CLIL Module Plan

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School	I.C. Bassa Val di Sole				
School Grade	○ Primary		◉ Middle		○ High
School Year	○ 1	○ 2	◉ 3	○ 4	○ 5
Subject	Scienze	**Topic**	Geology, continental drift, volcanoes, earthquake		
CLIL Language	◉ English		○ Deutsch		

Personal and social-cultural preconditions of all people involved	CEFR level: between A1 and A2. Previous CLIL experience: first year 11 hours Technology, 11 hours Geography, 11 hours Art. Second year 13 hours Geography, 20 hours Art. Mother tongue: Italian Other mother tongues: Dialect, Moroccan, Albanian, Romanian The five classes level is homogeneous. SEN students are numerous and for each of them the programme is the same as the rest of the class, but teachers use accomodations for activities and written assessment like: instructions in L1, where required, more images and pictures, suitable font and layout, more time for activities, less items for exercises, peer-tutoring, visual organizers where necessary. Being two teachers in class most of times allows to have more help for weak Students. The teacher and co-teacher are the Science and the English teacher. CLASS 3A. n° of Students: 26. migrant background: 6. 3 from Albania, 2 from Morocco and 1 from Romania. Special Educational needs: 1. Borderline for cognitive skills: 6 students. CLASS 3B. n° of Students: 26. migrant background: 5. 2 from Albania, 3 from Romania. Special Educational needs: 1. Borderline for cognitive skills: 5 students. CLASS 3C. n° of Students: 14. migrant background: 4. 2 from Albania and 2 from Romania. Special Educational needs: 2. Borderline for cognitive skills: 1 student. CLASS 3D. n° of Students: 26. migrant background: 5. 1 from Albania, 1 from Morocco and 3 from Romania. Special Educational needs: 2. CLASS 3E n° of Students: 13. migrant background: 4. 1 from Morocco and 3 from Romania. Special Educational needs: 2. Borderline for cognitive skills: 1 students.

Students' prior knowledge, skills, competencies	Subject	Language
	Convection movements; Temperature, pressure, air, water and soil; State of matter; Seek information from tests, videos and diagrams; Scientific method.	Vocabulary related to numbers, colours, nature, Geography, dates; Adjectives relative to the temperature, pressure, position, measure, size, shape; Comparative and superlative; Simple present, simple past, present continuous, will, be going to, imperative Formulate simple questions, statements, answers; Comprehension of videos

Timetable fit	◉ Module	Length 21 academic hours, 4 units

Description of teaching and learning strategies	Task-based learning; Project-based learning; Cooperative learning, Scaffolding (visual aid, code switch, keywords, glossary, sentence patterns), SS can use L1 or both languages when necessary Brainstorming, Group/pair activities, TIC, IWB for interactive activities Interactive games (classwork and housework), Videos, Concrete examples, Experiments; Evaluation ….

Overall Module Plan

Unit: 1 Introduction to Geology **Unit length:** 7 academic hours	**Lesson 1** Geology and direct observation
	Lesson 2 Geology and indirect observation
	Lesson 3 The structure of the Earth: general introduction
	Lesson 4 The Crust
	Lesson 5 The Mantle
	Lesson 6 The core
	Lesson 7 Revision and formative test

Unit: 2 Tectonic plates **Unit length:** 4 academic hours	**Lesson 1** The concept of Evolution. The evidence to prove Wegener’s theory
	Lesson 2 Continental Drift and convection movements to prove Wegener’s theory
	Lesson 3 Tectonic plates theory
	Lesson 4 Revision of the tectonic plates theory

Unit: 3 The volcanoes **Unit length:** 6 academic hours	**Lesson 1** The structure of volcanoes
	Lesson 2 Volcanoes activity and eruption
	Lesson 3 Four types of volcanic structure
	Lesson 4 Presentation of the group activity
	Lesson 5 Revision of group activity: different types of volcanoes
	Lesson 6 Volcanoes distribution

Unit: 4 The earthquakes **Unit length:** 4 academic hours	**Lesson 1** The Earthquakes
	Lesson 2 Richter and Mercalli scales
	Lesson 3 Final revision
	Lesson 4 Final test

CLIL Lesson Plan

Unit number	1	**Lesson number**	1	**Title**	Geology and direct observation

Activity	**Timing**	**Learning Outcomes**	**Activity Procedure**	**Language**	**Interaction**	**Materials**	**Assessment**
1	15 min	Lesson learning outcomes: SS know the meaning of the word Geology and what it studies. SS are able to recognize a direct observation. Activity learning outcomes: Investigate the etymology of the prefix “geo”. Infer the meaning of the word “Geology” .	T shows slide 1 and asks SS where they can find the prefix “geo”. SS find some examples, such as Geography, Geometry and T writes answers on the board. T asks SS what geo is related to. SS infer the meaning of the prefix and of the word “Geology”. T rubs out the definitions of Geology, Geography and Geometry and SS copy from the IWB.	**Skills** L S R W **Key vocabulary** Geo, Geology, Geography, Geometry, Science branches, Earth **Communicative structures** What does it mean? It means.... Where does it come from? It comes from....	☑ Whole class ☐ Group work ☐ Pair work ☐ Individual work	• Unit1_Lesson1.zip IWB Exercise book In the Unit1_Lesson1.zip folder there are two files with the same material but with two different extensions .notebook and .ppt. The .notebook version gives the possibility to interact with the IWB.	T notices if any of the SS need further explanation. The second teacher helps SEN students.

2	10 min	Give examples of direct observation in Geology	T divides the students into pairs and gives them a task: they have to imagine to be a geologist and find out how to study the structure of the Earth. SS discuss together and try to find out a method to study the structure of the Earth. T collects the answers and writes them on the IWB.	**Skills** L | S | R | W **Key vocabulary** observe, analyse, measure, fossils, rocks, stones, soil, dig, collect, look for **Communicative structures** If you are a geologist, how can you investigate the earth? I can…. What kind of instrument do you use? I can use….	☐ Whole class ☐ Group work ☒ Pair work ☐ Individual work	• Unit1_Lesson1.zip IWB, Exercise book. In the Unit1_Lesson1.zip folder there are two files with the same material but with two different extensions .notebook and .ppt. The .notebook version gives the possibility to interact with the IWB.	The two teachers observe the pupils while talking to each other and encourage them to speak in L2.

3	25 min	Definition of direct observation. Limit of this method in Geology.	T analyses all the answers written on the IWB and explain they are all / almost all examples of direct observation. SS copy the definitions of direct observation. T divides SS into groups and they complete worksheet 1. SS complete the exercise on the board (page 4), drag the picture to find the correct answer. T and SS discuss about the limit of this method (page 5).	**Skills** L S R W **Key vocabulary** Method, observation, direct, radius, depth, mine, drilling. **Communicative structures** How deep is the Earth? The radius is.... How many kilometres can you reach in mines? In mines you can reach... How many kilometres can you reach by drilling? By drilling you can reach...	☒ Whole class ☒ Group work ☐ Pair work ☐ Individual work	• Unit1_Lesson1.zip IWB, Exercise book. In the Unit1_Lesson1.zip folder there are two files with the same material but with two different extensions .notebook and .ppt. The .notebook version gives the possibility to interact with the IWB.	T checks if SS have copied the definition. TT encourage SS in groups to speak in L2 and check if they complete the exercise.

CLIL Lesson Plan

Unit number	1	**Lesson number**	2	**Title**	Geology and indirect observation

Activity	**Timing**	**Learning Outcomes**	**Activity Procedure**	**Language**	**Interaction**	**Materials**	**Assessment**
1	5 min	Recall the concept of direct observation.	T invites SS to repeat the definition of “direct observation” and give some examples.	**Skills** L S R W **Key vocabulary** direct observation, measurements. **Communicative structures** What is…? Can you list some examples…?	☑ Whole class ☐ Group work ☐ Pair work ☐ Individual work	• Unit1_Lesson1.zip IWB, Exercise book. In the Unit1_Lesson1.zip folder there are two files with the same material but with two different extensions .notebook and .ppt. The .notebook version gives the possibility to interact with the IWB.	T notices if any of the SS need further explanation or clarification.

2	20 min	Deduct from a concrete example what “indirect observation” means.	T gives the SS worksheet 1 and explains the exercise (worksheet 1_teacher).	**Skills** L S R W **Key vocabulary** Recognize, determine, measure, produce, sheep, hammer, fire, breaking glass, pneumatic drill. **Communicative structures** What object is related to this sound? What is the English for…? The origin of the first/second/ sound is…	☒ Whole class ☐ Group work ☐ Pair work ☒ Individual work	• Unit1_Lesson2.zip • worksheet 1_students.doc • worksheet 1_teacher.doc • Sound.zip IWB, Exercise book, worksheet 1_students, worksheet 1_teacher. In the Unit1_Lesson2.zip folder there are two files with the same material but with two different extensions .notebook and .ppt. The .notebook version gives the possibility to interact with the IWB.	T checks the right spelling of unknown words and the correct matching. T checks if SS have copied the definition and if they need more explanations.

3	20 min.	Relate “indirect observation” to the study of Geology and Earth structure.	SS describe the two pictures in the slide and compare sound waves to seismic waves and the hearing to the seismograph. SS try to understand what is represented in the picture and formulate hypothesis to explain why the seismic waves change their direction. T explains that this “indirect observation” is used by geologists to study the structure of the Earth. SS copy.	**Skills** L S R W **Key vocabulary** produce, origin, wave, path, happen, hearing, hypocentre, seismograph **Communicative structures** How would you describe the two pictures? How would you compare the two pictures? What similarities can you find? What happens if the type of ground changes?	☒ Whole class ☐ Group work ☐ Pair work ☐ Individual work	• Unit1_Lesson2.zip IWB, Exercise book. In the Unit1_Lesson2.zip folder there are two files with the same material but with two different extensions .notebook and .ppt. The .notebook version gives the possibility to interact with the IWB.	T encourages SS to describe and compare pictures.

4	5 min	Summarize the most important concepts of the first two lessons.	T repeats the main definitions and key words. T assigns a glossary with the new words they have learnt for homework.	**Skills** L S R W **Key vocabulary** **Communicative structures** Are there any questions? Did you understand what....is?	☑ Whole class ☐ Group work ☐ Pair work ☐ Individual work	IWB, Exercise book.	

CLIL Lesson Plan

Unit number	1	**Lesson number**	3	**Title**	The structure of the Earth: general introduction

Activity	**Timing**	**Learning Outcomes**	**Activity Procedure**	**Language**	**Interaction**	**Materials**	**Assessment**
1	10 min	Repeat new vocabulary checking homework.	T asks to formulate simple sentences with the new words of the glossary.	**Skills** L S R W **Key vocabulary** **Communicative structures** What does …. mean? It means…. How would you use…?	☒ Whole class ☐ Group work ☐ Pair work ☐ Individual work	IWB, Exercise book.	T notices if any of the SS need further explanation.

2	20 min	Label the layers of the Earth inferring the meaning of new words.	In pairs SS complete the first part (match the words) of the worksheet labelling the parts of a peach and of the Earth. T checks if the first part is correct. If part 1 is correct, in pairs SS complete the second part of the worksheet (complete the text).	**Skills** L S R **W** **Key vocabulary** Peel, pulp, seed, pit, crust, mantle, inner and outer core. **Communicative structures** There is /there are It is divided into…. It is called….. The biggest/thinnest part is… It is bigger/thinner than...	☐ Whole class ☐ Group work ☒ Pair work ☐ Individual work	• Unit1_Lesson3.zip • ex_U1_L3.doc IWB, Page 4 U1_L3.notebook. In the Unit1_Lesson3.zip folder there are two files with the same material but with two different extensions .notebook and .ppt. The .notebook version gives the possibility to interact with the IWB.	T observes the pupils while talking to each other and encourages them to speak in L2. T controls that SS finish the exercise in time.

3	13 min	Define the layers of the Earth. Compare the structure of the peach and of the Earth.	Scaffolding: T has 2 kinds of speech bubbles with a guide to build a question and 2 with the prompts for the answers. Using these helps SS have to check if the exercise is correct.	**Skills** L S R W **Key vocabulary** **Communicative structures** Which is the inner/outer part of the Earth/peach? The inner/outer part of the Earth/peach is called ….. What is the biggest/thinnest part of the Earth/peach called? The crust/mantle/core of the Earth is the peel/pulp/pit of the peach	☐ Whole class ☒ Group work ☐ Pair work ☐ Individual work	• U1_L3_activity3.zip • bubbles.pdf IWB, Exercise book. In the U1_L3_activity3.zip folder there are two files with the same material but with two different extensions .notebook and .ppt. The .notebook version gives the possibility to interact with the IWB.	T supports students while speaking.

4	2 min		T assigns homework: update your glossary.	**Skills** L S R W **Key vocabulary** **Communicative structures**	☒ Whole class ☐ Group work ☐ Pair work ☐ Individual work		

CLIL Lesson Plan

Unit number	1	**Lesson number**	4	**Title**	The Crust

Activity	**Timing**	**Learning Outcomes**	**Activity Procedure**	**Language**	**Interaction**	**Materials**	**Assessment**
1	10 min	Repeat new vocabulary.	T asks to formulate simple sentences with the new words of the glossary.	**Skills** L S R W **Key vocabulary** **Communicative structures**	☑ Whole class ☐ Group work ☐ Pair work ☐ Individual work	IWB, Exercise book.	T notices if any of the SS need further explanation.

2	15 min	Infer the properties of the different layers of the Earth.	T finds a volunteer. The S comes to the board and matches the layers of the Earth with their names, their temperature and with the metals they are made of. T gives the SS the same image and they have to complete.	**Skills** L S R W **Key vocabulary** deep, high, low, dense, density, degree Celsius, cold, hot, heavy, light, to sink, to float. **Communicative structures** The mantle is between the crust and the core. The deeper you go the higher the temperature is. Because of the gravity force…… It is colder/hotter than...	☒ Whole class ☐ Group work ☐ Pair work ☐ Individual work	• Unit1_lesson4.zip • Worksheet 3_student.doc • Workshet 3_teacher.pdf IWB, Page 2 file U1_L4.notebook. In the Unit1_Lesson4.zip folder there are two files with the same material but with two different extensions .notebook and .ppt. The .notebook version gives the possibility to interact with the IWB.	T checks if the exercise is correct.

3	20 min	Define the crust. Describe the continental and oceanic crust. Interpret the picture and explain its meaning in their own words.	Brainstorming: T shows a picture of the crust (file 4 page 4) and SS try to remember the information that they already have about the crust. T invites SS to describe the picture and to look at similarities and differences between the two types of crust. A student goes to the IWB and rub out the hidden sentences and the T explains the differences between oceanic and continental crust. SS take notes. Scaffolding: T uses a tree diagram to summarize the structure of the crust.	**Skills** L **S** R **W** **Key vocabulary** oceanic/ continental crust sea floor rigid thick/thin density/dense weight balance **Communicative structures** It is thinner/thicker than…….. It has lower/higher density than	▣ Whole class ☐ Group work ☐ Pair work ☐ Individual work	• Unit1_lesson4.zip IWB, Page 4 U1_L4.notebook, Exercise book. In the Unit1_Lesson4.zip folder there are two files with the same material but with two different extensions .notebook and .ppt. The .notebook version gives the possibility to interact with the IWB.	T checks if SS have understood the meaning of new vocabulary. T gives feedback while SS are taking notes.
4	5 min	Homework. summarize the new knowledge and paraphrase in their own words.	SS have to write sentences about the oceanic and continental crust using the notes and the specific vocabulary.	**Skills** **L** S **R** **W** **Key vocabulary** **Communicative structures**	☐ Whole class ☐ Group work ☐ Pair work ▣ Individual work	Exercise book.	T checks that SS have understood the task.

CLIL Lesson Plan

Unit number	1	**Lesson number**	5	**Title**	The Mantle

Activity	**Timing**	**Learning Outcomes**	**Activity Procedure**	**Language**	**Interaction**	**Materials**	**Assessment**
1	15 min	Repeat new vocabulary checking homework. Ask questions. Paraphrase the sentences of the homework.	In pairs SS ask each other questions about the crust. Scaffolding: T shows some examples of questions and answers using speech bubbles.	**Skills** L S R W **Key vocabulary** **Communicative structures** How many parts are there in the crust? In the crust there are… The crust is divided into… which has the higher/lower density? which is the thinner/thicker? What is the difference between them?	☐ Whole class ☐ Group work ☒ Pair work ☐ Individual work	Exercise book.	T supports students while speaking.

2	10 min	Recall previous knowledge about the mantle. Summarizing using a new tool (wordcloud).	T invites a student to create a wordcloud collecting the words that the other students suggest.	**Skills** L S R W **Key vocabulary** crust, core, hot. **Communicative structures** What do you remember about...? It is between crust and core It is hotter than/ colder than	☒ Whole class ☐ Group work ☐ Pair work ☐ Individual work	• Unit1_lesson4.zip • Mantle wordcloud.png IWB, www.worditout.com , Page 5 U1_L4.notebook. In the Unit1_Lesson4.zip folder there are two files with the same material but with two different extensions .notebook and .ppt. The .notebook version gives the possibility to interact with the IWB.	T checks the spelling of the words.
3	20 min	Define the mantle.	T explains the different parts of the mantle and their features. SS take notes. Scaffolding: T uses a tree diagram to summarize the structure of the crust.	**Skills** L S R W **Key vocabulary** Upper, middle, lower, molten, solid, Lithosphere, Astenosphere, percent. **Communicative structures** Lithosphere is made up of.... which is the state of matter of the lithosphere/astenospher/lower mantle? 80%: eighty percent	☒ Whole class ☐ Group work ☐ Pair work ☐ Individual work	• Unit1_lesson4.zip IWB, Page 4 U1_L4.notebook, Exercise book. In the Unit1_Lesson4.zip folder there are two files with the same material but with two different extensions .notebook and .ppt. The .notebook version gives the possibility to interact with the IWB.	T checks if SS have understood the meaning of new vocabulary. T gives feedback while SS are taking notes.

4	5 min	Homework. summarize the new knowledge and paraphrase in their own words.	SS have to write sentences about the mantle using the notes and the specific vocabulary.	**Skills** L S R W **Key vocabulary** **Communicative structures**	☐ Whole class ☐ Group work ☐ Pair work ☒ Individual work	Exercise book.	T checks that SS have understood the task.

CLIL Lesson Plan

Unit number	1	**Lesson number**	6	**Title**	The core

Activity	**Timing**	**Learning Outcomes**	**Activity Procedure**	**Language**	**Interaction**	**Materials**	**Assessment**
1	15 min	Repeat new vocabulary checking homework. Ask questions. Paraphrase the sentences of the homework.	In pairs SS ask each other questions about the mantle. Scaffolding: T shows some examples of questions and answers using speech bubbles.	**Skills** L S R W **Key vocabulary** crust, core, hot, lithosphere, astenosphere, molten, solid, upper/middle/lower mantle, percent. **Communicative structures** How many parts are there in the mantle? In the mantle there are... The mantle is divided into... Which part is solid/molten?	☐ Whole class ☐ Group work ☑ Pair work ☐ Individual work	• bubbles.pdf Exercise book.	T supports students while speaking.

2	10 min	Recall previous knowledge about the core.	A S writes the keywords suggested by the others on the board.	**Skills** L S R W **Key vocabulary** core, inner, outer, hot, solid, molten, metals, high pressure. **Communicative structures** What do you remember about...? It is below the mantle It is hotter than... It is divided into...	☒ Whole class ☐ Group work ☐ Pair work ☐ Individual work	• Unit1_lesson4.zip IWB, Exercise book, Page 7 U1_L4.notebook.. In the Unit1_Lesson4.zip folder there are two files with the same material but with two different extensions .notebook and .ppt. The .notebook version gives the possibility to interact with the IWB.	T checks the spelling of the words.

3	20 min	Define the core.	T explains the different parts of the core and their features. SS take notes. Scaffolding: T uses a picture to explain the structure of the core.	**Skills** L S R **W** **Key vocabulary** Inner/outer core, molten, solid, temperature, pressure, iron, nickel. **Communicative structures** How many parts are there in the core? In the core there are… The core is divided into… Which part is solid/molten?	☒ Whole class ☐ Group work ☐ Pair work ☐ Individual work	• Unit1_lesson4.zip IWB, Page 8 U1_L4.notebook, Exercise book. In the Unit1_Lesson4.zip folder there are two files with the same material but with two different extensions .notebook and .ppt. The .notebook version gives the possibility to interact with the IWB.	T checks if SS have understood the meaning of new vocabulary. T gives feedback while SS are taking notes.

4	5 min	Homework. summarize the new knowledge and paraphrase in their own words. Study the structure of the Earth and the features of the layers for the test.	SS have to write sentences about the core using the notes and the specific vocabulary read and study the previous lessons.	**Skills** L S **R** **W** **Key vocabulary** **Communicative structures**	☐ Whole class ☐ Group work ☐ Pair work ☒ Individual work	Exercise book.	T checks that SS have understood the task.

CLIL Lesson Plan

Unit number	1	**Lesson number**	7	**Title**	Revision and formative test

Activity	**Timing**	**Learning Outcomes**	**Activity Procedure**	**Language**	**Interaction**	**Materials**	**Assessment**
1	15 min	Repeat new vocabulary checking homework. Ask questions. Paraphrase the sentences of the homework.	In pairs SS ask each other questions about the core. Scaffolding: T shows some examples of questions and answers using speech bubbles.	**Skills** L S R W **Key vocabulary** inner/outer core, hot, molten, solid, nickel, iron, pressure. **Communicative structures** How many parts are there in the core? In the core there are... The core is divided into... Which part is solid/molten?	☐ Whole class ☐ Group work ☑ Pair work ☐ Individual work	• bubbles.pdf Exercise book.	T supports students while speaking.

2	20 min	Recall previous knowledge about Unit 1 playing dominoes. Match words and definitions. Understand and follow the rules of the game.	T explains the rules of the game. T gives out dominoes tiles. SS play the game.	**Skills** L **S** R W **Key vocabulary** rules/instructions, dominoes, tiles, to place, pile. **Communicative structures** Have you ever played dominoes? How do you play dominoes?	☐ Whole class ☑ Group work ☐ Pair work ☐ Individual work	• Domino 1.pdf • dominoes rules.pdf • evaluation rubric.odt	T uses the evaluation rubric to assess SS skills. T checks if the matching is correct.

3	15 min	Find out what SS have learnt about the subject.	T explains the test. SS do the test. Scaffolding: T uses L1 to explain unknown words.	**Skills** L S **R** **W** **Key vocabulary** **Communicative structures**	☐ Whole class ☐ Group work ☐ Pair work ☑ Individual work	• Exercise 5.doc	Formative evaluation.

CLIL Lesson Plan

Unit number	2	**Lesson number**	1	**Title**	The concept of Evolution. The evidence to prove Wegener’s theory

Activity	**Timing**	**Learning Outcomes**	**Activity Procedure**	**Language**	**Interaction**	**Materials**	**Assessment**
1	15 min	Activation of previous knowledge. Brainstorming about the concept of “evolution”. Extend the concept of evolution from man’s life to the Earth life.	T asks to repeat what Geology means and what it studies. T asks SS to describe the pictures and to compare the evolution of a man with the evolution of the Earth.	**Skills** L S R W **Key vocabulary** process, baby, adult, elderly, to die, gradual change. **Communicative structures** We are going to… a person grows up/ becomes adult it takes place over many years	☑ Whole class ☐ Group work ☐ Pair work ☐ Individual work	• Unit2_Lesson1.zip Exercise book, IWB, Page1 U2_L1.notebook. In the Unit2_Lesson1.zip folder there are two files with the same material but with two different extensions .notebook and .ppt. The .notebook version gives the possibility to interact with the IWB.	T supports students while speaking.

2	5 min	Hypothesize a scientific methodology to study Earth evolution.	T invites SS to hypothesize what tools geologists can use to describe the Earth of million years ago.	**Skills** L S R W **Key vocabulary** millions of years ago, fossils. **Communicative structures** Suppose you are a geologist, what would you do....? I would/could...	☒ Whole class ☐ Group work ☐ Pair work ☐ Individual work	• Unit2_Lesson1.zip IWB, page 2 U1_L2.notebook. In the Uni2_Lesson1.zip folder there are two files with the same material but with two different extensions .notebook and .ppt. The .notebook version gives the possibility to interact with the IWB.	T supports students while speaking.
3	25 min	Label the continents. Interpret a map and its legend. Use the legend to transfer information on the map. Formulate hypothesis about the distribution of fossils. Validate the hypothesis.	T explains the group activity. T divides SS into groups and assignes roles. Scaffolding: T uses L1 to give more explanations if needed.	**Skills** L S R W **Key vocabulary** Hypothesis, unknown words, legend, distribution, fossils. **Communicative structures** distant one from the other Can you formulate any hypothesis to explain..?	☐ Whole class ☒ Group work ☐ Pair work ☐ Individual work	• evaluation rubric.odt • Unit2_Lesson1.zip • Group activity_lesson1_unit2.odt IWB, page U2_L1.notebook. In the Unit2_Lesson1.zip folder there are two files with the same material but with two different extensions .notebook and .ppt. The .notebook version gives the possibility to interact with the IWB.	T uses the rubric to evaluate SS skills.

4	5 min	Compare and debate the products of the groups.	Each group shows its product to the class.	**Skills** L S R W **Key vocabulary** Hypothesis, distribution, fossils, continents, united, joined together. **Communicative structures** distant one from the other one close to the other I would justify my hypothesis I used these data to make the conclusion..	☐ Whole class ☐ Group work ☐ Pair work ☒ Individual work		T supports students while speaking.

CLIL Lesson Plan

Unit number	2	**Lesson number**	2	**Title**	Continental Drift and convection movements to prove Wegener’s theory

Activity	**Timing**	**Learning Outcomes**	**Activity Procedure**	**Language**	**Interaction**	**Materials**	**Assessment**
1	10 min	Recall of previous knowledge.	T asks a student of each group to summarize the group activity of last lesson.	**Skills** L | **S** | R | W **Key vocabulary** Hypothesis, distribution, fossils, continents, united, joined together. **Communicative structures** distant one from the other one close to the other I would justify my hypothesis I used these data to make the conclusion...	☐ Whole class ☒ Group work ☐ Pair work ☐ Individual work	• Unit2_Lesson2.zip Exercise book, IWB, page 1 U2_L2.notebook. In the Unit2_Lesson2.zip folder there are two files with the same material but with two different extensions .notebook and .ppt. The .notebook version gives the possibility to interact with the IWB.	T supports students while speaking

2	20 min	Illustrate Wegener's theory.	T explains Wegener's theory and students copy it. SS watch a video (without audio) and represent Earth evolution using the material of their group activity Each group represents a different step of Earth evolution.	**Skills** L S R **W** **Key vocabulary** Pangea, Panthalassa, Gondwana, Laurasia, step, landmass, surrounded, to move apart. **Communicative structures**	☐ Whole class ☒ Group work ☐ Pair work ☐ Individual work	• Unit2_Lesson2.zip • pangaea-activity.pdf IWB, page 2 and 3 U2_L2.notebook, video: link, In the Unit2_Lesson2.zip folder there are two files with the same material but with two different extensions .notebook and .ppt. The .notebook version gives the possibility to interact with the IWB.	T gives positive feedback during group activity.

3	15 min	Develop a scientific approach. Recall of previous knowledge (convection movements). Extend the concept of convection movements of water to the astenosphere.	T explains the weakness of Wegener's theory. a S comes to the board, describes and draws convection movements inside boiling water. T makes a comparison between water and astenosphere. SS read the slides.	**Skills** L S R W **Key vocabulary** force, convection movements, heat source, bottom, astenosphere, lithosphere, molten, fluid. **Communicative structures** What happens...? It is fluid like.... It is caused by..	☐ Whole class ☐ Group work ☐ Pair work ☒ Individual work	• Unit2_Lesson2.zip page 4 and 5 U2_L2.notebook In the Unit2_Lesson2.zip folder there are two files with the same material but with two different extensions .notebook and .ppt. The .notebook version gives the possibility to interact with the IWB.	T supports SS.
4	5 min	Assign homework.	T gives out photocopies to complete.	**Skills** L S R W **Key vocabulary** **Communicative structures**	☒ Whole class ☐ Group work ☐ Pair work ☐ Individual work	• homework lesson 2_unit 2.odt	

CLIL Lesson Plan

Unit number	2	**Lesson number**	3	**Title**	Tectonic plates theory

Activity	**Timing**	**Learning Outcomes**	**Activity Procedure**	**Language**	**Interaction**	**Materials**	**Assessment**
1	5 min	Review of homework.	T shows the homework on the board and SS in turn fill the gaps.	**Skills** L S **R** **W** **Key vocabulary** force, convection movements, heat source, bottom, asthenosphere, lithosphere, molten, fluid. **Communicative structures** What happens…? It is fluid like…. It is caused by...	☒ Whole class ☐ Group work ☐ Pair work ☐ Individual work	• Unit2_Lesson3.zip Exercise book, IWB, page 1 U1_L3.notebook. In the Unit2_Lesson3.zip folder there are two files with the same material but with two different extensions .notebook and .ppt. The .notebook version gives the possibility to interact with the IWB.	T checks if the exercise is correct and assesses skills using the rubric.

2	10 min	Illustrate the tectonic plates theory. Recall of previous knowledge about Earth's structure.	SS watch the video.	**Skills** L S R W **Key vocabulary** **Communicative structures**	☑ Whole class ☐ Group work ☐ Pair work ☐ Individual work	IWB, video: link	
3	30 min	Explain the main concepts of the tectonic plates theory. Rephrase using simple sentences and images.	T shows a picture of tectonic plates and asks SS to describe it. Then T shows and explains the legend. SS complete the photocopy.	**Skills** L S R W **Key vocabulary** convection movements, heat source, asthenosphere, lithosphere, molten, fluid, tectonic plates, convergent/divergent/transform boundaries, constructive/destructive boundaries, subduction, collision, orogenesis, trench, , fault, mountain ranges, volcano **Communicative structures** to move away from each other to come together to force one up to push against to push down below	☑ Whole class ☐ Group work ☐ Pair work ☐ Individual work	• Unit2_Lesson3.zip • Activity 1 lesson 3_unit 2.odt IWB. In the Unit2_Lesson3.zip folder there are two files with the same material but with two different extensions .notebook and .ppt. The .notebook version gives the possibility to interact with the IWB.	T checks that SS have understood the meaning of new words.

4	5 min	Assign homework.	T gives out photocopies to complete as homework.	**Skills** L S R W **Key vocabulary** **Communicative structures**	☒ Whole class ☐ Group work ☐ Pair work ☐ Individual work	• homework lesson 3_unit 2.odt	

CLIL Lesson Plan

Unit number	2	**Lesson number**	4	**Title**	Revision of the tectonic plates theory

Activity	**Timing**	**Learning Outcomes**	**Activity Procedure**	**Language**	**Interaction**	**Materials**	**Assessme**
1	20 min	Review of homework. Recall of previous knowledge. Memorize specific language and key words. Illustrate a map. Search information on the web.	T shows the homework on the board and SS in turn fill the gaps. T shows a worldmap and SS locate the places listed in the exercise.	**Skills** L S **R** **W** **Key vocabulary** convection movements, heat source, asthenosphere, lithosphere, molten, fluid, tectonic plates, convergent/divergent/transform boundaries, constructive/destructive boundaries, subduction, collision, orogenesis, trench, , fault, mountain ranges, volcano **Communicative structures** to move away from each other to come together to force one up to push against to push down below	☒ Whole class ☐ Group work ☐ Pair work ☐ Individual work	• Unit2_Lesson4.zip Exercise book, IWB. In the Unit2_Lesson4.zip folder there are two files with the same material but with two different extensions .notebook and .ppt. The .notebook version gives the possibility to interact with the IWB.	T checks if the exercis is correct and asses skills using the rubric

2	10 min	explain how a mountain range might have been formed from layered rocks . Be able to make the link between this activity and the Earth itself.	T sets up and shows the activity as explained in the attachment. T asks SS to describe what they see and relate it to tectonic plates movements.	**Skills** L | **S** | R | W **Key vocabulary** sand, flour, board, folded and faulted layers **Communicative structures** Can you identify the different layers? What happened? What conclusions can you draw?	☒ Whole class ☐ Group work ☐ Pair work ☐ Individual work	• Himalayas_in_30_seconds.pdf	T checks t SS have understoo

3	20 min	introduce the new topic. Recall of previous knowledge.	T shows a video about volcanic eruptions. T ask SS to think of three words they already know about volcanoes. T invites a student to create a wordcloud collecting the words that the other students suggest. Scaffolding: SS can use L1 for specific vocabulary.	**Skills** L | **S** | **R** | W **Key vocabulary** **Communicative structures** Can you list...?	☐ Whole class ☐ Group work ☐ Pair work ☑ Individual work	IWB, video: link , www.worditout.com .	

CLIL Lesson Plan

Unit number	3	**Lesson number**	1	**Title**	The structure of volcanoes

Activity	**Timing**	**Learning Outcomes**	**Activity Procedure**	**Language**	**Interaction**	**Materials**	**Assessment**
1	10 min	introduce the new topic. Get the meaning of specific vocabulary watching the video.	T shows a video twice. SS write specific vocabulary and infer the meaning.	**Skills** L S R W **Key vocabulary** crater, main/secondary vent, magma, lava, magma chamber, ash, volcanic bombs, eruption, explosion **Communicative structures** What does ... mean?	☒ Whole class ☐ Group work ☐ Pair work ☐ Individual work	Exercise book, IWB, video: link	T checks if the SS take notes watching the video.

2	20 min	Identify the different parts of a volcano. Match specific vocabulary with its definitions.	In turn SS go to the board and complete the exercises.	**Skills** L S **R** W **Key vocabulary** crater, main/secondary vent, magma, lava, magma chamber, ash, volcanic bombs, eruption, explosion **Communicative structures** Drag the word. Match the word with its definition.	☑ Whole class ☐ Group work ☐ Pair work ☐ Individual work	• Unit3_Lesson1.zip page 2,3, 4 U3_L1.notebook . In the Unit3_Lesson1.zip folder there are two files with the same material but with two different extensions .notebook and .ppt. The .notebook version gives the possibility to interact with the IWB.	T checks that SS do the exercises correctly.
3	20 min	Memorise specific vocabulary.	T gives a photocopy of page 2 (structure of the volcano) and SS fill in the boxes. SS copy specific vocabulary and definitions from the exercises done before (page 3 and 4).	**Skills** L S R **W** **Key vocabulary** crater, main/secondary vent, magma, lava, magma chamber, ash, volcanic bombs, eruption, explosion **Communicative structures** Fill in...	☐ Whole class ☐ Group work ☐ Pair work ☑ Individual work	• Unit3_Lesson1.zip IWB, page 2,3, 4 U3_L1.notebook. In the Unit3_Lesson1.zip folder there are two files with the same material but with two different extensions .notebook and .ppt. The .notebook version gives the possibility to interact with the IWB.	T checks that SS copy correctly.

CLIL Lesson Plan

Unit number	3	**Lesson number**	2	**Title**	Volcanoes activity and eruption

Activity	**Timing**	**Learning Outcomes**	**Activity Procedure**	**Language**	**Interaction**	**Materials**	**Assessment**
1	15 min	Lesson Learning Outcomes. SS know the difference among active, dormant, extinct volcanoes. SS are able to classify the most important Italian volcanoes. Activity learning outcomes. Recall specific vocabulary from the previous lesson. Focus on new vocabulary and explain its meaning.	In turn SS go to board and highlight the words in the wordsearch. T asks to explain the words in the wordsearch.	**Skills** L S R W **Key vocabulary** crater, main/secondary vent, magma, lava, magma chamber, ash, volcanic bombs, eruption, explosion, extinct, dormant, active, hazard, Ring of fire, cone, dust, earthquake. **Communicative structures** What does ... mean? Can you highlight the word...? Can you guess the meaning of...?	☑ Whole class ☐ Group work ☐ Pair work ☐ Individual work	Exercise book, IWB, wordsearch: link .	T checks the homework. T supports SS while speaking.

2	20 min	Understand the different types of volcanic activity. Give examples of active, dormant, extinct volcanoes.	T shows definitions and examples of active, dormant, extinct volcanoes, giving examples of Italian volcanoes. SS copy definitions.	**Skills** L S R W **Key vocabulary** active, dormant, extinct, eruption, magma chamber. **Communicative structures** Has erupted Is expected to erupt There is/ is no more magma in the magma chamber.	☒ Whole class ☐ Group work ☐ Pair work ☐ Individual work	• Unit3_Lesson2.zip Page 2,3, 4,5 U3_L2.notebook . In the Unit3_Lesson2.zip folder there are two files with the same material but with two different extensions .notebook and .ppt. The .notebook version gives the possibility to interact with the IWB.	T checks that SS copy the definitions correctly.

3	15 min	Recognize the two types of eruptions. List the main characteristics of the two eruptions. Organise information in a chart.	T divides SS in peer tutoring pairs. T shows two videos. SS in pairs complete the worksheet. SS in turn go to the board and complete the exercise.	**Skills** L S **R** **W** **Key vocabulary** explosive/effusive eruption, ash cloud, volcanic bombs, dangerous, fluid, runny, lava, slow flowing. **Communicative structures**	☐ Whole class ☐ Group work ☒ Pair work ☐ Individual work	• Unit3_Lesson1.zip • keys worksheet 1_lesson2_unit3.zip • worksheet 1_lesson2_unit3.odt IWB, page 2,3, 4 U3_L1.notebook, video 1: link , video 2: link . In the Unit3_Lesson1.zip and keys worksheet 1_lesson2_unit3.zip folders there are two files with the same material but with two different extensions .notebook and .ppt. The .notebook version gives the possibility to interact with the IWB.	T checks that SS complete correctly

CLIL Lesson Plan

Unit number	3	**Lesson number**	3	**Title**	Four types of volcanic structure

Activity	**Timing**	**Learning Outcomes**	**Activity Procedure**	**Language**	**Interaction**	**Materials**	**Assessment**
1	15 min	Lesson Learning Outcomes. SS know the different kinds of volcanic structure. SS are able to classify volcanoes according to their structure. SS are able to locate the most important volcanoes . Activity learning outcomes. Recall	In pairs SS revise volcanic eruptions using sentence patterns and key words written on the board.	**Skills** L S R W **Key vocabulary** effusive/explosive, cloud, volcanic bombs, fluid, river, lava, slow flowing, viscous, dense.	☐ Whole class ☐ Group work ☑ Pair work ☐ Individual work	• Keys_Unit3_Lesson3.zip • Unit3_Lesson3.zip Exercise book, IWB, page1 U3_L3.notebook. In the Unit3_Lesson1.zip and Keys_Unit3_Lesson3.zip folders there are two files with the same material but with two different extensions .notebook and .ppt. The .notebook version gives the possibility to interact with the IWB.	T checks the homework. T supports SS while speaking.

		Recall specific vocabulary and knowledge from the previous lesson.		**Communicative structures** The first/second picture represents an .....eruption. Magma is/ is not..... Lava is ..... Lava flows like a ..... During eruption..... are / are not ejected in the air There is /is not the formation of a ..... rich in gases and ash			
2	30 min	Read and understand a scientific text. Rephrase sentences using content obligatory vocabulary to answer questions.	T describes the group activity and shows a video that explains how to build a volcano. In each group there should be at least: a creative student, a student good at Geography, a student good at English. Each group has a different	**Skills** L S R W **Key vocabulary** In each worksheet specific vocabulary and key words are bold typed. **Communicative structures**	☐ Whole class ☒ Group work ☐ Pair work ☐ Individual work	• Cinder cone volcanoes worksheet_lesson3_unit3.odt • Cinder cone volcanoes worksheet_lesson3_unit3.pdf • Fissure vents volcanoes worksheet_lesson3_unit3.odt • Fissure vents volcanoes worksheet_lesson3_unit3.pdf • Group activity explanation_lesson3_unit3.odt • questions whorksheet_lesson3_unit3.odt • Shield volcanoes worksheet_lesson3_unit3.odt • Shield volcanoes worksheet_lesson3_unit3.pdf • Stratovolcanoes worksheet_lesson3_unit3.odt • Stratovolcanoes	Teachers check that SS answer the questions correctly. Use the rubric to assess students skills.

			volcanic structure. Each student receives: the activity explanation, a text about a volcanic structure and a worksheet with the questions. In class SS read the text and answer the questions. At home groups complete the identity card and build a model of their volcano.			worksheet_lesson3_unit3.pdf page 2 U3_L3.notebook, video: link .	
3	5 min	Locate the volcanoes listed in the worksheet and place them on a map.	T assigns homework: SS have to answer question 7 .	**Skills** L S R W **Key vocabulary** **Communicative structures**	☐ Whole class ☐ Group work ☐ Pair work ☐ Individual work		

CLIL Lesson Plan

Unit number	3	**Lesson number**	4	**Title**	Presentation of the group activity

Activity	**Timing**	**Learning Outcomes**	**Activity Procedure**	**Language**	**Interaction**	**Materials**	**Assessment**
1	50 min	Lesson Learning Outcomes. SS know the different kinds of volcanic structure. Activity learning outcomes. SS are able to explain the main characteristics of their volcano. SS are able to build a model using the information found in the text. SS are able to locate the most	Each group has 10 minutes to describe its volcano showing the identity card and the model they have built. The other students take notes summarizing the most important features filling in the table given by the teacher. Each student evaluates	**Skills** L S R W **Key vocabulary** Shield/strato/cinder cone/fissure vent volcanoes, gently sloping sides, steep sides, conical shape, flat shape, pyroclastic flow, warrior’s shield,	☐ Whole class ☒ Group work ☐ Pair work ☐ Individual work	• Peer assessment_lesson4_unit3.odt • Summarising table_lesson4_unit3.odt • group_activity_works.zip	T and SS evaluate the group activity using the rubric. T supports SS while speaking.

		the most important volcanoes. SS take notes using a table.	evaluates the presentation of each group.	**Communicative structures** The first/second picture represents an .....eruption. Magma is/ is not..... Lava is ..... Lava flows like a ..... During eruption..... are / are not ejected in the air There is /is not the formation of a ..... rich in gases and ash			

CLIL Lesson Plan

Unit number	3	**Lesson number**	5	**Title**	Revision of group activity: different types of volcanoes

Activity	**Timing**	**Learning Outcomes**	**Activity Procedure**	**Language**	**Interaction**	**Materials**	**Assessment**

1	35 min	Lesson Learning Outcomes. SS repeat the different kinds of volcanic structure. SS are able to describe the most important features of each volcano. SS are able to create questions ordering the words. Activity learning outcomes. Recall specific vocabulary and knowledge from the previous lesson.	T explains the activity dividing the SS into groups and giving them a set of words to organise questions. SS focus on the different types of volcanoes by putting questions into the right order. SS answer the questions and take new notes or check what they wrote last lesson.	**Skills** L S R W **Key vocabulary** cone/fissure vent volcanoes, gently sloping sides, steep sides, conical shape, flat shape, pyroclastic flow, warrior's shield, **Communicative structures** What type of volcano did you study? What is the shape of …….? Is the magma viscous or fluid? What kind of eruptions build them up? Whare are … usually found? Can you name two famous … ?	☐ Whole class ☑ Group work ☐ Pair work ☐ Individual work	• evaluation rubric.odt • Unit3_Lesson5.zip • questions for group revision_lesson5_unit3.odt Exercise book, IWB, page1 U3_L5.notebook. In the Unit3_Lesson5.zip folder there are two files with the same material but with two different extensions .notebook and .ppt. The .notebook version gives the possibility to interact with the IWB.	T supports SS while speaking. T evaluate SS skills using the rubric.

2	15 min	Recognise and match the features of each volcano type playing an interactive game.	T shows the game on the board and SS in turn go and play.	**Skills** L S **R** W **Key vocabulary** **Communicative structures**	☒ Whole class ☐ Group work ☐ Pair work ☐ Individual work	• Unit3_Lesson5.zip page2 U3_L5, web page: link . In the Unit3_Lesson5.zip folder there are two files with the same material but with two different extensions .notebook and .ppt. The .notebook version gives the possibility to interact with the IWB.	

CLIL Lesson Plan

Unit number	3	**Lesson number**	6	**Title**	Volcanoes distribution

Activity	**Timing**	**Learning Outcomes**	**Activity Procedure**	**Language**	**Interaction**	**Materials**	**Assessment**
1	10 min	Lesson Learning Outcomes. SS know the name of some famous volcanoes. SS are able to locate the most important volcanoes on a map. SS can identify hot spots. SS know the origin of a hot spot. Activity learning outcomes. Activation of previous knowledge. Name the volcanoes on the map.	T shows and explains the interactive game. In turn SS go to the board and play the game.	**Skills** L S R W **Key vocabulary** **Communicative structures** Where is ...? It is in....	☒ Whole class ☐ Group work ☐ Pair work ☐ Individual work	• Unit3_Lesson6.zip Exercise book, IWB, page1 U3_L6.notebook, web page: link . In the Unit3_Lesson6.zip folder there are two files with the same material but with two different extensions .notebook and .ppt. The .notebook version gives the possibility to interact with the IWB.	T supports SS while speaking.

2	15 min	Locate volcanoes on the map. Focus on location and relate it to tectonic plates boundaries. Observe the location of hot spots.	SS go to the board and drag the names of volcanoes on the map. Observing the examples, T asks SS to generalise a pattern of volcanoes distribution. T asks to notice if there are some exceptions (Hawaii, Canary Islands).	**Skills** L S R W **Key vocabulary** boundaries, hot spost, tectonic plates movements. **Communicative structures** Where are the volcanoes? They are close to boundaries. Can you find a relation between volcanoes and tectonic plates? Tectonic plates movements originate volcanoes. Are there any exceptions? Hawaii and Canary Islands are not on the plate boundaries, but in the middle of a plate.	▣ Whole class ☐ Group work ☐ Pair work ☐ Individual work	• Unit3_Lesson6.zip Page 2 U3_L6.notebook. In the Unit3_Lesson6.zip folder there are two files with the same material but with two different extensions .notebook and .ppt. The .notebook version gives the possibility to interact with the IWB.	

3	25 min	Define the meaning of hot spot. SS are able to give examples of volcanic islands originated by hot spots.	T explains the “Ring of Fire” and the definition of hot spots. SS copy the definitions. (Scaffolding: T gives photocopies to SEN students). T and shows a video and describes the origin of Hawaii.	**Skills** L S R W **Key vocabulary** boundaries, hot spots, tectonic plates movements. **Communicative structures**	☒ Whole class ☐ Group work ☐ Pair work ☐ Individual work	• Unit3_Lesson6.zip page 3-4-5 U3_L6, Video: link . In the Unit3_Lesson5.zip folder there are two files with the same material but with two different extensions .notebook and .ppt. The .notebook version gives the possibility to interact with the IWB.	

CLIL Lesson Plan

Unit number	4	**Lesson number**	1	**Title**	The Earthquakes

Activity	**Timing**	**Learning Outcomes**	**Activity Procedure**	**Language**	**Interaction**	**Materials**	**Assessment**
1	15 min	Lesson Learning Outcomes. SS understand what an earthquake is and why it happens. Activity learning outcomes. SS understand the key vocabulary about the earthquake.	SS watch the video and in pairs answer the questions of the activity 1 (earthquake student.doc). T asks SS to read the answers.	**Skills** L S R W **Key vocabulary** Earthquake, epicentre, hypocentre, seismograph, waves.	☐ Whole class ☐ Group work ☒ Pair work ☐ Individual work	• earthquake student.doc • earthquake teacher.doc Exercise book. link	T checks the answers.

				Communicative structures What causes an earthquake? Which kind of plate movements can cause an earthquake? What is the name of the place, under the surface, where the earthquake starts? What is the name of the place, on the surface, where the earthquake starts? What is the name of the instrument that measures the intensity of an earthquake?			

2	10 min	SS infer that Italy has a high seismic risk. SS infer that earthquakes occur near the plate boundaries.	T connects with link and click on “map”. A S comes to the board and count how many earthquakes have happened during the last two weeks. In pairs SS complete the activity 2. T asks SS to read the answers.	**Skills** L S R W **Key vocabulary** seismic risk. **Communicative structures** How many earthquakes can you count? How many earthquakes do we have every day? What’s the reason for so many earthquakes in Italy?	☐ Whole class ☐ Group work ☒ Pair work ☐ Individual work	• earthquake student.doc • earthquake teacher.doc link	T checks the answers.
3	20 min	SS know what earthquake, hypocentre, epicentre and seismic waves are.	A S comes to the board to read the definitions. SS copy the definitions.	**Skills** L S R W **Key vocabulary** sudden, shaking, rolling shock, below, tsunami, vertically, thrown. **Communicative structures**	☒ Whole class ☐ Group work ☐ Pair work ☒ Individual work	• Unit4_Lesson1.zip In the Unit4_Lesson1.zip folder there are two files with the same material but with two different extensions .notebook and .ppt. The .notebook version gives the possibility to interact with the IWB.	T checks if SS understand the definitions.

4	5 min		T gives SS a list of the material that they will use next lesson.	**Skills** L S R W **Key vocabulary** a cardboard box, rubber bands, a felt tip pen. **Communicative structures**	☑ Whole class ☐ Group work ☐ Pair work ☐ Individual work	• list.doc	

CLIL Lesson Plan

Unit number	4	**Lesson number**	2	**Title**	Richter and Mercalli scales

Activity	**Timing**	**Learning Outcomes**	**Activity Procedure**	**Language**	**Interaction**	**Materials**	**Assessment**
1	10 min	Lesson Learning Outcomes. SS understand the difference between Richter and Mercalli scale. Activity learning outcomes. SS understand how to make the seismograph.	T divides SS into groups. SS watch a video with the instructions to make the seismograph	**Skills** L S R W **Key vocabulary** mark, corner, shaded region, **Communicative structures**	☐ Whole class ☑ Group work ☐ Pair work ☐ Individual work	link	

2	25 min	SS make a model of a seismograph. SS infer how the seismograph works.	SS follow the instructions of the video and make their seismograph. SS simulate an earthquake.	**Skills** L S R W **Key vocabulary** a cardboard box rubber bands a felt tip pen, mark, corner, shaded region. **Communicative structures**	☐ Whole class ☑ Group work ☐ Pair work ☐ Individual work	• picture 1.jpg • picture 2.jpg the pictures of the best seismograph.	TT encourage SS to speak in L2.
3	10 min	SS infer what the Richter scale is. SS understand the difference between Mercalli and Richter scale.	T asks if S notices a correspondence between the wavelength and the intensity of the earthquake. T explains that the wavelength is the measure of the earthquake energy given by the Richter scale. T explains that it is also possible to measure the damage and that this measure is given by the Mercalli scale.	**Skills** L S R W **Key vocabulary** seismic risk, sudden, shaking, rolling shock, below, tsunami, vertically, thrown. **Communicative structures**	☑ Whole class ☐ Group work ☐ Pair work ☐ Individual work		T checks if SS understand the definitions.

4	5 min		SS copy the two definitions.	**Skills** L S **R** W **Key vocabulary** **Communicative structures**	☒ Whole class ☐ Group work ☐ Pair work ☐ Individual work	• Unit4_Lesson2.zip In the Unit4_Lesson2.zip folder there are two files with the same material but with two different extensions .notebook and .ppt. The .notebook version gives the possibility to interact with the IWB.	

CLIL Lesson Plan

Unit number	4	**Lesson number**	3	**Title**	Final revision

Activity	**Timing**	**Learning Outcomes**	**Activity Procedure**	**Language**	**Interaction**	**Materials**	**Assessment**

1	50 min	Lesson Learning Outcomes. Recall of what SS have learnt during the module, using interactive games. SS knows the specific vocabulary related to: -Earth structure. - Tectonic plates theory. - Volcanoes. - Earthquakes. SS are able to: - label the layers of the Earth, the different kind of plates boundaries, the parts of the volcano. - associate the most important features of the layers of the Earth. - recognise the different types of volcanic activity, eruptions and structures. - locate famous volcanoes on a map. - recognize hot spots. - describe the difference between Mercalli and Richter scale.	T shows different interactive activities or games on the board and calls SS to complete them.. SS can use the exercise book to revise the topics.	**Skills** L S R W **Key vocabulary** **Communicative structures**	☑ Whole class ☐ Group work ☐ Pair work ☑ Individual work	• Unit4_Lesson3.zip In the Unit4_Lesson3.zip folder there are two files with the same material but with two different extensions .notebook and .ppt. The .notebook version gives the possibility to interact with the IWB.	

CLIL Lesson Plan

Unit number	4	**Lesson number**	4	**Title**	Final test

Activity	**Timing**	**Learning Outcomes**	**Activity Procedure**	**Language**	**Interaction**	**Materials**	**Assessment**
1	50 min	Find out what SS have learnt about the subject.	T explains the test. SS do the test.	**Skills** L S R **W** **Key vocabulary** **Communicative structures**	☐ Whole class ☐ Group work ☐ Pair work ☒ Individual work	• test SEN students.doc • test students.doc • test teacher.doc	