structure (organization) of this text: in steps you are told how to open a champagne bottle without hurting anyone!

From the WPTB you can link to any document to further focus on the correct sequence of this text. This is a WORD document. A more dramatic result you get with Hot Potatoes where you can make drag and drop exercises very quickly:

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 _____ |

Stage 3 - Language identification

Learners are expected to be able to reproduce the core of the text in their own words. Since learners will need to use both simple and more complex language, there is no grading of language involved, but it is a good idea for the teacher to highlight useful language in the text and to categorise it according to function. Learners may need the language of comparison and contrast, location or describing a process, but may also need certain discourse markers, adverb phrases or prepositional phrases. Collocations, semi-fixed expressions and set phrases may also be given attention as well as subject specific and academic vocabulary.

In the Champagne text important words can be introduced to indicate order of instructions, e.g. First, next, subsequently, prior to etc.

In this case we can focus on use of the passive tense and chronology markers:

First, the bottle is chilled;

Before use, the bottle is dried. The waiter ensures the cork is pointed away from the client before opening the bottle!

Next, subsequently, prior to this... Etc.

Stage 4 - Output (Tasks)

A variety of tasks should be provided, taking into account the learning purpose and learner styles and preferences. Receptive skill activities are of the 'read/listen and do' genre.

A menu of listening activities might be:

- Listen and label a diagram/picture/map/graph/chart
- Listen and fill in a table
- Listen and make notes on specific information (dates, figures, times)
- Listen and reorder information
- Listen and identify location/speakers/places
- Listen and label the stages of a process/instructions/sequences of a text
- Listen and fill in the gaps in a text

In our champagne example the proof of the pudding is, of course, in the eating: tasks designed for production need to be subject-orientated, so that both content and language are recycled. This means that the scene with the champagne bottle can be re-enacted again and again.

Since content is to be focused on, more language support than usual in an ELT lesson may be required. Typical speaking activities include:

- Question loops - questions and answers, terms and definitions, halves of sentences
- Information gap activities with a question sheet to support
- Trivia search - 'things you know' and 'things you want to know'
- Word guessing games
- Class surveys using questionnaires
- 20 Questions - provide language support frame for questions

All these types of exercises can be introduced and practised with the TextBlender and Wordlink, independent of place and time.

Chapter 7

The webpage Textblender and WordLink in use

In this chapter we will show example lessons made with the Webpage TextBlender and WordLink by the POOLS-T members for different (vocational) purposes

Example 1 The fully automatic lawnmower

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

Link Hot Potatoes

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

Context VET Electrical Engineering

Level B1 – B2 (EFCR)

Robomow is the ultimate in environment friendly any oil or fuel so it does not create smoke or pollution. It works well on any lawn that can be cut by a conventional product and allows easy transportation from storage.

The top of the range RL1000 model takes Robomow the time and days of the week in which you would mow your entire season. Robomow will automatically continue its operation. The operation of the RL1000 is very efficient.

Friendly Robotics is a world leader in the development of the Robomow line comprises several models different from each other.

Robomow, it mows you don't!

Back Next

Read the text and click on any word for a translation in (almost) any language

Definition of **leader**

1. [n] a person who rules or guides or inspires others .
2. [n] a featured article of merchandise sold at a loss in order to draw customers .
3. [n] Last name, frequency rank in the U.S. is 8278 .

Click on NEXT for the Hot Potato exercises

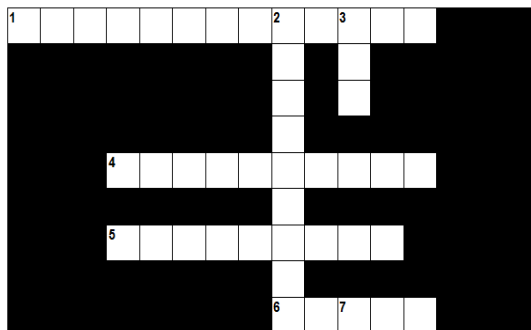
Robomow by Friendly Robotics



Watch the YouTube video as often as you like

Crossword

Click on "Check" to check your answer. If you are stuck, you can click on "Hint" to get a free letter. Click on "Reset" to start a new crossword.



Vocabulary crossword exercise made with Hot Potatoes (HP)

A matching exercise (HP) (drag and drop)

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

Robomow is the ultimate

Powered by a

rechargeable battery, Robomow is extremely quiet and environment friendly.

in lawn mowing convenience.

of small as well as very large lawns

A gap-fill exercise (HP) (vocabulary)

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 Roboscan allows coverage of small as well as very _____ lawns while insuring a uniform cut and good _____.

A Mixed-up sentence-exercise (HP) (grammar)

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

Example 2 Nasogastric intubation

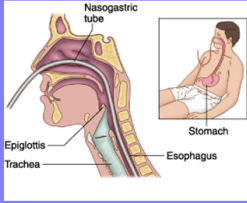
Link <http://dl.dropbox.com/u/4672246/NasogastricIntubation/NasogastricIntubation.htm>

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

Context Medical (University)

Level 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. ???

Study the labelled diagram and complete the project description



Watch and listen to the video as often as you like

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

Example 3 Cells

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

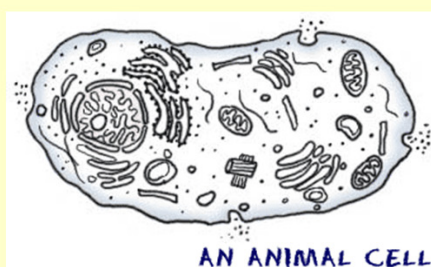
Link HP http://www.languages.dk/tools/index.htm#Hot_Potatoes

Context Biology (General Education)

Level A2 – B1 (EFCR)

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](#)

Click on NEXT to go an HP and gap-filling and WordLink exercise. After clicking on the link above, you are directed to a webpage in Wordlink. All webpage words are linked to a dictionary, so therefore also all the test questions.

Gap-filling 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!

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](#)

Does the student find a question difficult to understand he can use the online dictionary link in WordLink!

Example 4 Hidden advertising

<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

Context Marketing / advertising (VET)

Level 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](#)

Click on the NEXT button to go to the next webpage with the full text

Exercise 1 - Matching exercise

Subliminal advertising
Matching exercise

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

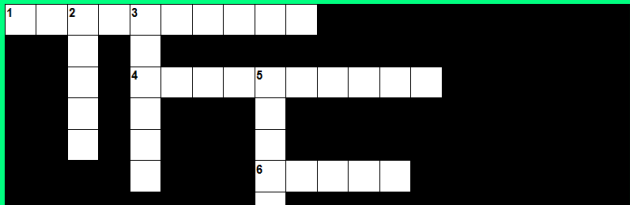
Check

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

Exercise 2 - Crossword

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.



Exercise 3 Gap-filling exercise

<=> 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.

Example 5 Cat Stevens

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

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

Level 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

Click on Next to go the exercises:

Exercise 1 - Lyrics Gap-fill exercise

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?)



Click on the button for the next exercises in HP. Exercise 2 is a cross word puzzle

Exercise 3 - A Biografi, 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!

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

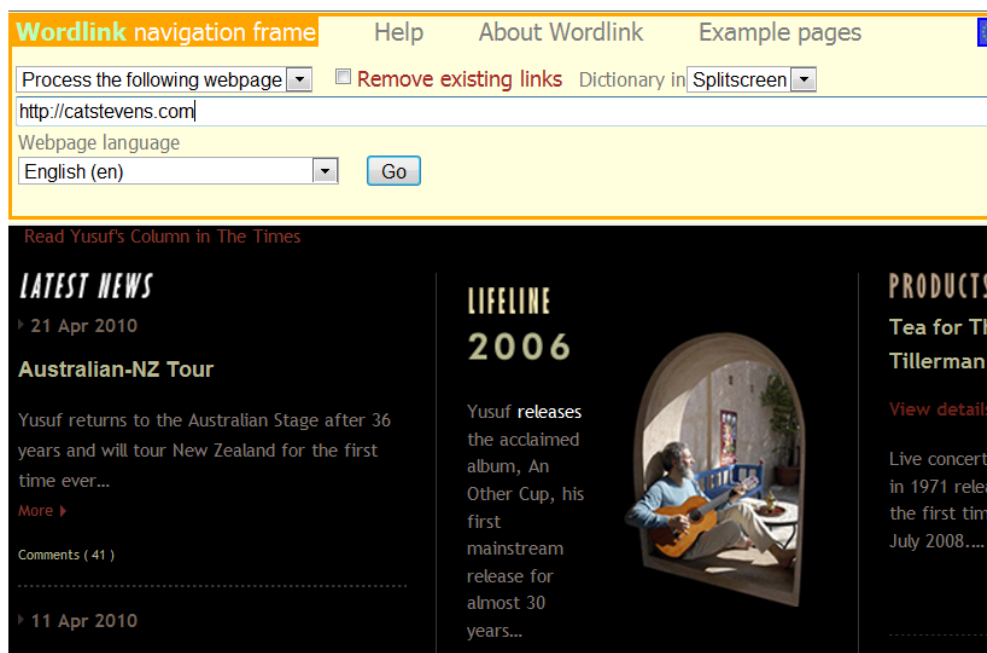
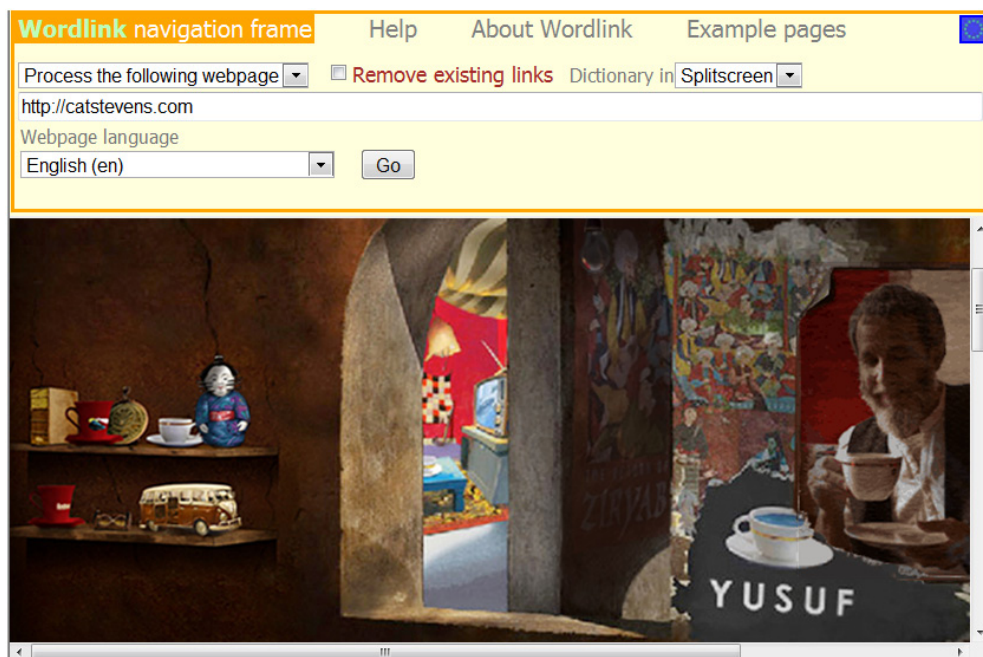
Think of a person you admire (musician, actor, sportsperson, friend, family member) and write a short biography of him or her. Write 120-150 words.

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](#)

After Part 2 and 3, click on Click Here for a webpage on Cat Stevens in Wordlink



All words are linked to an online dictionary!

Example 6 Re-Store Furniture Recycling Project

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

Level B1 (ECFR)


This unit is produced by the Scottish POOLS-T partner, SMO and is meant for self-teaching and self-testing materials for learners of English. The materials on these pages are designed to help English learners teach and test themselves. They are based on real situations, and reflect aspects of life and work in the Hebrides. Learners should already be at pre-intermediate level at least, and extension exercises are included which will also be appropriate for more advanced learners, who may or may not be working in groups.

There are four units of work. They are roughly in ascending order of difficulty, though each unit can stand on its own.

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

Let's have a look at the Re-Store Furniture Recycling Project as an example:

Re-Store Furniture Recycling Project



Watch the documentary about the Re-Store Furniture Recycling Project in Bornish, 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 Bornish, 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](#)

The NEXT button takes us to a variety of exercises. This one is a gap-filling exercise focussing on grammar:

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 hints too often. You have good control of grammatical structures used in the film.

The Re-Store project based in Bornish, 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 as 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.

Example 7 The TextBlender used by STUDENTS

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

Level B2 (ECFR)

The TextBlender is a perfect tool to save valuable teaching time, to inspire students to go beyond the realm of “just another boring PowerPoint presentation” and to be amazed by the students’ creative potential!

Standing in front of a classroom knowing your every movement is watched, can be pretty daunting. For a teacher having to watch so many presentations a day, can be pretty challenging too. So why not make use of the textblender to test for example:

1. The quality of the video presentation (knowledge of the topic or indeed the quality of the video presentation, e.g.)
2. Pronunciation, fluency and grammar proficiency
3. Writing proficiency at any time and in any place?

The following example is from a student who explains Voice Acting in a cartoon (NOT a Disney one!!) with speech using her own voice for 3 characters no less!

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 /ɪnˈstrʊməntl/ *adj.*, *n.*

adj.

1 ~ (in sth / in doing sth) important in making sth happen or in bringing about an end to sth

2 made by or for musical instruments: *instrumental music*

noun

1 a piece of music (usually popular music) in which instruments are used with no singing

2 (grammar) (in some languages) the form of an adjective when it refers to a thing that is used as an instrument

Chapter 8

A quick Webpage Textblender course

For a complete PowerPoint presentation on how to use the WPTB and WordLink, click on:
http://www.languages.dk/archive/conference/EP_CLIL.pdf.

Go to <http://www.languages.dk/tools/index.htm> to find out what you need to download before you can start.

Step 1

Make a Folder

**e.g. :
Advertising
WP**



Advertising wp



Car start problems



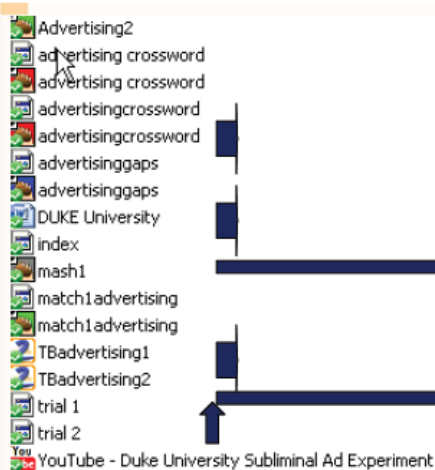
Motorvehicle



Tools

Step 2

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



3 Hot Potato exercises

1 WORD file

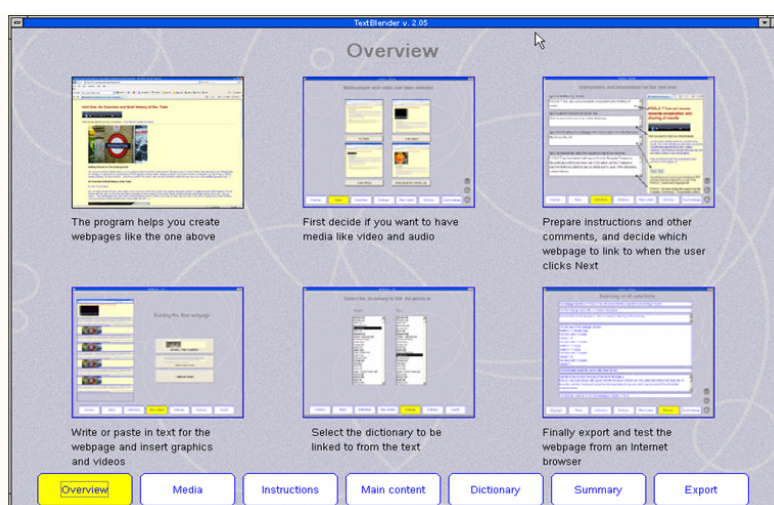
The HP index page

The TextBlender

1 video

Step 3a

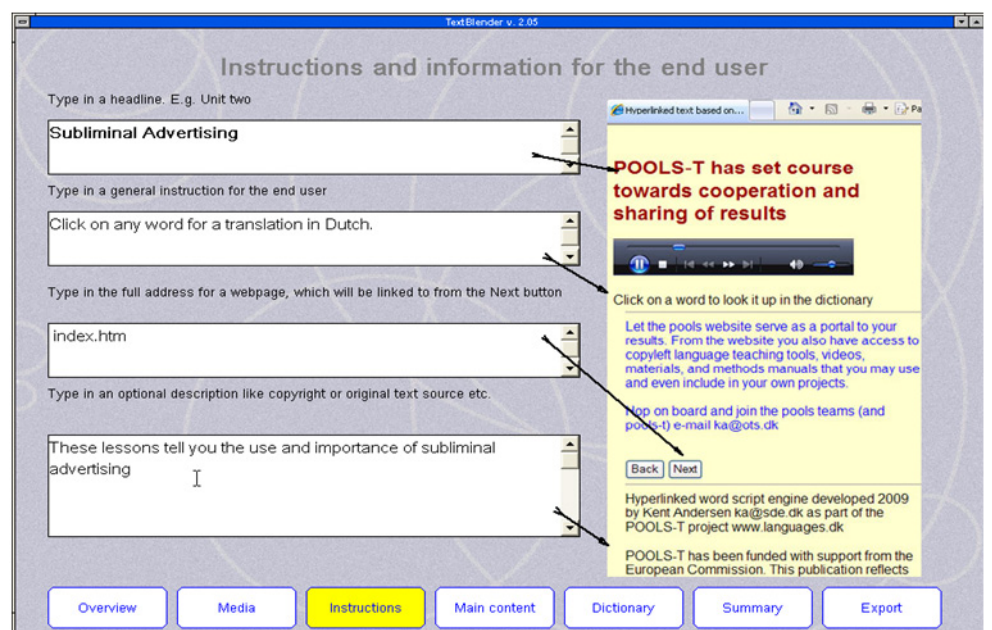
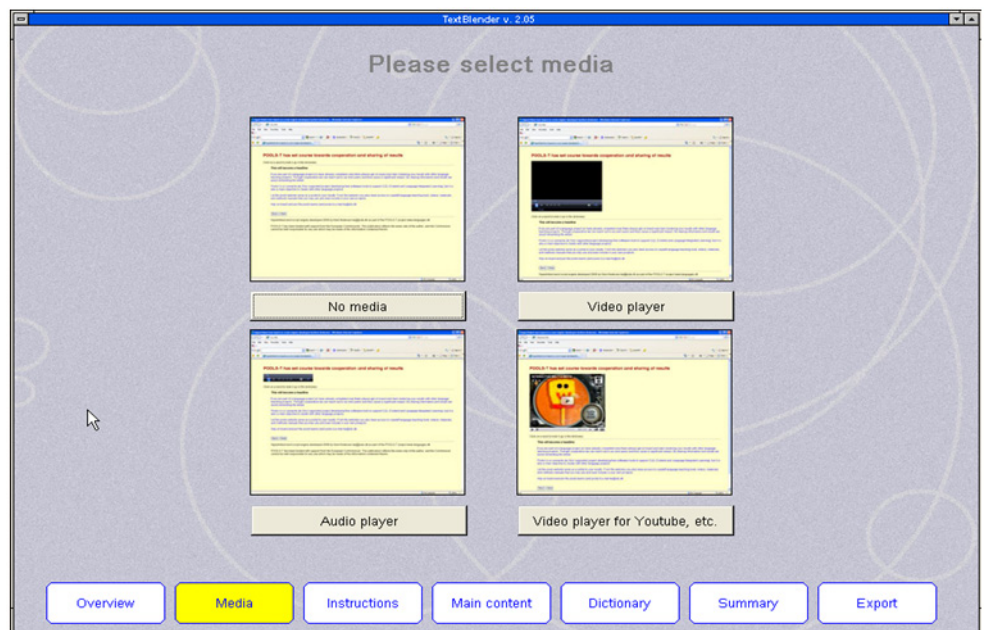
Put the ingredients in the TextBlender



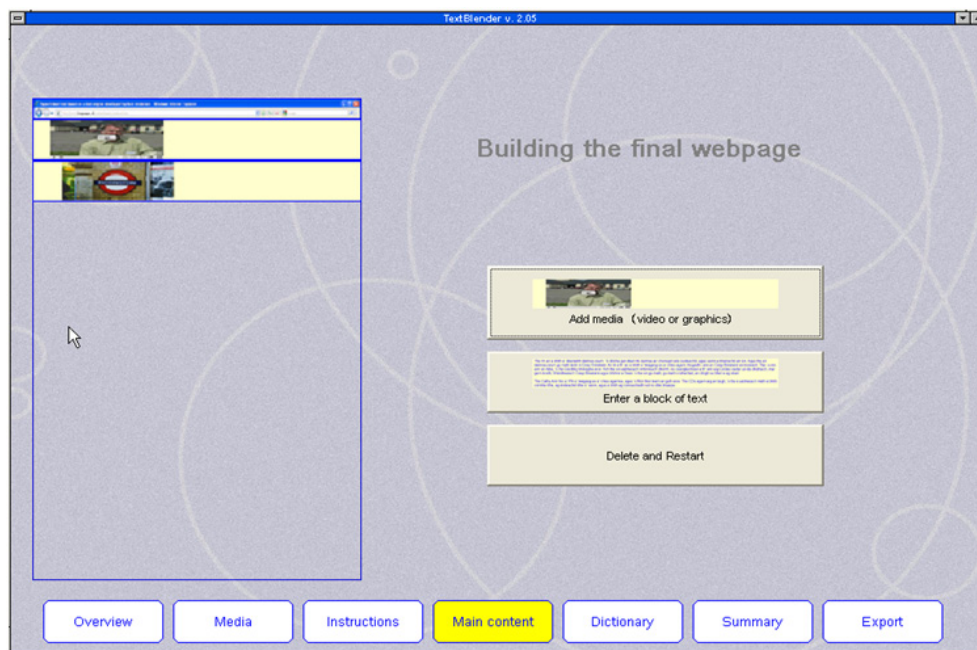
In the WPTB, first choose the Media you wish to use (video, audio).

If you wish to use a YouTube video, then open the video on YouTube and right click on the screen: Next click on Copy embed html. You need this information for the TextBlender to recognise and play your video.

Stop download
Copy embed html
Inzoomen



Next, insert text and/or more media



Following this, choose the language of the text you inserted and the target language

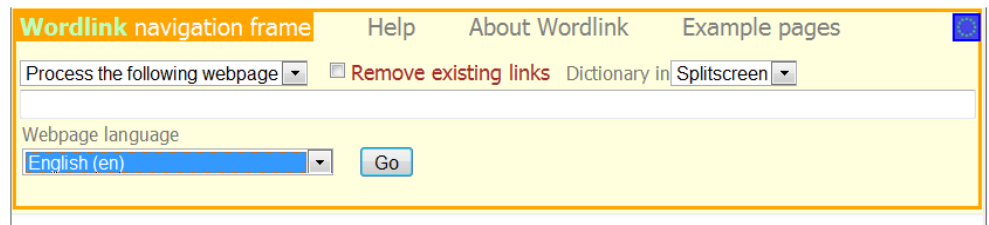


And after checking on the summary page whether every step has been taken, export the webpage and save it with all other files in your folder.

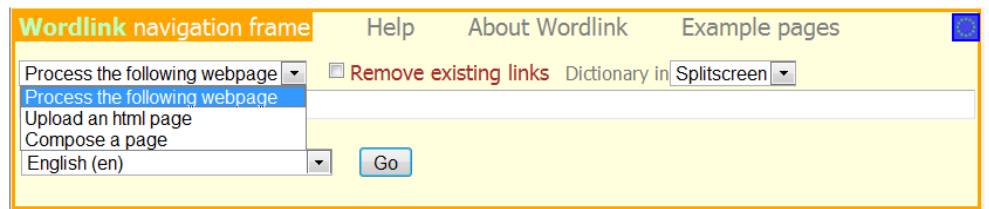
Chapter 9

A quick Wordlink course

Click on : <http://www2.smo.uhi.ac.uk/wordlink/> and the following page opens:

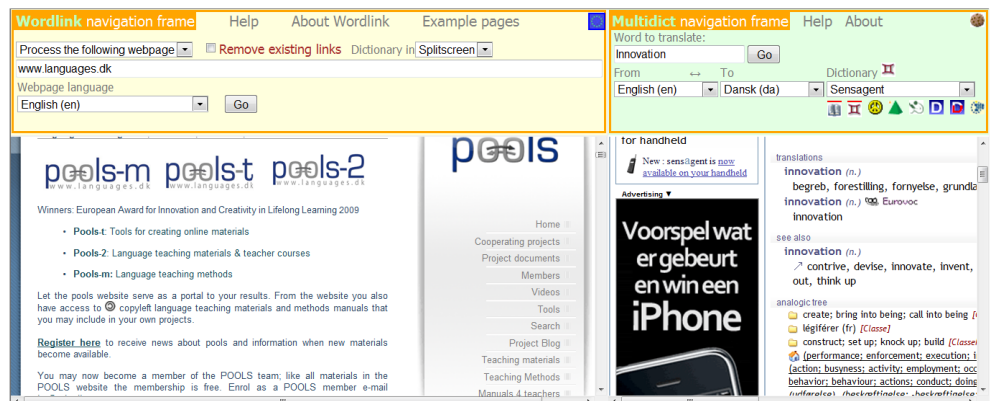


There are 3 choices in Wordlink



1. Process the following webpage

Choose an URL or webaddress e.g. www.languages.dk, select English as webpage language and click on GO. Next, click on any word for a translation in the available source language.



2. Upload an html page

Wordlink navigation frame Help About Wordlink Example pages

Process the following webpage Dictionary in

{upload}

Webpage language

Deutsch (de)

Upload an html file from your computer to Wordlink

Encoding: utf-8

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

3. Compose a page

Wordlink navigation frame Help About Wordlink Example pages

Process the following webpage Dictionary in

{compose}

Webpage language

English (en)

Or else compose a new page now

Title

Pools-T

Text

The POOLS-T project has won awards for most innovative language project.
The team consist of representatives from various European countries.

Choose the source language (here: English). Type in a title and type or paste any text. Finally click COMPOSE at the bottom of the page. Click on anyword for a translation

Wordlink navigation frame Help About Wordlink Example pages

Process the following webpage Dictionary in

{compose}

Webpage language

English (en)

Pools-T

The POOLS-T project has won awards for most innovative language project. The team consist of representatives from various European countries.

Multidict navigation frame Help About

Word to translate:

awards

From To Dictionary

English (en) English (en)

award /əˈwɔːd; NAmE əˈwɔːrd/ noun, verb

noun

1 [C] ~ (for sth) (often in names of parties, money, etc. for sth that sb has done: to ~ for sth) ◊ He was nominated for the best presentation / ceremony ◊ the Housin, ACADEMY AWARD

2 [C] an increase in the amount of money

award

3 [C, U] the amount of money that a court sb who has won a case; the decision to £600 000 libel damages

Chapter 10

Using IPADIO and Acapela.tv



10.1 Using Ipadio to create webpages with embedded audio

Many language teachers and learners appreciate teaching materials that incorporate both written and spoken language. However, it has always seemed to be a more complex task to create sound files than text files. In recent times a number of attempts have been made to harness digital telephone technology to the purpose. One example is provided by www.ipadio.com.

With Ipadio you can use a landline or mobile phone *to record an audio message*, just as you might leave a voicemail on an answer phone. This message is then instantaneously rendered as a *soundfile* on the Internet with its own unique URL. A further feature with messages in English is an *automatic transcription*, which gives you a written version of the message as well (with a warning attached that there are likely to be some imperfections in the transcription).

In order to make use of this service a user needs to create an account with Ipadio. There is no cost for individual consumers, though Ipadio does also offer a business service. Details are available on the website. When you create an account you need to give Ipadio some details including two telephone numbers you will want to use. In return you get a PIN number to use whenever you call to make a recording. The whole procedure is very simple, and includes a “delete” option if you are not satisfied with your recording.

Here are some examples, created by Gordon Wells, one of the POOLS-T partners. Gordon’s collected recordings (his “phlog”) are available on the Ipadio site itself:

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

If you click on “more” in any of the phonecasts listed you get additional information, including an English transcription in some cases. There is also space for comments. For example:

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

It should be noted that the transcription in the above phonecast has been tidied up, using the edit function. Here is an example of unedited machine transcription:

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

In a language teaching context care obviously needs to be exercised with this facility – but even correcting the mistakes could be a learning experience! Sound quality is also an important issue, and dependent to a large extent on the quality of the telephone connection. However, it should be noted that, in addition to the phonecast function, there is a “traditional” MP3 upload option as well. So, if you have pre-recorded soundfiles on your computer already you can still use these with Ipadio.

Lastly, there is also a valuable cross-posting function which enables you to upload or embed your phonecasts to other Social Media such as Facebook, Twitter, or any blogs you may run. This is particularly useful for language teachers, as it enables you to create your own multimedia web-based materials in a format of your own choosing. For example, Gordon has started incorporating both audio (Ipadio) and video (YouTube) in the Island Voices project blog <http://guthan.wordpress.com>. This is a Wordpress platform, and has been created to record project progress, disseminate news, and encourage interaction with learners and teachers. (Creating a Wordpress account is a similarly painless process as with Ipadio.) In two recent posts Gordon has highlighted and previewed one of the topics for the new series of Island Voices videos.

In the first he interviewed a participant in Gaelic and English, using his telephone. This blog post about the interviews includes embedded links to both phonecasts:

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

The following month he created another blog post, this time embedding the video.

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

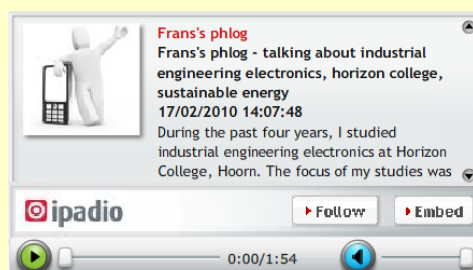
Any or all of these webpages can, of course, also be linked to Wordlink and Multidict to allow instant online dictionary access. Possible language learning uses are immediately evident.

To sum up, Ipadio offers a valuable additional audio functionality in any language teacher’s repertoire of materials creation tools. When it is teamed up with other web-based programs and platforms, such as Wordpress, YouTube, and/or Wordlink/Multidict, the potential is there for some very powerful multimedia work to be realised.

Example of using IPADIO in the WebPage TextBlender

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.

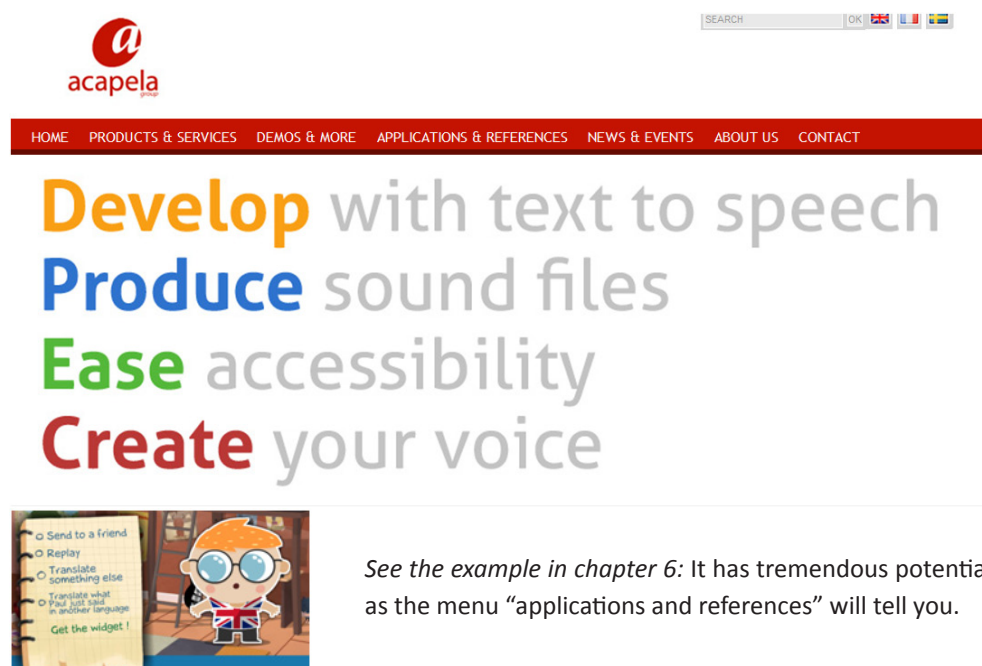
I look very much forward to hearing from you,

Yours sincerely,

Vincent Hobbema

10.1 Using Acapela.tv

Acapela.tv is a new kid on the block that allows you convert written text to speech and to embed the information for use in other software tools, such as the WebPage TextBlender.



The screenshot shows the Acapela.tv website. At the top left is the Acapela logo, a red 'a' with 'acapela' below it. To the right is a search bar with 'SEARCH' and 'OK' buttons, and flags for UK, US, and ES. Below this is a red navigation bar with white text links: HOME, PRODUCTS & SERVICES, DEMOS & MORE, APPLICATIONS & REFERENCES, NEWS & EVENTS, ABOUT US, and CONTACT. The main content area features four lines of text: 'Develop with text to speech' (Develop in orange), 'Produce sound files' (Produce in blue), 'Ease accessibility' (Ease in green), and 'Create your voice' (Create in red). Below this is a cartoon character with orange hair and glasses, standing next to a notepad. The notepad has a list of actions: 'Send to a friend', 'Replay', 'Translate something else', 'Translate what', 'Play just this in another language', and 'Get the widget!'. To the right of the character is a text box that says: 'See the example in chapter 6: It has tremendous potential as the menu "applications and references" will tell you.'

Horizon College, one of the partners from the Netherlands in the POOLS-T project, uses this application to have students prepare themselves for an international work placement. A student doing her placement in Germany wished to prepare herself for a speech on the first day of arrival. She knew how to write the text, but she had problems with her pronunciation. Using acapela solved her problems in perfect German. Click on http://www.acapela.tv/Fish-1-4-122807740_c262522a68be0 to see Goldie, the talking goldfish. Acapala has many such cute characters!

Appendix

Useful 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