

Ocana, Juan Carlos; Campos, María Jesús: **History**. For EAL/ESL/E2L students. Oxford Content and Language Support. OUP, 2010. ISBN 978-0-19-913528-8

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Brieger, Nick; Pohl, Alison: Technical English – Vocabulary and Grammar. Summertown Publishing, 2002. ISBN: 1-902-74176-5

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Port, Peter et al: **Technical English**. Informationstechnik/Automatisierungstechnik. Verlag Europa-Lehrmittel, 2012. ISBN 978-3-8085-3661-2

Puderbach, Ulrike; Giesa, Michael: **Technical English**. Mechanical Engineering. Verlag Europa-Lehrmittel, 2012. ISBN 978-3-8085-7975-6

Steele, Sinclair: **Steele's Guide to Scientific, Technical and Medical English**. Academic Medical Press, 2011. ISBN: 978-0-9566443-0-5

## **Anhang 2: Linksammlung**

Bei der nachstehenden Liste handelt es sich um eine exemplarische Auflistung ohne jeglichen Anspruch auf Vollständigkeit.

Alle angeführten Links waren zum Zeitpunkt der Aktualisierung des Leitfadens (September 2016) aktiv.

### Global Sites

[www.schule.at](http://www.schule.at)

[www.ego4u.de](http://www.ego4u.de)

[www.english-hilfen.de](http://www.english-hilfen.de)

[www.learnenglish.org.uk](http://www.learnenglish.org.uk)

[www.factworld.info](http://www.factworld.info)

<https://groups.yahoo.com/neo>

[www.enchantedlearning.com](http://www.enchantedlearning.com)

### News

[www.britishcouncil.org](http://www.britishcouncil.org)

[www.bbc.co.uk](http://www.bbc.co.uk)

[www.guardian.co.uk/](http://www.guardian.co.uk/)

[www.telegraph.co.uk/](http://www.telegraph.co.uk/)

[www.clil-vet.eu](http://www.clil-vet.eu)

### Science and Technology

[www.bbsrc.ac.uk](http://www.bbsrc.ac.uk)

[www.ase.org.uk](http://www.ase.org.uk)

<http://cen.acs.org/index.html>

<http://www.rsc.org/Education/Teachers/Resources/OnlineResourcesHome.asp>

[www.worldofteaching.com/](http://www.worldofteaching.com/)

[www.howstuffworks.com](http://www.howstuffworks.com)

<https://www.wisc-online.com>

[www.ted.com](http://www.ted.com)

<https://www.khanacademy.org>

<https://www.sciencenews.org>

[www.nytimes.com/video/technology](http://www.nytimes.com/video/technology)

[www.educatorstechnology.com](http://www.educatorstechnology.com)

<https://www.asapscience.com/>

<http://phet.colorado.edu/>

## **Anhang 3: Sample of Good Practice**

**Schule, Abteilung:** HTL1 Bau und Design, Linz, Abteilung Bautechnik

**Jahrgang:** III. Jahrgang

**Lehrer/in:** Dipl.-Ing. Christian Armbruster

**Schuljahr:** 2011/2012



**Gegenstand:** Gestaltung und Baukultur

**Thema:** Housing in Ancient Rome

<b>Activity type/s</b>	<ol style="list-style-type: none"> <li>1. Creating a mind map</li> <li>2. Reading True/False statements + providing the correct answers</li> <li>3. Matching terms and explanations</li> </ol>
<b>Classroom format</b>	<ol style="list-style-type: none"> <li>1. Individual and pair work</li> <li>2. Individual and pair work</li> <li>3. Individual and pair work</li> </ol>
<b>Time</b>	50 minutes
<b>Procedure</b>	<ol style="list-style-type: none"> <li>1. Students read the text and produce a mind map including the most important pieces of information. Then they get in pairs and give a brief summary of the text.</li> <li>2. Students tick whether the given statements are true or false. If a statement is false, they provide a correct answer. Then the students get in pairs and compare their results.</li> <li>3. Students match the terms given with the corresponding explanations. Then they compare their results with a partner.</li> </ol>
<b>Resources</b>	Handout: <i>Housing in Ancient Rome</i>
<b>Content-related learning outcome</b>	<p>Students know some details about housing in ancient Rome.</p> <p>Students know about the difference between <i>insulae</i> and <i>domus</i>.</p> <p>Students can name different rooms of a <i>domus</i>.</p>
<b>Language-related learning outcome</b>	<p>Students can read for detail.</p> <p>Students can summarise the most important details of a text.</p> <p>Students can apply a wide range of vocabulary when talking about housing in ancient Rome.</p>
<b>Source/s</b>	<a href="http://www.historyonthenet.com/Romans/housing.htm">http://www.historyonthenet.com/Romans/housing.htm</a> (21.11.2015)

**Student's version**

## Housing in Ancient Rome

There were big differences between the housing of the rich and the poor in Roman times.

### I) Poor Romans lived in insulae.

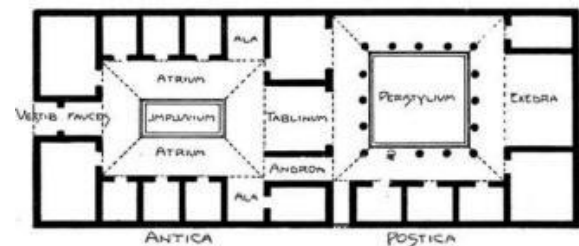


An insulae consisted of six to eight three-storey apartment blocks, grouped around a central courtyard. The ground floors were used by shops and businesses while the upper floors were rented as living space.

Insulae were made of wood and mud brick and often collapsed or caught fire. There was no heating or running water and often no toilet. The upper floors were the most unsafe and therefore the cheapest to rent. An entire family would often occupy just one or two rooms. Insulae were dirty, noisy and unhealthy places to live.

### II) Rich Romans lived in a single-storey dwelling called a domus.

A domus was very grand – with marble pillars, statues, plaster or mosaic walls and mosaic floors. A domus was divided into two sections: the antica, which was at the front and the postica, which was at the back. Both sections were designed in the same way with small rooms leading off a large central area.



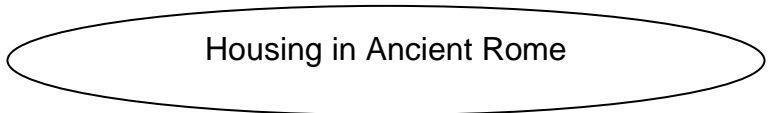
The front door of the domus was at the end of a small passageway called the vestibulum. A corridor called the fauces led from the front door to the central area of the antica which was called the atrium. There was an opening in the centre of the atrium ceiling, beneath which there was a shallow pool called an impluvium to catch rainwater. The bedroom (cubiculum), dining room (triclinium) and other general living rooms surrounded the atrium.

The ala was an open room which had windows in the outside wall. There were two alae, found on each side of the atrium, and it is thought that their main function was to let light into the house. The main reception room of the house was located between the antica and postica and was called the tablinum. It was separated from the atrium by a curtain which was often drawn back when the weather was warm. A door or screen separated the tablinum from the postica.

The main feature of the postica was the peristylum which could be reached by going through the tablinum or through an arched passageway called an andron. The peristylum did not have a roof and was the garden of the house. The Romans grew both herbs and flowers and when the weather was warm would often eat their meals here. The kitchen (cucina), bathroom and other bedrooms surrounded the peristylum. The exhedra was a large room used as a communal dining room or lounge during the summer months.

**What to do**

1) Read the text and produce a mind map including the most important pieces of information. Then get in pairs and give your partner a brief summary of what you have read.



2) Tick whether the following statements are true or false. Provide the correct answers for the wrong statements. Then get in pairs and compare your results.

1. Poor Romans lived in insulae. \_\_T/F\_\_  
\_\_\_\_\_

2. Insulae were made of marble. \_\_T/F\_\_  
\_\_\_\_\_

3. The upper floor of an insulae was the most expensive to rent. \_\_T/F\_\_  
\_\_\_\_\_

4. Rich Romans lived in a domus. \_\_T/F\_\_  
\_\_\_\_\_

5. The front of a domus was called the postica. \_\_T/F\_\_  
\_\_\_\_\_

6. The impluvium was used to catch rainwater. \_\_T/F\_\_  
\_\_\_\_\_

7. Rich Romans' houses had statues and mosaic floors. \_\_T/F\_\_  
\_\_\_\_\_

8. The garden of a domus was called the peristylum. \_\_T/F\_\_  
\_\_\_\_\_

9. Romans never ate outdoors. \_\_T/F\_\_  
\_\_\_\_\_

10. A Roman kitchen was called a cucina. \_\_T/F\_\_  
\_\_\_\_\_

3) Match the terms (1-8) with their appropriate explanations (a-h):

terms	explanations
1) tablinum	a) decoration made by inlaying small pieces of variously colored material to form pictures or patterns
2) perystillium	b) kind of apartment building that housed most of the urban citizen population
3) mosaic	c) an open space surrounded by walls or buildings, adjoining or within a building such as a large house or housing complex
4) courtyard	d) a series of columns surrounding a building or enclosing a court
5) insulae	e) a slender, freestanding, vertical support; a column
6) pillar	f) a room of a Roman house for storing the family records on tablets
7) cubiculum	g) the most important room of a Roman house where the families spent most of their time
8) triclinium	h) a small room, especially a bedroom of a Roman house.

## Teacher's version

### Housing in Ancient Rome

There were big differences between the housing of the rich and the poor in Roman times.

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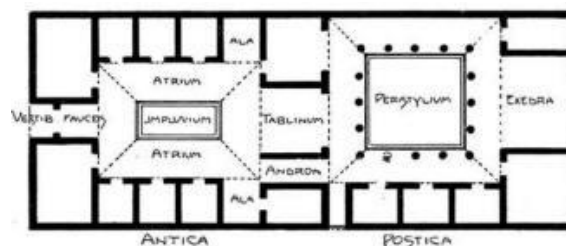


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#### What to do

1) Read the text and produce a mind map including the most important pieces of information. Then get in pairs and give your partner a brief summary of what you have read.

Housing in Ancient Rome

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**Key:**

1) Students' individual answers

2)

1. T
2. F → Insulae were made of wood and mud bricks.
3. F → The upper floors were the most unsafe and the cheapest ones.
4. T
5. F → The front of a domus was called antica.
6. T
7. T
8. T
9. F → When the weather was warm, the Romans often ate outside.
10. T

3)

1f; 2d; 3a; 4c; 5b; 6e, 7h; 8g