

CLIL Module Plan

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School	I.I. Guetti Tione di Trento				
School Grade	<input type="radio"/> Primary		<input type="radio"/> Middle		<input checked="" type="radio"/> High
School Year	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input checked="" type="radio"/> 4	<input type="radio"/> 5
Subject	Storia	Topic	American revolution and industrial revolution		
CLIL Language	<input checked="" type="radio"/> English			<input type="radio"/> Deutsch	

Personal and social-cultural preconditions of all people involved	<p>Students attending the “liceo della montagna” high school, focused on both scientific subjects and becoming a skiing or snowboarding instructor; the class is composed of 17 learners, no one with special needs. These students are lively and in search for a more active way of studying: if they understand that is worth working they give their best, unless some of them tend not to participate. They have never experienced CLIL lessons. History and philosophy teacher with C1 certificate, who attended the Iprase methodological CLIL course.</p>
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Students' prior knowledge, skills, competencies	Subject	Language
	<p>Students know the main facts about the establishment of the constitutional monarchy in Great Britain. They also know about British religion and economy during the XVII century. They are able to read a map, locate places on it and read a text and understand the main points. They are aware of the different ways of ruling and of the importance of the different types of economy in a State.</p>	<p>The students' level of English is B1. They know the functional classroom language needed to interact with both teacher and classmates. They know the basic vocabulary related to historical aspects and events of the Modern Age.</p>

Timetable fit	<input checked="" type="radio"/> Module	Length 20 hours
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Description of teaching and learning strategies

The module will be divided into two parts: in the first one activities will be more guided by the teacher in order to develop competences that will allow the students to be even more active and responsible of their learning in the second one. The methodological approach is both communicative and interactional, with cooperative learning and task based learning. Students will often work in pairs or in group: sometimes they will choose their mates, in other activities groups will come out from the interest in a topic or at random. In order to promote communication, code switching will be allowed and language problems will be noted and passed to the language teacher. ICT learning tools will be used: students will share their know-how and improve together experimenting new app and tools. As far as evaluation is concerned, both formative and summative assessment will be used. The teacher will provide continuous on going assessment and also peer evaluation will be taken into account.

Overall Module Plan

Unit: 1 American revolution Unit length: 8 hours	Lesson 1 The British colonies in North America
	Lesson 2 The clash with the Motherland
	Lesson 3 "No taxation without representation" debate
	Lesson 4 The Declaration of Independence
	Lesson 5 The birth of a new State
	Lesson 6 Final test

Unit: 2

Industrial revolution

Unit length: 12 hours

Lesson 1

The agricultural revolution

Lesson 2

Introduction to the industrial revolution

Lesson 3

History conferences

Lesson 4

Collecting information

Lesson 5

Working on the output

Lesson 6

Our history conference!

Lesson 7

Round table

Lesson 8

Final evaluation

CLIL Lesson Plan

Unit number	1	Lesson number	1	Title	The British colonies in North America
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	15'	The following learning outcomes refer to the whole lesson: understand the different features of the British colonies settled on the eastern coast of North America; understand what is said in a video and take notes; know the	Activating prior knowledge: brainstorming about the U.S.A. as we are going to discover its origins. Task on the worksheet: In pairs, write 5 sentences starting with: "The United States of America..." The teacher elicits some answers from the whole class, picking up on the ideas which	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Republic, State, federation, to found</p> <p>Communicative structures What do you know about the U.S.A.? They are a ... They were founded in ...</p>	L	S	R	W	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input checked="" type="checkbox"/> Pair work <input type="checkbox"/> Individual work	<ul style="list-style-type: none"> • unit1_lesson1_worksheet1.docx 	
L	S	R	W								

the meaning of some subject-specific words; use these new words in an appropriate context; conduct research on the web; locate information; explain to the classmates the result of their research with proper vocabulary; be aware of the origin of the British colonies; be aware of the ruling system of the colonies, compared to European monarchies of that time.

focus when link to the origins of the U.S.A.

2	10'		<p>In pairs, students match words to the corresponding definitions. The teacher asks the students to read definitions and add some information if they can.</p>	<p>Skills</p> <table border="1" data-bbox="835 233 1153 277"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Nation, colony, migration, constitution, plantation, estate, trade, puritan</p> <p>Communicative structures the act or process of... a group of people who... a __ on which... a territory that is ruled by</p>	L	S	R	W	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input checked="" type="checkbox"/> Pair work <input type="checkbox"/> Individual work 	<ul style="list-style-type: none"> • unit1_lesson1_worksheet1.docx 	<p>The teacher takes notes of the students that answer correctly and make an effort to add information</p>
L	S	R	W								

3	10'		<p>Students watch a video about the origin of the different British colonies on the west coast of North America and take notes.</p>	<p>Skills</p> <p>L S R W</p> <p>Key vocabulary Colonist, to pioneer, to establish, to grant, to settle, charter, penal colony</p> <p>Communicative structures past tense, passive form</p>	<p><input type="checkbox"/> Whole class</p> <p><input type="checkbox"/> Group work</p> <p><input type="checkbox"/> Pair work</p> <p><input checked="" type="checkbox"/> Individual work</p>	<p>Video link: link</p>	
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4	30'		<p>Every student draws a card with the name of a colony on it (4 students has the same). The teacher projects on the interactive board a map of the thirteen colonies. Students have to form a group according to</p>	<p>Skills</p> <p>L S R W</p> <p>Key vocabulary economy, trade, factories, cities, freedom of religion, black people, legislative assembly, government</p> <p>Communicative structures present and past tense</p>	<p><input type="checkbox"/> Whole class</p> <p><input checked="" type="checkbox"/> Group work</p> <p><input type="checkbox"/> Pair work</p> <p><input type="checkbox"/> Individual work</p>	<ul style="list-style-type: none"> • unit1_lesson1_worksheet2.docx • unit1_lesson1_worksheet3.docx • unit1_lesson1_worksheet4.docx <p>Devices to access the internet</p>	<p>The teacher circulates and encourages, gives tips and advice.</p>
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		<p>the group of colonies (north, middle, south) they belong to and then understand the characteristics of that group of colonies from some websites (webquest). Each group fills in the given blank table with the information about their group of colonies.</p>			
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5	20'		<p>In mixed groups (composed of three students, one student for each group of colonies), learners explain to each other the main features of their group of colonies so that everyone can fill in the table with the information provided by their classmates.</p>	<p>Skills</p> <table border="1" data-bbox="835 167 1153 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Language to talk about the origin of the colonies</p> <p>Communicative structures present and past tenses, passive form</p>	L	S	R	W	<p><input type="checkbox"/> Whole class</p> <p><input checked="" type="checkbox"/> Group work</p> <p><input type="checkbox"/> Pair work</p> <p><input checked="" type="checkbox"/> Individual work</p>		<p>The teacher circulates and encourages, gives tips and advice.</p>
L	S	R	W								

6	5'		<p>In order to sum up in a funny way the main features of the thirteen colonies, students watch a video-song.</p>	<p>Skills</p> <table border="1" data-bbox="833 167 1155 212"> <tr> <td data-bbox="833 167 904 212">L</td> <td data-bbox="904 167 976 212">S</td> <td data-bbox="976 167 1048 212">R</td> <td data-bbox="1048 167 1155 212">W</td> </tr> </table> <p>Key vocabulary Lumber, trade, meetinghouse, to enslave, mild, merchant, artisan</p> <p>Communicative structures present and past tenses, passive form</p>	L	S	R	W	<p><input checked="" type="checkbox"/> Whole class</p> <p><input type="checkbox"/> Group work</p> <p><input type="checkbox"/> Pair work</p> <p><input type="checkbox"/> Individual work</p>	<p>Video link: link</p>	
L	S	R	W								

CLIL Lesson Plan

Unit number	1	Lesson number	2	Title	The clash with the Motherland
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	10'	The following learning outcomes refer to the whole lesson: remember the main features of the thirteen colonies; understand what is said in a video and take notes; know the meaning of some subject-specific words; use these new words in an appropriate	In order to activate prior knowledge, at random a student draws a card with the name of one of the thirteen colonies on it and has to explain its main features.	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Revision of vocabulary learned the lesson before</p> <p>Communicative structures Functional language present and past tenses, passive form</p>	L	S	R	W	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work	<ul style="list-style-type: none"> unit1_lesson1_worksheet2.docx Cards with the name of the colonies.	The teacher takes notes of the students that answer correctly.
L	S	R	W								

	appropriate context; put events in a chronological order; reason, analyse and organise information in a timeline; explain a sequence of events; compare different timelines; be aware of the time needed to establish and be used to a certain way of ruling.				
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2	10'		<p>In order to understand why the relationship between the British colonies and Great Britain changes, students watch a video (first with subtitles, then with edpuzzle): in pairs they answer the questions and take notes about the most important information provided.</p>	<p>Skills</p> <table border="1" data-bbox="813 164 1155 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Settlement, to develop, area, to sign, to tax, stamp</p> <p>Communicative structures To get into arguments over...; not only did... but also...; to start + ing form</p>	L	S	R	W	<ul style="list-style-type: none"> <input type="checkbox"/> Whole class <input type="checkbox"/> Group work <input checked="" type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work 	<p>Videos links: link link</p>	
L	S	R	W								

3	20'		<p>With tiki - toki, in pairs students create a timeline with the different date of foundations of the colonies learned the lesson before, together with the main events mentioned in the video.</p>	<p>Skills</p> <p>L S R W</p> <p>Key vocabulary Language to talk about the colonies</p> <p>Communicative structures Active and passive form, present and past tense</p>	<p><input type="checkbox"/> Whole class</p> <p><input type="checkbox"/> Group work</p> <p><input checked="" type="checkbox"/> Pair work</p> <p><input type="checkbox"/> Individual work</p>	<p>www.tiki-toki.com Devices to access the internet</p>	
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4	10'		<p>In groups of four, students present each other their timelines in order to check that all the necessary information are provided.</p>	<p>Skills</p> <table border="1" data-bbox="813 164 1153 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Language to talk about the colonies</p> <p>Communicative structures Active and passive form, present and past tense</p>	L	S	R	W	<p><input type="checkbox"/> Whole class</p> <p><input checked="" type="checkbox"/> Group work</p> <p><input type="checkbox"/> Pair work</p> <p><input type="checkbox"/> Individual work</p>	<p>Devices to access the internet</p>	<p>The teacher circulates and encourages, gives tips and advice.</p>
L	S	R	W								

CLIL Lesson Plan

Unit number	1	Lesson number	3	Title	"No taxation without representation" debate		
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
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1	10'	<p>The following learning outcomes refer to the whole lesson: remember date of events; deeply understand opposed reasons; explain a concept; debate and discuss; defend one's ideas; criticize others' ideas; discuss in a civil way; create a mind map; be aware of the fact that different ideas can be discussed or simply rejected, but this second attitude sometimes does not lead to a pacific solution.</p>	<p>To activate prior knowledge, at random the teacher tells a student a date and he/she has to explain the fact it refers to.</p>	<p>Skills</p> <table border="1" data-bbox="1099 165 1440 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Revision of vocabulary learned the lesson before</p> <p>Communicative structures Language to talk about the colonies</p>	L	S	R	W	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work 		<p>The teacher takes notes of the students that answer in a clear and exhaustive way.</p>
L	S	R	W								

2	30'	<p>Which was the bone of contention between the Colonists and the Motherland? In order to answer this question, students play the debate between Parliament and the colonists. At random, students are divided into two groups: the first one composed of let's say five learners, the second of twelve (they are seventeen: the main point is that group 1 has to be smaller than group 2). Role-play: a group of students acts the part of the king&members of Parliament (1) discussing nex taxes to levy; the other group plays the role of the colonists (2) arguing for "no taxation without representation". The teacher gives each group of students cards with the main events of the clash between the Colonists and the Motherland to read, analyse and understand. Group 1 discusses while the other (2) listens; a representative of group 1 announces the new tax, group 2 discusses and then reacts bringing reasons and so on. The teacher helps</p>	<p>Skills</p> <table border="1" data-bbox="1099 204 1440 256"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary To levy taxes, to dump, troop, imported goods, duty, representation, to dump, repeal</p> <p>Communicative structures Present continuous; conditional; I agree/I do not agree...; What do you think about...; In my opinion...</p>	L	S	R	W	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Whole class <input checked="" type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work 	<p>flashcards with short text (the teacher can choose which events/taxes: for example stamp act, Townshend act, tea act, first continental congress, "no taxation without representation" slogan, declaration of independence...) taken from this site: link</p>	
L	S	R	W							

			the discussion asking questions.				
3	10'		After having spoken about their feelings during the discussion, one student helped by their classmates draws on the board a mind map to sum up reasons brought by the colonists opposed to the ones supported by the King and Parliament.	<p>Skills</p> <p>L S R W</p> <p>Key vocabulary Language to talk about the bone of contention between the colonists and the King</p> <p>Communicative structures Word combinations</p>	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work		The teacher takes notes of the students that speak in a clear and exhaustive way.

CLIL Lesson Plan

Unit number	1	Lesson number	4	Title	The Declaration of Independence
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	10'	The following learning outcomes refer to the whole lesson: remember the date of a particular event; know the meaning of some subject-specific words; use these new words in an appropriate context; analyse a historical document; understand connections between ideas; make inferences and deductions; be aware of the origins of political ideas effective nowadays	Brainstorming about the Declaration of Independence: the teacher writes on the board "DECLARATION OF INDEPENDENCE: W W W W" And students try to say why, when, what, where, who. They will be aware of what they already know and what they are going to discover.	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Declaration, independence</p> <p>Communicative structures What do you know about...? What do you remember about...?</p>	L	S	R	W	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work		
L	S	R	W								

2	30'		<p>The Declaration of Independence is a fundamental document in history: in order to analyse it in detail, students in pairs work on a tutorial which explains all the features of the document and also has some exercises to practice what learned.</p>	<p>Skills</p> <p>L S R W</p> <p>Key vocabulary Enlightenment, social contract, natural rights, philosophy statement, grievance, laws of nature, pursuit of happiness</p> <p>Communicative structures To take control over... What happens if...?</p>	<p><input type="checkbox"/> Whole class <input type="checkbox"/> Group work <input checked="" type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work</p>	<p>Tutorial: link Devices to access the internet</p>	<p>The teacher circulates and explains what is unclear taking notes of language problem to pass to the language teacher.</p>
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3	10'		<p>To sum up together the main points, the class answers practice 18 of the tutorial.</p>	<p>Skills</p> <p>L S R W</p> <p>Key vocabulary Language to explain what is said in the Declaration of Independence learned before</p> <p>Communicative structures Can you identify the different parts of...? What does it refer to?</p>	<p><input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work</p>		
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CLIL Lesson Plan

Unit number	1	Lesson number	5	Title	The birth of a new State
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	15'	The following learning outcomes refer to the whole lesson: choose the right word to fill in a text; understand what is said in a video and answer questions about it; know the meaning of some subject-specific words; use	The teacher asks the students to work in pairs and complete a text with provided words or expressions, in order to make a summary of the clash between the British colonies in North America and Great Britain	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Revision of vocabulary learned the lesson before</p> <p>Communicative structures Language to talk about the war between the colonists and Great Britain</p>	L	S	R	W	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input checked="" type="checkbox"/> Pair work <input type="checkbox"/> Individual work	<ul style="list-style-type: none"> • unit1_lesson5_worksheet5.docx • unit1_lesson5_worksheet6.docx 	The teachers checks the answers with the whole class.
L	S	R	W								

words, use
these new
words in an
appropriate
context;
compare
ideas and
choose the
right
answer;
define key-
words;
decide if a
statement
is true or
false and
give
reason; be
aware of
the fact
that the
American
constitution
is still
effective
today

2	15'		<p>Students watch the video once, then read the questions and in pairs discuss the possible answers. Afterwards they watch the video again and write their answers.</p>	<p>Skills</p> <table border="1" data-bbox="831 165 1153 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Confederation, central power, to draft, Constitution</p> <p>Communicative structures Connectors, modals of possibility, past tense</p>	L	S	R	W	<p><input type="checkbox"/> Whole class</p> <p><input type="checkbox"/> Group work</p> <p><input checked="" type="checkbox"/> Pair work</p> <p><input checked="" type="checkbox"/> Individual work</p>	<p>Video link: link</p>	<p>The teachers checks the answers with the whole class.</p>
L	S	R	W								

3	25'		<p>While watching the second video, students fill in the text. If it is needed, the teacher can stop the video and ask or answer questions or play some parts twice.</p>	<p>Skills</p> <table border="1" data-bbox="831 837 1153 884"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Principles, to lack, slavery, branch, framer, to succeed</p> <p>Communicative structures Conditional; past tense.</p>	L	S	R	W	<p><input type="checkbox"/> Whole class</p> <p><input type="checkbox"/> Group work</p> <p><input type="checkbox"/> Pair work</p> <p><input checked="" type="checkbox"/> Individual work</p>	<p>Video link: link</p>	
L	S	R	W								

4	15'		<p>Students have to watch a video and in pairs write a definition of the following expression: 1. separation of powers 2. checks and balances system The teacher can assign one or two extra videos to those learners who quickly completed the previous tasks.</p>	<p>Skills</p> <table border="1" data-bbox="831 164 1155 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Separation of power, checks and balances, legislative, judiciary, executive</p> <p>Communicative structures What does it mean? What would happen if...? What differences can you notice between...?</p>	L	S	R	W	<ul style="list-style-type: none"> <input type="checkbox"/> Whole class <input type="checkbox"/> Group work <input checked="" type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work 	<p>Videos links: link link Extra videos link link</p>	
L	S	R	W								

5	20'		<p>In order to revise the topic, the teacher makes a statement about the origins of the thirteen colonies, or war, independence, constitution and so on... and students have to say if it is true or false and correct the false statements</p>	<p>Skills</p> <table border="1" data-bbox="831 164 1155 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary All the vocabulary learned in the unit</p> <p>Communicative structures Is it true or false? According to me... I believe it is...</p>	L	S	R	W	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work 		<p>The teacher takes notes of the students that answer correctly and make an effort to add information.</p>
L	S	R	W								

CLIL Lesson Plan

Unit number	1	Lesson number	6	Title	Final test
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
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1	50'	<p>The test will evaluate the following learning outcomes developed in the previous lessons: distinguish the main features of the thirteen colonies; recognize connections between ideas; decide if a statement is true or false and give reason; choose the right answer; choose the right word to fill in a text; explain a concept; create a mind map; connect concepts in the right way.</p>	<p>Students do the final test.</p>	<p>Skills</p> <table border="1" data-bbox="813 167 1153 215"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary All the vocabulary learned in the unit</p> <p>Communicative structures All the structures learned in the unit</p>	L	S	R	W	<p><input type="checkbox"/> Whole class</p> <p><input type="checkbox"/> Group work</p> <p><input type="checkbox"/> Pair work</p> <p><input checked="" type="checkbox"/> Individual work</p>	<ul style="list-style-type: none"> • unit1_lesson6_worksheet7.docx • unit1_lesson6_worksheet8.docx 	<p>Summative assessment: the teacher will mark the tests and then will go over them individually with each student.</p>
L	S	R	W								

CLIL Lesson Plan

Unit number	2	Lesson number	1	Title	The agricultural revolution
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
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1	10'	<p>The following learning outcomes refer to the whole lesson: understand the change occurred in agriculture; understand and distinguish among causes and consequences of it; be able to analyse an iconographic source; be able to understand what is said in a video and answer questions about it; be aware of the importance of agriculture in man's life during the past.</p>	<p>The teacher shows slide 5 of the presentation and asks questions about it: What can you see? What feelings does it convey? What period does it refer to? The aim is to arouse interest in the big change occurred in agriculture in Great Britain during the XVII-XVIII centuries.</p>	<p>Skills</p> <table border="1" data-bbox="846 164 1142 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Agriculture, field, rows, scattered, fence, village, crop.</p> <p>Communicative structures What can you see? What feelings does it convey? What period does it refer to? It seems to... On the right/on the left...</p>	L	S	R	W	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work 	<ul style="list-style-type: none"> • unit2_lesson1_presentation.pptx <p>link</p>	
L	S	R	W								

2	15'		Students watch a video about the agricultural revolution and answer the questions. If it is necessary, the teacher can play the video twice.	Skills <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> Key vocabulary Open field, farming, fallow, soil, rotation, to plant, landowner, enclosure, to sow, livestock Communicative structures comparatives	L	S	R	W	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	link	The teachers checks the answers with the whole class.
L	S	R	W								

3	10'		In pairs, students have to choose which statements were causes of the agricultural revolution, and which were effects.	Skills <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> Key vocabulary Machinery, food, increase, afford, rent Communicative structures Past tense, comparatives	L	S	R	W	<input type="checkbox"/> Whole class <input type="checkbox"/> Group work <input checked="" type="checkbox"/> Pair work <input type="checkbox"/> Individual work	link	The teacher circulates and encourages, gives tips and advice.
L	S	R	W								

4	15'		Together with the class, the teacher sums up the	Skills <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table>	L	S	R	W	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work	<ul style="list-style-type: none"> • unit2_lesson1_presentation.pptx • unit2_lesson1_worksheet1.docx To go deeper: link	
L	S	R	W								

main concepts related to the agricultural revolution showing the slides of the presentation. In order to fix the main words/points of what said and that is going to be said, the teacher gives the students a handout to read at home. If some learners are willing to go deeper, the teacher can suggest to read an article about the latest historical research.

Key vocabulary

Language to talk about the agricultural revolution learned in the lesson

Communicative structures

Past tense, comparatives

- Pair work
- Individual work

CLIL Lesson Plan

Unit number	2	Lesson number	2	Title	Introduction to the industrial revolution
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
1	10'	The following learning outcomes refer to the whole lesson: identify the main features of the industrial revolution; describe and discuss the changes occurred to man's life and work; recognize both positive and negative aspects of industrialization; understand what is said in a video; explain each other what they	Brainstorming about the situation of Great Britain during the XVIII century... as everything is going to change forever! The teacher ask students to write on a post-it a word or expression related to Great Britain during the XVII- XVIII centuries, the teacher collects the post-it and	<p>Skills</p> <p>L S R W</p> <p>Key vocabulary King, constitutional monarchy, trade, religious conflicts</p> <p>Communicative structures What do you know about...? What do you remember about...?</p>	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work	post-it	

they understood; know the meaning of some subject-specific words; use these new words in an appropriate context; be aware and evaluate the impact of this event on our lives.

post it and groups them according to what they refer to picking up on the ideas which link to the economic aspect.

2	10'		<p>Introduction by the teacher explaining what to do: students are supposed to build a mind map with the main concepts related to the industrial revolution presented in a video. To reach this aim, students in pairs first do a matching activity to learn new subject-specific vocabulary needed to understand the video.</p>	<p>Skills</p> <p>L S R W</p> <p>Key vocabulary manufacture, to exploit, slum, to outrage, to hire, textile mill, steam, coal, to harness</p> <p>Communicative structures What is the meaning of...? What does mean?</p>	<p><input type="checkbox"/> Whole class</p> <p><input type="checkbox"/> Group work</p> <p><input checked="" type="checkbox"/> Pair work</p> <p><input type="checkbox"/> Individual work</p>	<ul style="list-style-type: none"> • unit2_lesson2_worksheet2.docx 	<p>The teachers checks the answers with the whole class.</p>
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3	15'		<p>Working on the video: one learner watches and</p>	<p>Skills</p> <p>L S R W</p>	<p><input type="checkbox"/> Whole class</p> <p><input type="checkbox"/> Group work</p>	<ul style="list-style-type: none"> • unit2_lesson2_worksheet3.docx <p>Video link: link Devices to access the internet</p>	<p>The teacher circulates, listens and takes notes</p>
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listens, the second has only images without sound. They are both supposed to take notes of what they see/hear. At a fixed point they swap. In turn, the one who listened to the voice answers questions about the content of the video asked by the classmate who just saw images. They must use given question-starters. The teacher provides the students a word bank to focus on new words and expression and enable

Key vocabulary

manufacture, to exploit, slum, to outrage, to hire, textile mill, steam, coal, to harness

Communicative structures

What...? Who....?
When...? How....?
Why....?

- Pair work
- Individual work

of both content and language.

learners to complete the task.

4	15'		<p>Each couple groups with another one and they use the information they pieced together to build a mind map with the main concepts about the industrial revolution linked properly. The different mind maps are then compared in order to clarify the links between concepts and to fix the most important ideas. At the end of the lesson, the teacher can</p>	<p>Skills</p> <table border="1"><tr><td>L</td><td>S</td><td>R</td><td>W</td></tr></table> <p>Key vocabulary Language related to the industrial revolution learned in the lesson</p> <p>Communicative structures What are the positive aspects...? What are the negative consequences...? Can you mention at least ...</p>	L	S	R	W	<p><input checked="" type="checkbox"/> Whole class <input checked="" type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work</p>	<p>• unit2_lesson2_worksheet4.docx</p> <p>App to create mind maps: www.mindomo.com link</p>	<p>The teacher circulates and encourages, gives tips and advice.</p>
L	S	R	W								

		share the video transcript with the class.				
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CLIL Lesson Plan

Unit number	2	Lesson number	3	Title	History conferences
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	10'	The following learning outcomes refer to the whole lesson: Understand what a history conference is; understand what a poster session is; understand the task; identify the different aspects related to the industrial	The teacher explains the task: we are going to hold a history conference about the industrial revolution! Students will be divided into five groups (composed of three-four students maximum), they will work on different topics and in the end they will present their research, listen to the others' ones and interact with each other to better understand the whole content.	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Language to speak about the industrial revolution.</p> <p>Communicative structures Future tense</p>	L	S	R	W	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work		
L	S	R	W								

industrial
revolution;
define key
words;
evaluate
different
aspects and
list them in
order of
importance;
be aware of
personal
preferences.

2	20'		<p>The teacher explains how a conference works and how everyone can plan their paper/poster. To better understand it, everyone goes to the site link, reads the text and takes notes. This should be done in a room with a device per student, so that learners could use links to other web pages or an on-line dictionary to look up unknown words. If it is not possible, the teacher can photocopy the text. In pairs, students list the main points in order to have clear how to work.</p>	<p>Skills</p> <table border="1" data-bbox="907 167 1155 215"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Paper, poster, research, presentation, abstract</p> <p>Communicative structures The __ should play a ___ role Make sure... Be prepared to... Passersby</p>	L	S	R	W	<ul style="list-style-type: none"> <input type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work 	<ul style="list-style-type: none"> • unit2_lesson3_worksheet5.docx <p>link Devices to access the internet</p>	<p>The teacher circulates and helps learners noticing new vocabulary and structures.</p>
L	S	R	W								

3	10'		<p>Group organization: there are five topics (MACHINERY/ TECHNOLOGY, WORKERS, TRANSPORTS, COMMUNICATIONS, ENVIRONMENT/ URBANISATION), the teacher briefly explains each of them and then each student can choose what to explore. Therefore groups will come out from the learners' interest. The topic not only will refer to the first industrial revolution, but also to the second, third and fourth... up to nowadays.</p>	<p>Skills</p> <table border="1" data-bbox="907 167 1155 215"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Machinery, technology, worker, transport, communication, environment, urbanisation</p> <p>Communicative structures Which topic do you prefer? Which aspect would you study? I would rather...</p>	L	S	R	W	<p><input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work</p>		
L	S	R	W								

4	10'		<p>Students watch a video to understand how a poster is structured. Each learner takes notes and at the end of the video, each group discusses the main points and list the most useful tips. For advances groups, extra videos can be provided.</p>	<p>Skills</p> <p>L S R W</p> <p>Key vocabulary Lacklustre, standout, to pack in, bullet points, cluttered, title, headings, gist</p> <p>Communicative structures Make it easy for sb to get the gist To split into columns, To draw attention to, To convey a message</p>	<p><input type="checkbox"/> Whole class</p> <p><input checked="" type="checkbox"/> Group work</p> <p><input type="checkbox"/> Pair work</p> <p><input checked="" type="checkbox"/> Individual work</p>	<p>link extra videos: link link</p>	
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CLIL Lesson Plan

Unit number	2	Lesson number	4	Title	Collecting information
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	5'	The following learning outcomes refer to the whole lesson: Find out the date of a particular event; know the meaning of some subject-specific words; use these new words in an appropriate context; analyse a historical document; be able to do	The teacher recaps the group division and the aim of the project: a history conference about the industrial revolution(s).	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Approximately key words used in the lesson before</p> <p>Communicative structures Functional language to explain the task</p>	L	S	R	W	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work		
L	S	R	W								

be able to do
a research;
be able to
select
information;
understand
connections
between
ideas; be
able to make
inferences
and
deductions;
be aware of
the
development
of an aspect
during the
last two
centuries.

2	15'		<p>Brainstorming: students have to understand what their topic is about according to what they already know (in order to activate prior knowledge). They write all that comes to their mind about that topic and try to organize concepts in a mind map to define what to include in their research.</p>	<p>Skills</p> <p>L S R W</p> <p>Key vocabulary Approximately key words used in the lesson before</p> <p>Communicative structures I think.... I suppose... I remember that...</p>	<p><input type="checkbox"/> Whole class</p> <p><input checked="" type="checkbox"/> Group work</p> <p><input type="checkbox"/> Pair work</p> <p><input type="checkbox"/> Individual work</p>		<p>The teacher circulates and gives tips and advice.</p>
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3	60'		<p>Web-quest: each group starts looking for information about its topic on the net, first from a list of web-sites given by the teacher, then extending the research to all they might find useful. They should integrate the mind map created before with the new knowledges acquired. They can organize their work as they prefer, but the teacher could suggest to assign themselves different roles (seeker, secretary, leader...) in order to be more efficient.</p>	<p>Skills</p> <table border="1" data-bbox="891 167 1153 215"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Language referred to the industrial revolution</p> <p>Communicative structures Past tense, defining and non-defining relative clauses, comparatives, phrasal verbs</p>	L	S	R	W	<p><input type="checkbox"/> Whole class</p> <p><input checked="" type="checkbox"/> Group work</p> <p><input type="checkbox"/> Pair work</p> <p><input type="checkbox"/> Individual work</p>	<p>• unit2_lesson4_worksheet6.docx</p> <p>Devices to access the internet</p>	<p>The teacher circulates and gives tips and piece of advice, taking notes of language problems to pass to the language teacher.</p>
L	S	R	W								

4	20'		<p>Analyzing all the information is the next step: learners have to organize their materials according to these four categories: when/where/who, how it changes, improvements, disadvantages. In each group's work there must be these four aspects. They can do it choosing the ICT tool they feel more confident in using (word doc, a mind map creator...).</p>	<p>Skills</p> <p>L S R W</p> <p>Key vocabulary when/where/who, how it changes, improvements, disadvantages</p> <p>Communicative structures collocations</p>	<p><input type="checkbox"/> Whole class</p> <p><input checked="" type="checkbox"/> Group work</p> <p><input type="checkbox"/> Pair work</p> <p><input type="checkbox"/> Individual work</p>		<p>The teacher circulates and helps with the content.</p>
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CLIL Lesson Plan

Unit number	2	Lesson number	5	Title	Working on the output
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	5'	The following learning outcomes refer to the whole lesson: Remember the date of a particular event; use of some subject-specific words in an appropriate context; evaluate historical documents; be able to select information; organize information; discuss connections between ideas; design a poster; create a presentation; judge a piece of work; be aware of what to change to improve; be aware of what is effective in a presentation.	The teacher recaps what to produce: a poster (cardboard or a video, or with an app... freedom of expression!!!) to show the other groups during the "poster session" of the conference.	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Approximately key words used in the previous lessons</p> <p>Communicative structures Functional language to explain the task</p>	L	S	R	W	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	Devices to access the internet and what the learners need to create their "posters"	
L	S	R	W								

2	20'		Students decide what kind of output they are going to produce and they organize their work.	<p>Skills</p> <table border="1" data-bbox="1189 165 1532 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Approximately key words used in the previous lessons</p> <p>Communicative structures We'd better... In my opinion... I suggest... The most effective...</p>	L	S	R	W	<input type="checkbox"/> Whole class <input checked="" type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	
L	S	R	W							

3	55'		With all the technology/paper and pen they need, they realize their output.	<p>Skills</p> <table border="1" data-bbox="1189 785 1532 831"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Approximately key words used in the previous lessons</p> <p>Communicative structures Approximately structures met in the previous lessons</p>	L	S	R	W	<input type="checkbox"/> Whole class <input checked="" type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	The teacher circulates and gives tips and advice.
L	S	R	W							

4	20'		Students do rehearsal in order to be as fluent and effective as they can in their presentations.	<p>Skills</p> <table border="1" data-bbox="1189 165 1532 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Language to speak about the industrial revolution.</p> <p>Communicative structures Functional language to present a research.</p>	L	S	R	W	<input type="checkbox"/> Whole class <input checked="" type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	The teacher circulates and gives tips and piece of advice, taking notes of language problems to pass to the language teacher.
L	S	R	W							

CLIL Lesson Plan

Unit number	2	Lesson number	6	Title	Our history conference!
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
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1	20'	<p>The following learning outcomes refer to the whole lesson: Remember the date of a particular event; use of some subject-specific words in an appropriate context; show connections between ideas; present a poster; give a presentation; be aware of what to do to be effective; be able to speak in front of an audience; be able to explain and support a research.</p>	<p>The conference! In a room big enough and with some technology/ devices available, students set up five different stands. The teacher introduces the topic with a brief presentation and let the poster session start.</p>	<p>Skills</p> <table border="1" data-bbox="891 167 1232 215"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Language to speak about the industrial revolution.</p> <p>Communicative structures Welcome to... Today we are here to... You will... At the end of the session, you will...</p>	L	S	R	W	<p><input checked="" type="checkbox"/> Whole class <input checked="" type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work</p>	<p>Devices to access the internet</p>	
L	S	R	W								

2	70'		<p>Learners circulate and listen to all the presentations and, in turn, one per group explains to his/her mates his/her own topic. Everyone has a blank table to fill in with the information collected from their classmates.</p>	<p>Skills</p> <table border="1" data-bbox="891 167 1232 210"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Language to speak about the industrial revolution.</p> <p>Communicative structures Functional language to present a research.</p>	L	S	R	W	<p><input type="checkbox"/> Whole class</p> <p><input type="checkbox"/> Group work</p> <p><input type="checkbox"/> Pair work</p> <p><input checked="" type="checkbox"/> Individual work</p>	<ul style="list-style-type: none"> • unit2_lesson6_worksheet7.docx 	<p>The teacher takes notes of the students' presentations (content, language, effectiveness)</p>
L	S	R	W								

3	10'		<p>Every learners ensures to have and have understood all the information, unless they can ask for clarification to the other groups. At the end of the session, every student must have the complete table.</p>	<p>Skills</p> <table border="1" data-bbox="891 164 1232 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Language to speak about the industrial revolution.</p> <p>Communicative structures What do you mean...? What is....? When was ___ discovered? I couldn't get.... Is it correct to say...</p>	L	S	R	W	<p><input type="checkbox"/> Whole class</p> <p><input type="checkbox"/> Group work</p> <p><input type="checkbox"/> Pair work</p> <p><input checked="" type="checkbox"/> Individual work</p>		
L	S	R	W								

CLIL Lesson Plan

Unit number	2	Lesson number	7	Title	Round table
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	5'	The following learning outcomes refer to the whole lesson: Discuss with people in a civil way; be able to explain one's point of view; be able to listen to other's points of view; compare and contrast information; evaluate knowledge; justify statements; defend a theory; debate and discuss; be aware of the importance of the industrial revolution/s in our lives; be aware of both positive and negative aspects of it.	The teacher introduces this last step: with the complete table in front of everyone, students have the chance to discuss about their research.	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Language to speak about the industrial revolution.</p> <p>Communicative structures Functional language to explain the task</p>	L	S	R	W	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work		
L	S	R	W								

2	35'		<p>All the students are gathered around a table and discuss about the whole topic. The teacher asks questions to arouse the discussion (for example: What have you found out that you did not know before? What has struck you most? How are the different aspects you analysed linked together? What are the effects of all you have studied on our lives nowadays?</p>	<p>Skills</p> <table border="1" data-bbox="1189 165 1532 209"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Language to speak about the industrial revolution.</p> <p>Communicative structures Questions provided by the teacher, In my opinion... I do believe... What really impressed me...</p>	L	S	R	W	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work 	<p>The teacher writes the main points that emerge from the discussion on the board, organizing them in a sort of mind map.</p>
L	S	R	W							

3	10'		<p>The teacher draws the conclusions, showing the sort of mind map he/she has written on the board as students were discussing. There could also be a final buffet...</p>	<p>Skills</p> <table border="1" data-bbox="1189 165 1532 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Language to speak about the industrial revolution.</p> <p>Communicative structures As A said... while B thought... You both... On the contrary... In general...</p>	L	S	R	W	<p><input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work</p>		
L	S	R	W								

CLIL Lesson Plan

Unit number	2	Lesson number	8	Title	Final evaluation
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	25'	The following learning outcomes refer to the whole lesson: Judge; asses the value of a piece of work; self-judge; be aware of what worked and what has to be improved; suggest changes; be aware of the extraordinary chance given with CLIL!!!	The teacher asks the students to evaluate the whole activity At first, he/she asks orally for a first impression: how it went, if they enjoyed it or not, what they liked most...	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary To enjoy, to like/dislike, to prefer</p> <p>Communicative structures I really liked... while ... I do not agree... I found it hard to... It was challenging...</p>	L	S	R	W	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work		
L	S	R	W								

2	15'		Then the teacher gives the students a handout with some questions to answer: it will be group, self and peer evaluation.	<p>Skills</p> <p>L S R W</p> <p>Key vocabulary On time, cooperate, to value, to keep on task, exhaustive</p> <p>Communicative structures Assign a value, Choose what better suits...</p>	<input type="checkbox"/> Whole class <input checked="" type="checkbox"/> Group work <input type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work	<ul style="list-style-type: none"> • unit2_lesson8_worksheet8.docx 	
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3	10'		As a final step, the teacher asks the students what they would have changed in the module: discussion will be very useful to plan next modules!	<p>Skills</p> <p>L S R W</p> <p>Key vocabulary Language used during the lesson</p> <p>Communicative structures Functional language to assess the value of something and suggest what to change</p>	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	<ul style="list-style-type: none"> • output.docx 	The teacher gives the final mark adding his/her own assessment to each performance/group work according to the accuracy of information, fluency of language, effectiveness of presentation.
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