

# I CHUNKS

ovvero le combinazioni di parole che sono usate frequentemente insieme per parlare e scrivere in modo fluente

## **Text attack strategy - Chunks**

**Chunks are 2 or more words which are frequently used together eg 'a great majority of', 'a large percentage of'. In order to read, speak and write fluently pupils need to have general and topic-specific chunks.**

**The move away from a single focus on discrete vocabulary to chunks will improve conceptual understanding and production in both BICS and CALP**

## **Four word chunks from the written academic corpus**

1 on the other hand	14 in the form of	27 the extent to which
2 in terms of the	15 in the process of	28 in relation to the
3 in the context of	16 a great deal of	29 the role of the
4 at the same time	17 at the beginning of	30 one of the most
5 in the case of	18 at the time of	31 the analysis of the
6 as well as the	19 on the one hand	32 the relationship between the
7 at the end of	20 is one of the	33 can be seen as
8 on the part of	21 a wide range of	34 as part of the
9 the nature of the	22 a large number of	35 in the number of
10 as a result of	23 the fact that the	36 to the fact that
11 in the course of	24 the way in which	37 has to do with
12 the part of the	25 it is important to	38 in the same way as
13 to do with the	26 on the basis of	39 it is possible to

## Alcune espressioni utili (markers)

- ORDERING EVENTS (ordinare eventi)

At first, initially, firstly, to begin with, at the beginning of the, during the

In the, by, before, then, after the, in addition to this, furthermore

- EXPRESSING CAUSE and EFFECT (collegare)

Thus, consequently, because, as a result of, this means that, due to the fact that, therefore, this caused

- MAKING COMPARISON (confrontare)

Compared with, in comparison with, similarly, in the same way, likewise

- GIVING ADDITIONAL INFORMATION

In other words, that is, to put more simply

# Classroom Language

## CONTRASTING IDEAS

Instead, although, while, in spite of, nevertheless, on the other hand, on the contrary, while it is true that, despite the fact that

- CHANGING TOPIC

Turning to, as regards, moving on to, with regard to

- EMPHASISING

Mainly, mostly, most often, above all, significance is, crucially

- SUMMING UP

In conclusion, in summary, to sum up, overall, to conclude, in short

- LINKING PHRASES

For example, however, but, next, similarly, in the same way, finally

# **LA VALUTAZIONE NELLE ATTIVITA' CLIL:** alcuni principi cardine

- Esplicitare i criteri di correzione
- Gratificare gli studenti (Great! Excellent! Brilliant!...)
- Favorire l'interazione continua con gli studenti attraverso apposite attività
- Usare un approccio interdisciplinare facilmente leggibile da studenti e genitori

# I CRITERI PER LA VALUTAZIONE (marking criteria) per elaborati scritti

L'insegnante valuta, di un saggio scritto:

- La struttura del testo organizzato in paragrafi (la prima frase introduce chiaramente il saggio? L'ultima esplicita la conclusione?)
- La qualità di esempi forniti e grado di approfondimento
- L'uso dei connettivi di causa ed effetto
- La capacità di argomentare
- L'uso dei grafici
- L'uso del linguaggio specifico

# LINGUAGGIO DI SUPPORTO PER LE ATTIVITA' DI GRUPPO

<b>Organiser- invitation to speak</b>	<b>Reflection</b>
<p>Lets get started            We haven't got much time            What shall we do first?            Who's got some good ideas?            Who wants to say something first?            Lets hear Peter's ideas now            Lets take it in turns            I think its Peter's turn now            Peter's been waiting to speak            Peter's got his hand up            Peter's been very patient            Peter is being quiet today            Others:</p>	<p>How well do you think we did today?            What was the best/worst part of the groupwork?            What do you think we should change tomorrow?            What should we be proud of?            What should we ask Mrs Lander for help with?            Others:</p>
<b>Wanting to speak</b>	<b>Being supportive</b>
<p>Excuse me everyone, I've got an idea            Can I say something now?            Can I add something to Peter's ideas?            I've been thinking that..            I thought we could            I was wondering if we could            Do you think it's a good idea to.            Why don't we..?            Last time we did ...            Could we..?            What do you think about?            Others:</p>	<p>That's a good idea            Yes, why don't we do that?            I agree with that            I like that idea            Why didn't we think of that before?&gt;            That's great            I think we can start with that            Lets do that            Does everyone like that idea?            Others:</p>