

CLIL Module Plan

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School Grade	<input type="radio"/> Primary		<input checked="" type="radio"/> Middle		<input type="radio"/> High
School Year	<input checked="" type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
Subject	Geografia		Topic		Climates
CLIL Language	<input checked="" type="radio"/> English			<input type="radio"/> Deutsch	

Personal and social-cultural preconditions of all people involved	<p>This module is for a class of 20-22 pupils (italian or other mother tongue); their average CEFR level is A1-A2. Some of them could have a migrant background or special needs. Previous CLIL experience is not needed. The students should already know how to work in groups and collaborate together. They should show good willingness to learn. Ideally the main teacher conducts all the lessons (History-geography teacher) but there could be a co-teacher (Science teacher) or educator for special needs students. All the lessons are to be taught in a standard classroom with interactive whiteboard.</p>
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Students' prior knowledge, skills, competencies	Subject	Language
	<p>Being able to identify and interpret different kinds of sources (e.g. maps, simple texts, tables, graphs) Interpreting a map</p>	<p>Present and simple past tenses Passive form (passive knowledge) Question forms (open, closed) Modal verbs (ability, deduction..) Subject specific vocabulary (Geography) Basic functional academic language</p>

Timetable fit	<input checked="" type="radio"/> Module	Length 3 Units, 23 Academic hours
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Description of teaching and learning strategies

The topic of the lessons is related to the national schools curriculum for the first year of the middle school. The topic could be linked to the syllabus of Science. The teacher's aim is that the students know the main facts about world climates and to improve learning methodology, speaking, listening and reading comprehension, cooperation skills. That will be done through a variety of methodologies, throughout the lessons (Task-Based Learning, Cooperative Learning, Gamification). Each lesson will focus on different skills and competences in order to add variety to the lesson. For the same purpose each activity is meant not to last too long. During the lessons there will be: ● lecture and short talk by the teacher ● group and pair work ● open discussion, group discussion ● photo demonstration ● reading short texts ● watching documentaries ● game-based activities ● interactive games ● code switching The teacher will often use the interactive whiteboard during the lessons to show videos and play educational games (created using computer apps or softwares). Some of the computer based activities can also be done at home to consolidate learning. Scaffolding: anticipation of the content of the lesson (by teacher, also providing materials before the lesson itself), projection of the documents on the interactive whiteboard (key words are in bold and the power point layout is simple and clear) and extra sheets; if needed, glossaries can be added to the written sources and the use of the dictionary will be allowed. Assessment: Summative and formative assessment (monitoring by the teacher), peer feedback, self assessment.

Overall Module Plan

Unit: 1 Weather and Climate zones Unit length: 7	Lesson 1 Weather and Climate
	Lesson 2 Weather measurement
	Lesson 3 Climate zones
	Lesson 4 Factors that influence climate
	Lesson 5 World climate zones (revision lesson)
	Lesson 6 Test

<p>Unit: 2</p> <p>Discovering Climate zones</p> <p>Unit length: 13</p>	<p>Lesson 1</p> <p>Polar zone</p>
	<p>Lesson 2</p> <p>Temperate zones part one</p>
	<p>Lesson 3</p> <p>Temperate zones part two</p>
	<p>Lesson 4</p> <p>Mediterranean zone focus part one</p>
	<p>Lesson 5</p> <p>Mediterranean zone focus part two</p>
	<p>Lesson 6</p> <p>Arid zones part one</p>
	<p>Lesson 7</p> <p>Arid zones part two</p>
	<p>Lesson 8</p> <p>Tropical zones part one</p>
	<p>Lesson 9</p> <p>Tropical zones part two</p>
	<p>Lesson 10</p> <p>Test</p>

<p>Unit: 3</p> <p>Unit 3</p> <p>Unit length: 3</p>	<p>Lesson 1</p> <p>The World's biomes and living there</p>
	<p>Lesson 2</p> <p>How we build houses?</p>
	<p>Lesson 3</p> <p>The perfect house</p>

CLIL Lesson Plan

Unit number	1	Lesson number	1	Title	Weather and Climate
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	10 minutes	Lesson teaching aims: Activating prior knowledge and revising known content vocabulary. Developing questioning skills collaboration skills. Lesson outcomes: Knowing content obligatory vocabulary (geography related). Knowing the difference between weather and climate. Being	The teacher introduces the lesson showing a power point (U_1_L_1_ALL1.pptx) in order to explain the difference between weather and climate. The students listen to the teacher and take notes.	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary weather climate temperature precipitation sunny cloudy snowy rainy windy foggy condition atmosphere meteorologist</p> <p>Communicative structures How is the weather like today? Today is.... Yesterday was.... What's the difference between climate and weather?</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	<ul style="list-style-type: none"> • U_1_L_1_ALL1.pptx Interactive whiteboard. Student's notebook. U_1_L_1_ALL1.pptx.	
L	S	R	W								

	<p>Outcome: Being able to listen to an explanation and write short notes. Being able to make associations. Being able to write short notes. Activity outcome: Being able to listen to an explanation and write short notes.</p>				
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2	20 minutes	<p>Activity learning outcomes: Knowing forecast symbols. Knowing how to talk about weather. Being able to read a forecast map.</p>	<p>The teacher shows the ppt slides with forecast symbols and temperature's adjectives. The teacher then asks the students about the weather, referring to the actual conditions of the day, using the name of the forecast symbols, the the maps on the power point. The students answer in turns. Then, they can ask reciprocally (in couples).</p>	<p>Skills</p> <table border="1" data-bbox="987 164 1332 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary boiling (very hot) hot warm not very warm cold / chilly freezing /icy • sunny • cloudy • snowy • rainy • windy • foggy stormy weather</p> <p>Communicative structures What is the weather like today? What is the temperature today? Today the weather is... Yesterday it was.... In.....it is..... The temperature is....</p>	L	S	R	W	<p><input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input checked="" type="checkbox"/> Pair work <input type="checkbox"/> Individual work</p>	<p>• U_1_L_1_ALL1.pptx U_1_L_1_ALL1.pptx. Interactive whiteboard. Student's notebook.</p>	<p>Teacher's feedback.</p>
L	S	R	W								

3	15 minutes	<p>Activity learning outcomes: Knowing some vocabulary about the weather. Being able to complete a table. Developing questioning skills and collaboration skills. Being aware of the weather of the place they live in.</p>	<p>In pairs, the students copy the weather table from the power point and complete it. They can also complete it at home. Then they try to answer the question "What types of things make up the weather?" writing notes on their copybook. The teacher can give hints, if needed.</p>	<p>Skills</p> <table border="1" data-bbox="987 161 1332 220"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary sunny cloudy snowy rainy windy foggy boiling (very hot) hot warm not very warm cold / chilly freezing /icy (very cold)</p> <p>Communicative structures Fill the table! Remember how was the weather like... I think one factor is... The weather is...</p>	L	S	R	W	<p><input type="checkbox"/> Whole class <input type="checkbox"/> Group work <input checked="" type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work</p>	<ul style="list-style-type: none"> • U_1_L_1_ALL1.pptx <p>Interactive whiteboard Student's notebook U_1_L_1_ALL1.pptx</p>	
L	S	R	W								

CLIL Lesson Plan

Unit number	1	Lesson number	2	Title	Weather measurement
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	20 minutes	Teaching aims: Learning how to analyze an iconic source and describe a picture. Learning to learn subject specific vocabulary. Developing listening and speaking skills. Practicing what the students learnt. Lesson outcomes: Being able to remember content and vocabulary. Being able to collaborate in pairs. Being able to remember content and	To begin and recall what the students did the previous lesson, the teacher asks the students: "How do we measure the weather?" . The students try to answer and the teacher writes on the interactive whiteboard the key words. After that, the teacher shows slide 2 of ppt. Then he/she shows some pictures on the interactive whiteboard representing the instruments used to measure the	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Temperature Precipitation Wind speed & direction Air Pressure Humidity Sunshine hygrometer anemometer rain gauge barometer</p> <p>Communicative structures How do we measure the weather? How can we use.... How does it work? What is it for? It is made to measure....</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	<ul style="list-style-type: none"> • U_1_L_2_ALL1.pptx Interactive whiteboard. U_1_L_2_ALL1.pptx.	
L	S	R	W								

content and vocabulary. Knowing how to measure weather. Being able to express new content. Analyzing an iconic source and describing a picture. Knowing how to create and use a paper windsock. Activity outcomes: Revising content and vocabulary. Analyzing an iconic source and describing a picture.

to measure the weather. The students, in turn, try to guess their name and what they are made for. Then the teacher shows the description of the instrument and chooses one student to read it aloud. The teacher makes sure all the student understand the meaning.

2	15 minutes	Activity outcomes: Being able to remember content and vocabulary Being able to collaborate in pairs	The teacher shows the slide number 7 (table) on the interactive whiteboard. The students copy it on their notebook. In pairs, they have to complete it without looking at the slides on the interactive whiteboard.	<p>Skills</p> <table border="1" data-bbox="987 164 1332 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Temperature Precipitation Wind speed & direction Air Pressure Humidity Sunshine hygrometer anemometer rain gauge barometer</p> <p>Communicative structures Can you write the name of..... Complete the table with....</p>	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	Interactive whiteboard Unit_1_Lesson_2_ppt_2 Student's notebook	
L	S	R	W								

3	10 minutes	Activity outcomes: Being able to remember content and vocabulary. Knowing content previously learnt. Being able to express new content.	Revision quiz. The teacher asks the students four questions. The students try to answer (in turns). If the students don't understand the question just listening to the teacher, the question should be shown on the interactive whiteboard (slide number 9).	<p>Skills</p> <table border="1" data-bbox="987 165 1332 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Temperature Precipitation Wind speed & direction Air Pressure Humidity Sunshine hygrometer anemometer rain gauge barometer</p> <p>Communicative structures Do you remember.....? What's the name of.... It is.....</p>	L	S	R	W	<input 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"> • U_1_L_2_ALL1.pptx Interactive whiteboard. U_1_L_2_ALL1.pptx. Student's notebook	Formative assessment.
L	S	R	W								

4	45 minutes	<p>Activity outcomes: Creating a simple craft. Knowing how to create and use a paper windsock.</p>	<p>The teacher orally gives directions to create a paper windsock. The students should already have what is needed to create one, or the teacher can provide some paper rolls. He/she can model the procedure or show a picture (slide 11) while talking, to make sure the students can create it.</p>	<p>Skills</p> <p>L S R W</p> <p>Key vocabulary Roll a piece of paper make a cylinder glue/tape strips of paper the other end</p> <p>Communicative structures Take..... Add.... Try to glue..... Cut some strings.... Colour the.....</p>	<p><input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work</p>	<p>• U_1_L_2_ALL1.pptx</p> <p>Interactive whiteboard. U_1_L_2_ALL1.pptx, paper rolls, tissue paper, scissors, pens and colour pencils.</p>	
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CLIL Lesson Plan

Unit number	1	Lesson number	3	Title	Climate zones
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	30 minutes	<p>Teaching aims: Developing learning skills. Developing reasoning skills.</p> <p>Lesson learning outcomes: Being able to memorize a map in short time. Knowing where to locate climate zones and being able to define them. Developing reasoning skills. Being able to predict the next topic.</p> <p>Activity learning outcomes: Being able to memorize a</p>	<p>After a short content revision (see questions, slide 1), the teacher shows the students a Climates World map and explains it. Then asks the students to look at it for one minute and memorize the colours of the climates zones. Then the teacher gives the students a mute map and asks them to colour the zones they can remember. When all finish, they can compare their map with a classmate. Finally, the teacher shows the students</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 climate zone mute map polar temperate arid tropical mediterranean mountains</p> <p>Communicative structures Do you remember what affects climate? What is a climate zone, in your opinion? Memorize this map: look at it for one minute. Colour the mute map!</p>	L	S	R	W	<p><input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input checked="" type="checkbox"/> Pair work <input type="checkbox"/> Individual work</p>	<ul style="list-style-type: none"> • U_1_L_3_ALL1.pptx <p>Interactive whiteboard, photocopy, coloured pencils, U_1_L_3_ALL1.pptx.</p>	Peer assessment
L	S	R	W								

memorize a map in short time. Being able to collaborate. Knowing where to locate climate zones.

shows the students the first map to check their job. If there are special needs students or the students can not remember the map, the teacher can help them showing slide 5. There are some questions and hints to help them complete the task.

2	20 minutes	<p>Activity learning outcomes: Being able to reconstruct a sentence. Knowing what a climate zone is (definition). Being able to predict the topic of the next lessons.</p>	<p>The teacher asks the students if they now can define what a climate zone is. The students try to answer. Then the teacher shows slide number six. The students have to put in order some sentence chunks to form a meaningful one. They write the sentence on their copybook. The sentence blocks can also be moved on the interactive whiteboard. The teacher shows the solution (slide 7) and asks the students to predict the next topic (factors that affect climate).</p>	<p>Skills</p> <table border="1" data-bbox="987 164 1332 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary division of the Earth's climate average temperatures average rainfall. major climate zones polar temperate tropical location latitude</p> <p>Communicative structures Now can you tell what is a climate zone? Put the blocks in the right order. What do you think the next topic will be?</p>	L	S	R	W	<p><input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work</p>	<ul style="list-style-type: none"> • U_1_L_3_ALL1.pptx <p>Interactive whiteboard, student's notebook, U_1_L_3_ALL1.pptx.</p>	
L	S	R	W								

CLIL Lesson Plan

Unit number	1	Lesson number	4	Title	Factors that influence climate
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	50 minutes	<p>Teaching aims: Developing collaboration skills. Developing the ability to listen and take notes. Lesson learning outcomes and activity outcomes: Knowing the main factors that influence climate. Being able to read and understand a simple text. Being able to write short</p>	<p>The teacher shows or writes on the interactive whiteboard the factors that influence climate. The students copy them on their notebook (it is useful for the next group work). Then the teacher divides the class in groups of 4 students and gives them one photocopy per student (the teacher has to print slides 4 to 8, one sheet each). Each sheet focuses on a specific factor, each group has a different one so the group has to "become expert" of the topic assigned. The students read</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 Latitude Altitude Prevailing Winds Distance from the Sea Ocean currents</p> <p>Communicative structures The main factors are... My topic is... I think that.... In my opinion.... In that part of the World... It is colder/hotter in... The wind comes from.... It affects...</p>	L	S	R	W	<p><input type="checkbox"/> Whole class <input checked="" type="checkbox"/> Group work <input type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work</p>	<ul style="list-style-type: none"> • U_1_L_4_ALL1.pptx <p>Interactive whiteboard, photocopies, U_1_L_4_ALL1.pptx.</p>	
L	S	R	W								

write short notes and answer questions. Being able to listen to the classmates and deliver a short presentation (developing speaking skills).

The students read their photocopy and answer the question in it: they have also to take notes. After all the groups finish this task, the students mix up. The teacher takes a student from each group to create new groups in which every student is "expert" in a different topic. In the new groups they, in turns, have to explain the factor they know. At the end, all members of the group should know all the factors and have some notes written on their copybook close to the name of the factor. The teacher makes sure all the students understand the topic (they are allowed to ask questions). If there is time, some student present the topic they are expert in front of the class.

CLIL Lesson Plan

Unit number	1	Lesson number	5	Title	World climate zones (revision lesson)		
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
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1	10 minutes	<p>Teaching aims: Developing collaboration skills and learning skills. Lesson outcomes: Revising content and vocabulary (also spelling). Analyzing an iconic source and being able to identify a picture. Being aware of the different world climates. Activity outcomes: Being able to remember and to write the main factors that influence climate correctly.</p>	<p>To begin, the teacher makes sure the students remember the main factors that influence climate. He/She shows ppt slide 2. The teacher chooses one or more students to fill the letters missing to form the name of the factors: the students can write directly on the interactive whiteboard. Then the teacher shows the solution to check the spelling.</p>	<p>Skills</p> <table border="1" data-bbox="987 167 1326 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Latitude (distance from the sea) Altitude (height above sea level) Prevailing Winds Distance from the Sea Ocean currents</p> <p>Communicative structures Can you remember which is..... It's..../This is... Which letters go in the gap? I add a....</p>	L	S	R	W	<p><input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work</p>	<p>• U_1_L_5_ALL2.pptx Interactive whiteboard, U_1_L_5_ALL2.pptx.</p>	Formative assessment.
L	S	R	W								

2	25 minutes	<p>Activity outcomes: Learning to analyze an iconic source and being able to identify a picture. Being aware of the different world climates.</p>	<p>Revision game. The teacher divided the students in pairs. Each couple of students is given a printed table to complete or they can copy slide 4. The teacher shows some photos and the students have to match the landscape with the correct climate writing the number of the photo near the climate's name. The couples that figures out all the matchings win.</p>	<p>Skills</p> <table border="1" data-bbox="987 165 1328 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary biome polar arid mediterranean temperate tropical desert ice cap savanna tropical rainforest palms</p> <p>Communicative structures Can you identify the landscape? I see... In my opinion it is... I suggest....</p>	L	S	R	W	<p><input type="checkbox"/> Whole class <input type="checkbox"/> Group work <input checked="" type="checkbox"/> Pair work <input type="checkbox"/> Individual work</p>	<p>• U_1_L_5_ALL2.pptx Interactive whiteboard, U_1_L_5_ALL2.pptx, student's notebook.</p>	Formative assessment
L	S	R	W								

3	15 minutes	<p>Activity outcomes: Revising content and vocabulary (also spelling). Being able to read a map. Being aware of the different world climates.</p>	<p>The teacher gives each student a photocopy of U_1_L_5_ALL3.docx. The students first complete the worksheet individually and then compare the questions with a classmate and/or ask the teacher. The teacher checks the answers passing through the classroom. If some students are quick to finish they also do the crossword in U_1_L_5_ALL1.pdf or it can be assigned as an homework.</p>	<p>Skills</p> <table border="1" data-bbox="981 164 1330 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary polar arid mediterranean temperate tropical desert ice cap tropical wet/dry arctic marine west coast tundra highlands</p> <p>Communicative structures In what climate zone is....</p>	L	S	R	W	<p><input type="checkbox"/> Whole class <input type="checkbox"/> Group work <input checked="" type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work</p>	<ul style="list-style-type: none"> • U_1_L_5_ALL1.pdf • U_1_L_5_ALL3.docx <p>Photocopies of U_1_L_5_ALL3.docx and U_1_L_5_ALL1.pdf.</p>	<p>Formative assessment, peer assessment.</p>
L	S	R	W								

CLIL Lesson Plan

Unit number	1	Lesson number	6	Title	Test
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	50 minutes	Activity outcomes: Being able to remember unit content and vocabulary. Being able to complete different tasks. Developing problem solving. Understanding the student's own learning process.	Test: the teacher gives the students a photocopy with the test and gives directions to complete the tasks. The students complete the test in 45 minutes.	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary The same of the previous lessons.</p> <p>Communicative structures The same of the previous lessons.</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"> • U_1_L_6_ALL1.docx Photocopies of U_1_L_6_ALL1.docx.	Summative assessment.
L	S	R	W								

CLIL Lesson Plan

Unit number	2	Lesson number	1	Title	Polar zone
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	50 minutes	Teaching aims: Developing questioning skills. Collaborating. Lesson and activity outcomes: Being able to understand a video with the support of the teacher. Being able to read and understand short texts. Learning content obligatory vocabulary (related to a specific	The teacher divides the class in groups (max 4 pupils). Each group is given two photocopies: of U_2_L_1_ALL1.docx and U_2_L_1_ALL2.docx. To begin, all the students watch a video (see link in of U_2_L_1_ALL1.docx) and ask the teacher if they don't understand. Then in groups they have to read the first photocopy and complete the U_2_L_1_ALL2.docx (a visual organizer) using the information they collected from U_2_L_1_ALL1.docx	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Polar zone Tundra Ice cap climates Antarctica Cold desert to melt to migrate Polar bear Penguin</p> <p>Communicative structures Could you tell me why.....? What did you understand.....? Would you like to repeat.....? In your opinion... Did you know about ...? Can you identify the different parts of...? Look at the glossary...</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	<ul style="list-style-type: none"> • U_2_L_1_ALL1.docx • U_2_L_1_ALL2.docx <p>Interactive whiteboard and internet connection. Photocopies of U_2_L_1_ALL1.docx and U_2_L_1_ALL2.docx provided by the teacher.</p>	
L	S	R	W								

specific climate zone). Knowing the main facts about Polar climate. Being able to fill a visual organizer selecting the most important information.

U_2_E_1_Review.

2	50 minutes	<p>Activity outcomes: Knowing the main facts about Polar climate. Being able to motivate a choice. Being able to explain a visual organizer. Being able to reflect on the group work. Beginning to understand the learning process.</p>	<p>After finishing activity one, the students in turn present their work to the class. The teacher asks every group what did they put in the visual organizer (U_2_L_1_ALL2.docx) and why. The students are allowed to talk for five minutes and they can help each other to answer. The teacher corrects them only if needed. After all students presented their work, the teacher asks them (orally) some questions about how they worked in group, to help them reflect on their job.</p>	<p>Skills</p> <table border="1" data-bbox="987 164 1328 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Polar zone Tundra Ice cap climates Antartica Cold desert to melt to migrate Polar bear Penguin</p> <p>Communicative structures Could you tell me why.....? What happened when you didn't understand.....? Would you like to change.....? In your opinion... Did you know about ...? Can you identify the different parts of...? Look at the glossary...</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>Photocopies of U_2_L_1_ALL2.docx.</p>	<p>Formative assessment by the teacher.</p>
L	S	R	W								

CLIL Lesson Plan

Unit number	2	Lesson number	2	Title	Temperate zones part one
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	15 minutes	Teaching aims: Learning content obligatory vocabulary (geography related). Developing collaboration skills. Lesson outcomes: Knowing the Temperate zone's climate subcategories. Being able to use prior knowledge and revising known content vocabulary. Being able to identify the most	The teacher explains the activity procedure. The students, in groups will create a poster about a specific climate zone (all inside the temperate zone). He/She divides the students in groups of four pupils. The teacher gives directions about how to create a poster and shows them on the interactive whiteboard (U_2_L_2_ALL1.docx).	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary poster main elements title pictures layout</p> <p>Communicative structures Look at... Divide in... Take notes about... Be careful to... You have to follow the procedure. Can I read all my text? Check for spelling mistakes! Are all my graphics/pictures of good quality? Does the most important information stand out? Is it something missing?</p>	L	S	R	W	<input checked="" type="checkbox"/> Whole class <input checked="" type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	<ul style="list-style-type: none"> • U_2_L_2_ALL1.docx Interactive whiteboard or photocopy with directions to follow (U_2_L_2_ALL1.docx).	
L	S	R	W								

	<p>most important information in a short text. Being able to use a dictionary. Collaborating and developing negotiation skills. Activity outcomes: Being able to follow directions.</p>				
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2	85 minutes	<p>Activity outcomes: Knowing the Temperate zone's climate subcategories. Being able to use prior knowledge and revising known content vocabulary. Being able to identify the most important information in a short text. Being able to use a dictionary. Being able to discover new strategies to learn geography content. Collaborating and developing negotiation skills.</p>	<p>First of all the students read the photocopy about the climate assigned to them randomly, provided by the teacher (U_2_L_2_ALL2.docx). The pupils find in the text the information they need to create a poster. They can ask the teacher if they don't understand and are allowed to use the bilingual dictionary. Then, they work together to create the poster following the directions previously given. The teacher helps the students, if it's necessary.</p>	<p>Skills</p> <table border="1" data-bbox="987 164 1326 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Mediterranean climate Humid subtropical climate Marine west coast climate Humid continental climate</p> <p>Communicative structures Could you tell me? What do you think about...? In my opinion... Do you know...? Can you write... I agree because... Look at the map... Use the dictionary.</p>	L	S	R	W	<p><input type="checkbox"/> Whole class <input checked="" type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work</p>	<p>• U_2_L_2_ALL2.docx U_2_L_2_ALL2.docx, blank piece of paper or poster board, coloured pens and pencils.</p>	
L	S	R	W								

CLIL Lesson Plan

Unit number	2	Lesson number	3	Title	Temperate zones part two
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	50 minutes	Teaching aims: Learning how to speak in front of the class. Developing collaboration skills. Lesson outcomes: Developing collaboration skills. Being able to identify strengths and weaknesses of a presentation. Evaluate the work done. Activity outcomes:	Poster presentation. Each group presents its work in front of the class (about five minutes each). The teacher and the other students can ask some questions. The teacher evaluates the overall group work and performance using a grid that the students already know (U_2_L_3_ALL1.docx).	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Mediterranean climate Humid subtropical climate Marine west coast climate Humid continental climate</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	<ul style="list-style-type: none"> • U_2_L_3_ALL1.docx Piece of paper or poster board from each group, poster presentation performance grid for the teacher (U_2_L_3_ALL1.docx).	Formative/summative assessment.
L	S	R	W								

		<p>outcomes. Knowing how to speak in front of the class. Being able to present a poster. Knowing in depth the group's work.</p>		<p>Communicative structures We decided to put pictures/text... This is about... Our climate was... The plants/ animals are.... The average temperature is... Look at the map... The climate is located in...</p>		
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2	15 minutes	<p>Activity outcomes: Developing collaboration skills. Being able to identify strengths and weaknesses of a presentation. Being able to evaluate the work done.</p>	<p>Self evaluation. The teacher can give the students a short questionnaire on the group work (U_2_L_3_ALL2.docx) This activity could also be conducted informally by the teacher, simply asking some questions. The groups then discuss their answers together. If there is not time the task can be assigned as homework.</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 group activity very well - well - quite well - not well organization resolve problem difficulty</p>	L	S	R	W	<p><input type="checkbox"/> Whole class <input checked="" type="checkbox"/> Group work <input type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work</p>	<p>• U_2_L_3_ALL2.docx Photocopy of U_2_L_3_ALL2.docx.</p>	Self assessment
L	S	R	W								

Communicative structures

Did you enjoy the activity? I liked...
How did you organise your workgroup? We decided to... Did you find any difficulties? How did you resolve the problem? We discussed... If you do this again, what will you change? Would you like to work in the same groups next time? Why?

CLIL Lesson Plan

Unit number	2	Lesson number	4	Title	Mediterranean zone focus part one
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
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1	40 minutes	<p>Teaching aims: Developing collaboration skills. Developing reasoning skills. Lesson outcomes: Knowing the different climates existing in Italy. Making associations. Developing collaboration skills. Revising vocabulary. Activity outcomes: Knowing the different climates existing in Italy. Being able to read a map. Being able to read a table.</p>	<p>The teacher divides the class in couples. In pairs, the students complete a worksheet related to the Italian climates (U_2_L_4_ALL1.docx). When every couple finishes, the teacher and the students correct the worksheet.</p>	<p>Skills</p> <table border="1" data-bbox="1032 164 1469 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Temperate regions Koppen climate types Average high °C Average low °C Average rainfall mm Average snowfall cm Average rainy days Average snowy days Average precipitation mm Average precipitation days (≥ 1 mm) Average relative humidity (%)</p> <p>Communicative structures Read the text and answer the questions. In which climate do we live in? We live in a.....climate It is true/false because... If you look at the table... The data are... The temperature/humidity/average precipitation is... The number is...</p>	L	S	R	W	<p><input type="checkbox"/> Whole class <input type="checkbox"/> Group work <input checked="" type="checkbox"/> Pair work <input type="checkbox"/> Individual work</p>	<p>• U_2_L_4_ALL1.docx Photocopy provided by the teacher of (U_2_L_4_ALL1.docx).</p>	Form asse:
L	S	R	W								

2	10 minutes	<p>Activity outcomes: Content/vocabulary revision. Developing speaking skills. Being able to categorize sentences.</p>	<p>Vocabulary and content revision. One student reads, randomly, one sentence from the worksheet that is referred to a specific climate (U_2_L_4_ALL1.docx, page 2). The students have to guess which one it is. The student who read chooses one of his/her classmates to answer. If the guessing is right the student who answered takes his/her place. The game continues this way.</p>	<p>Skills</p> <table border="1" data-bbox="1032 204 1471 256"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Mediterranean climate Oceanic climate Humid subtropical climate Oceanic climate Humid continental climate Cold continental climate Mediterranean mild climate</p> <p>Communicative structures Read your sentence! Can you read it again? I guess it is... The climate is...</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>	<p>• U_2_L_4_ALL1.docx</p> <p>Photocopy of U_2_L_4_ALL1.docx provided by the teacher.</p>	<p>Form asse: peer asse:</p>
L	S	R	W								

CLIL Lesson Plan

Unit number	2	Lesson number	5	Title	Mediterranean zone focus part two
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	25 minutes	Teaching aims: Learning how to create sentences. Learning how to analyze a picture. Lesson outcomes: Activating prior knowledge and revising known content vocabulary. Learning content obligatory vocabulary (geography related). Making	Soft ball game (Speaking game). First of all the teacher models the game. He/She shows the class the TABLE 1: it can be held on to the blackboard. The teacher then, holding in hand a soft plastic ball makes up a sentence using the words in the table, as an example. Then the teacher chooses two students and explains the rules of the game. The students will look at a picture on the interactive whiteboard. The teacher gives the ball to one student: he /she has to invent a sentence about the	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Lake seem/seems have/has could be Mountain Cold Sea Dry Trees landscape warm hot glacier sky fields cloud mild windy below zero plain</p> <p>Communicative structures I can see.... The Garda Lake is... The Tuscan landscape seems.... The temperature is hot The fields are yellow...</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"> • U_2_L_5_ALL1.docx Interactive whiteboard to show U_2_L_5_ALL1.docx or photocopy, soft plastic ball or other item to pass (e.g. pencil).	Formative assessment.
L	S	R	W								

		<p>making associations. Analyzing an iconic source and describing a picture. Activity outcomes: Activating prior knowledge and revising known content vocabulary. Being able to analyze an iconic source and describe a picture.</p>	<p>sentences about the picture as the teacher did, then passes the ball to the classmate. The other student makes up another sentence and, again, passes the ball. The game goes on until a student makes a mistake: if the sentence is not correct the student loses. The teacher chooses another couple of students to play the game.</p>			
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2	15 minutes	<p>Activity outcomes: Activating prior knowledge and revising known content vocabulary . Being able to reconstruct some sentences.</p>	<p>The teacher announces another game. He/She gives the students one piece of paper each, cut from TABLE 2 (U_2_L_5_ALL2.docx). Each student has a part of a sentence: they have to find the classmate who has the beginning or the ending. They can walk around the class to</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 hot, dry summers cool, wet winters to spread local variations northern Europe the Mistral mountainous zone thunderstorms</p> <p>Communicative structures</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>	<p>• U_2_L_5_ALL2.docx Paper chunks from Table 2 (U_2_L_5_ALL2.docx)</p>
L	S	R	W							

find the classmate, asking the other classmates to read his/her part. Once they reconstructed the sentences matching the two parts they can sit down. The students can play the same game sitting: in turns they read aloud their part and the students who think to have the matching part raise their hand and read their sentence. Together decide if it is right or wrong.

With its hot, dry summers and cool, wet winters can spread south into Italy, bring snow to most mountains Winters in Italy are cool and humid has often local variations Sometimes cold air from northern Europe Italy experiences a mediterranean climate Storms like the Mistral can bring snow and gales the coast always has a breeze The mediterranean climate in Italy in the north and the mountainous zone Surrounded by warm seas and with mountains close by, raises the temperature of the peninsula. In spring and fall, the Sirocco, a warm wind from Africa heavy thunderstorms especially in early fall, Hot air rising from the sea can cause sometimes even in southern districts of Italy.

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3	10 minutes	<p>Activity outcomes: Being able to activate prior knowledge and revising known content vocabulary. Learning content obligatory vocabulary (geography related).</p>	<p>Wordsift in the classroom to revise vocabulary. The teacher asks the students to name all the words they can remember about the italina climate and he/she or one student inserts them in the word box of the website link, in order to create a word cloud. The students check if there are some key words missing. Homework: the teacher gives the students a photocopy of a word puzzle (U_2_L_5_ALL3.pdf) to be done at home.</p>	<p>Skills</p> <table border="1" data-bbox="987 459 1326 512"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary The same as the previous activities.</p> <p>Communicative structures Could you tell me some words? Do you remember...? Can you suggest some more words? I tell... I can remember... I think....is missing</p>	L	S	R	W	<p><input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work</p>	<p>• U_2_L_5_ALL3.pdf</p> <p>Interactive whiteboard, photocopy of U_2_L_5_ALL3.pdf.</p>	Formative assessment.
L	S	R	W								

CLIL Lesson Plan

Unit number	2	Lesson number	6	Title	Arid zones part one
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
1	15 minutes	Teaching aims: Enable learners to understand the features of arid zones. Lesson outcomes: Being able to understand a simple video and answer some questions.. Knowing the basic facts of arid climate zones. Being able to identify synonyms. Analyzing an iconic source and	First of all the teacher gives the students a photocopy of U_2_L_6_ALL1.docx. Listening comprehension. The students watch the video on the Interactive whiteboard and answer the questions about it. The teacher chooses a student, or they can volunteer.	<p>Skills</p> <p>L S R W</p> <p>Key vocabulary dry climate group arid and semiarid climates grassland cactus small mammals daily and seasonal variations desert</p> <p>Communicative structures In my opinion... Do you know...? I agree because... I suppose... Can I watch the video again?</p>	<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"> • U_2_L_6_ALL1.docx Photocopy of U_2_L_6_ALL1.docx.	Formative assessment.

and
describing a
picture. Being
able to write
short
sentences
about arid
climates.
Activity
outcomes:
Knowing the
basic facts of
arid climate
zones. Being
able to
understand a
simple video
and answer
some
questions..

2	15 minutes	<p>Activity outcomes: Knowing the basic facts of arid climate zones. Being able to identify synonyms.</p>	<p>Individual and pair work. The students read the text in U_2_L_6_ALL1.docx and do the first exercise below it. Then the teacher asks the students to confront their exercise: the students exchange the photocopy and correct the other classmate's worksheet.</p>	<p>Skills</p> <table border="1" data-bbox="981 164 1330 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary dry climate group arid and semiarid climates grassland daily and seasonal variations "rain shadow."</p> <p>Communicative structures I decided to answer... I disagree. What do you think about...? In my opinion... Do you know what is... I agree because... Look at the text again.</p>	L	S	R	W	<p><input type="checkbox"/> Whole class <input type="checkbox"/> Group work <input checked="" type="checkbox"/> Pair work <input type="checkbox"/> Individual work</p>	<p>• U_2_L_6_ALL1.docx Photocopy of U_2_L_6_ALL1.docx.</p>	Peer assessment
L	S	R	W								

3	20 minutes	<p>Activity outcomes: Knowing how plants and animals adapt to arid conditions. Being able to reconstruct simple sentences playing an on-line game. Being able to analyze an iconic source.</p>	<p>The students, in pairs, look at two pictures (U_2_L_6_ALL1.docx) about how plants and animals adapt to arid conditions and try to understand them. Then the teacher asks some couples to play the on line games on the interactive whiteboard so the students can help each other. They will have to reconstruct simple sentences about the topic they just learnt and the correction can be seen once they finish the game. The teacher helps them if needed.</p>	<p>Skills</p> <table border="1" data-bbox="987 164 1326 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary thick waxy skin stems roots spikes fur camouflaged hump</p> <p>Communicative structures I put the sentence here. Can you read... What do you think of... Maybe it is...</p>	L	S	R	W	<p><input type="checkbox"/> Whole class <input type="checkbox"/> Group work <input checked="" type="checkbox"/> Pair work <input type="checkbox"/> Individual work</p>	<p>• U_2_L_6_ALL1.docx</p> <p>Photocopy of U_2_L_6_ALL1.docx, Interactive whiteboard and internet connection.</p>	Formative assessment.
L	S	R	W								

CLIL Lesson Plan

Unit number	2	Lesson number	7	Title	Arid zones part two
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	20 minutes	<p>Teaching aims: Enable learners to understand the features of arid zones. Developing reflection skills and imagining solutions.</p> <p>Lesson outcomes: Being able to understand a simple text and answer some questions. Knowing the basic facts about how people adapt living in a desert.</p> <p>Revising</p>	<p>Revision and creative thinking activity. The teacher holds in hand U_2_L_7_ALL1.docx to follow directions. The teacher writes on the interactive whiteboard some sentence beginnigs and words related to the arid climate and how the people live in it. First the teacher reads one or two examples to model how to create sentences. Then the teacher asks the students some questions to help students create sentences. The students in turns</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 survive sunshine nomads Africa Oasis tents camels and goats</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>	<ul style="list-style-type: none"> • U_2_L_7_ALL1.docx <p>Photocopy of U_2_L_7_ALL1.docx for the teacher, interactive whiteboard.</p>	Formative assessment.
L	S	R	W								

revising content and vocabulary. Developing speaking skills. Being able to do a guided web search (at home) and report result in a bullet point list. Activity outcomes: Knowing the basic facts of Arid climate zones (revision). Being able to create basic sentences with the help of sentence beginnings.

students, in pairs, have to answer using the words and sentence beginning. The teacher can also write on the interactive whiteboard the sentences the students tell. The sentences created should be copied by the students on their notebook, to revise the lesson at home.

Communicative structures

The arid climate is very hot during the day so...
The plants can survive because... The temperatures are... The precipitation is low so....
There is sunshine so...
The hottest spots in the world are... I think that the people... Probably animals and people look for... The animals they breed are... Now there are...

2	20 minutes	<p>Activity outcomes: Knowing the basic facts about people adapt to live in a desert, both in the past and in the present. Being able to ask and answer simple questions. Collaborating in pairs.</p>	<p>Speaking activity. The teacher divides the class in pairs. He/she gives student A photocopy A (Traditional adaptations to arid conditions, in U_2_L_7_ALL2.docx) and student B photocopy B (Modern adaptations to arid conditions, U_2_L_7_ALL2.docx). First of all each one reads his/her part and then, in turn, ask each other the questions below the text. The questions are related to the other classmate's text (e.g. Student A asks something that only student B read, and vice versa). Then they check if they answered right re-reading both texts together.</p>	<p>Skills</p> <table border="1" data-bbox="987 165 1326 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary traditional adaptations modern adaptations Bedouin tribe Middle East traditional lifestyle nomadic lifestyle to settle herds modern lifestyle lush and green demand for water recycle</p> <p>Communicative structures Read it again! I think... Maybe... Do people... Does the Bedouin tribe live... It means... Which animals...</p>	L	S	R	W	<p><input type="checkbox"/> Whole class <input type="checkbox"/> Group work <input checked="" type="checkbox"/> Pair work <input type="checkbox"/> Individual work</p>	<p>• U_2_L_7_ALL2.docx Photocopies (cut) of U_2_L_7_ALL2.docx.</p>	Peer assessment.
L	S	R	W								

3	15 minutes	<p>Activity outcomes: Knowing the basic facts about desertification. Being able to understand a simple text. Being able to identify causes and effects of desertification. Being able to do a guided web search (at home) and report results in a bullet point list.</p>	<p>The teacher gives each student a Photocopy of U_2_L_7_ALL3.docx. Individually, they read the text and ask the teacher for explanation. They are also allowed to use the dictionary. If there is time, they can play in turns the game about the topic on the interactive whiteboard. Homework, guided websearch (see U_2_L_7_ALL3.docx) The teacher can correct the homework and assess it the next lesson or just correct the notebooks individually.</p>	<p>Skills</p> <table border="1" data-bbox="987 165 1326 213"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary desertification productive land non-productive desert human mismanagement climate change overgrazing. population growth deforestation soil erosion.</p> <p>Communicative structures What does it mean... Is it...</p>	L	S	R	W	<p><input type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work</p>	<p>• U_2_L_7_ALL3.docx</p> <p>Photocopies of U_2_L_7_ALL3.docx, interactive whiteboard and internet connection.</p>	<p>Teacher's formative assessment.</p>
L	S	R	W								

CLIL Lesson Plan

Unit number	2	Lesson number	8	Title	Tropical zones part one
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	20 minutes	Teaching aims: Enable students to understand the features of topical climates. Lesson outcomes: Being able to understand a simple text (oral and written). Knowing the different tropical climate zones. Being able to use new vocabulary. Developing speaking	The teacher explains the location and features of the tropical climates using U_2_L_8_ALL1.pptx. The students listen to the explanation and take notes. To teach vocabulary, the teacher first lets the students to guess the meaning of a word and then shows the meaning through a picture or translation (see U_2_L_8_ALL1.pptx).	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary tropical wet tropical wet and dry tropical monsoon rain forest Ocean currents flooding mudslides</p> <p>Communicative structures In my opinion it means... Do you know what is... Look at the picture/glossary. This means...</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	<ul style="list-style-type: none"> • U_2_L_8_ALL1.pptx Interactive whiteboard, U_2_L_8_ALL1.pptx.	
L	S	R	W								

speaking skills. Activity outcomes: Knowing the basic facts and vocabulary of tropical climate zones. Being able to predict the meaning of a word.

2	15 minutes	<p>Activity outcomes: Knowing the basic facts of tropical climates. Being able to reconstruct a text. Being able to work together.</p>	<p>Tropical climates text reconstruction. After listening to the teacher's explanation (previous activity) the students, in groups of three, try to reconstruct a text about tropical climates. The teacher gives them the text cut in pieces (U_2_L_8_ALL2.docx). When the group finish the teacher, in plenary, reads the whole text and the groups check if they did the task in the right way. The task can be done as a game: the group who finishes first an whose text is right wins.</p>	<p>Skills</p> <table border="1" data-bbox="987 165 1328 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary tropical wet tropical wet and dry tropical monsoon rain forest Ocean currents flooding mudslides</p> <p>Communicative structures Put this sentence here! Can you read... Read it again! In my opinion...</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>• U_2_L_8_ALL2.docx</p> <p>Photocopies of U_2_L_8_ALL2.docx.</p>	
L	S	R	W								

3	15 minutes	<p>Activity outcomes: Knowing the different tropical climate zones. Being able to identify which word to use in a sentence. Revising vocabulary and spelling.</p>	<p>The teacher give the students a photocopy of U_2_L_8_ALL3.docx. In the same groups as the previous activity, the students read some incomplete sentences. They have to find in the text (U_2_L_8_ALL2.docx) the words they need to fill the gaps. Then find these hidden words in the word puzzle. The task can be done as a game: the group who finishes first wins.</p>	<p>Skills</p> <table border="1" data-bbox="981 164 1330 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary tropical wet tropical wet and dry tropical monsoon rain forest Ocean currents flooding mudslides</p> <p>Communicative structures I think that the right word is... In my opinion... I can see in the puzzle... Can you find...?</p>	L	S	R	W	<p><input type="checkbox"/> Whole class <input checked="" type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work</p>	<ul style="list-style-type: none"> • U_2_L_8_ALL2.docx • U_2_L_8_ALL3.docx <p>Photocopies of U_2_L_8_ALL3.docx.</p>	
L	S	R	W								

CLIL Lesson Plan

Unit number	2	Lesson number	9	Title	Tropical zones part two
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	50 minutes	Teaching aims: Enable students to understand how to learn for a test and evaluate their own work. Lesson outcomes: Being able to understand a simple text (oral and written). Knowing basic facts about the tropical rainforest. Being able to evaluate student's own work. Developing	The teacher gives each student U_2_L_9_ALL3.pdf. Individually, the students have to read the text and do the exercise (in 30 minutes). They are not allowed to use the dictionary. When all students finish, the teacher can correct the worksheet in plenary. This activity is to prepare the students for the final test.	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary rainforest canopy shrub emergents sun level biodiversity insects raw material rubber</p> <p>Communicative structures How can I... The right answer is... In ... there were... It happened that... I think that... Maybe...</p>	L	S	R	W	<input 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"> • U_2_L_9_ALL3.pdf Photocopy of U_2_L_9_ALL3.pdf.	Formative assessment.
L	S	R	W								

Developing speaking skills and collaboration skills. Being able to understand a short video about known content. Activity outcomes: Knowing the basic facts and vocabulary of tropical climate zones. Being able to predict the meaning of a word. Being able to match picture and word. Learning how to exercise for a test.

2	50 minutes	<p>Activity outcomes: Being able to understand a short video about known content. Revising content, vocabulary and spelling through a game.</p>	<p>To revise previous content and vocabulary and to prepare students for the game, the teacher can project on the interactive whiteboard one of the following videos: link link The teacher then divides the class in couples and give them a copy of the rules (U_2_L_9_ALL2.docx) and the cards to play (U_2_L_9_ALL1.docx). The students play the game while the teacher helps them if needed.</p>	<p>Skills</p> <table border="1" data-bbox="987 169 1326 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary rainforest palm tree emergents hurricane equator humidity deforestation forest floor butterfly inundation lianas predator volcano</p> <p>Communicative structures How can I play... The right tile is... Pick a card! I think that this is... Maybe...</p>	L	S	R	W	<p><input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input checked="" type="checkbox"/> Pair work <input type="checkbox"/> Individual work</p>	<ul style="list-style-type: none"> • U_2_L_9_ALL1.docx • U_2_L_9_ALL2.docx <p>Photocopies of U_2_L_9_ALL2.docx, U_2_L_9_ALL1.docx and interactive whiteboard.</p>	<p>Formative assessment through the game.</p>
L	S	R	W								

CLIL Lesson Plan

Unit number	2	Lesson number	10	Title	Test
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	50 minutes	Activity outcomes: Being able to remember unit content and vocabulary. Being able to complete different tasks. Developing problem solving. Understanding the student's own learning process.	Test: the teacher gives the students a photocopy of U_2_L_10_ALL1.docx and gives directions to complete the tasks. The students complete the test in 45 minutes.	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary The same as the previous lessons.</p> <p>Communicative structures The same as the previous lessons.</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	<ul style="list-style-type: none"> • U_2_L_10_ALL1.docx Photocopies of U_2_L_10_ALL1.docx,	Summative assessment,
L	S	R	W								

CLIL Lesson Plan

Unit number	3	Lesson number	1	Title	The World's biomes and living there
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	25 minutes	Teaching aims: Developing learner's abilities to write sentences about a topic. Developing reasoning skills. Lesson outcomes: Knowing what a biome is. Knowing how to communicate. Being able to reflect about how people in live in the World. Activity outcomes: Knowing what	The teacher explains what a biome is showing U_3_L_1_ALL1.pptx and dicussing with the students. Some content should already be known by the students. The students listen to the teacher and ask questions. Then, individually, they have to write some sentences on their notebook about how they think people adapted to live in different biomes. After they finish writing, te teacher asks some students to read aloud their sentences. The teacher corrects	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary biome deciduous forest desert grasslands savanna tundra taiga tropical rainforest to adapt</p> <p>Communicative structures How do you think people live in different biomes? I think... How do you think is living in extreme conditions (deserts, polar climates...)? Do you remember how people live in hot deserts? I remember that...</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"> • U_3_L_1_ALL1.pptx Interactive whiteboard, U_3_L_1_ALL1.pptx, student's notebook	Formative assessment.
L	S	R	W								

		<p>knowing what a biome is. Being able to express ideas writing short sentences. Being able to reflect about how people live in different climate zones. Being aware of the different lifestyles in the World.</p>	<p>The teacher corrects the sentences, reformulating them if needed.</p>			
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2	25 minutes	<p>Activity outcomes: Knowing what kind of house is right for a climate. Being able to reflect about how people live in different climate zones. Being aware of the different lifestyles in the World. Being able to express ideas</p>	<p>Class game. The teacher gives the students one or two sentences written on pieces of paper. The students read their sentences individually. The teacher shows the rules of the game on the interactive whiteboard (U_3_L_1_ALL3.pptx). The game begins. The teacher shows the class the photos of some houses (U_3_L_1_ALL3.pptx) .</p>	<p>Skills</p> <p>L S R W</p> <p>Key vocabulary hut stone mud roof straw wood blocks of snow treehouses thatched roof bricks timber igloo yurt</p>	<p><input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work</p>	<ul style="list-style-type: none"> • U_3_L_1_ALL3.pptx • U_3_L_2_ALL2.docx <p>Interactive whiteboard, U_3_L_1_ALL3.pptx, U_3_L_2_ALL2.docx (teacher's sheet).</p>	Formative assessment.
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orally and in written form.

The students raise their hand when the sentences they have refer to the photo and read it aloud. If the matching is correct, they give the paper back to the teacher. When all the students identify the correct matching the game finish. At this point the teacher asks three questions to raise discussion. The students discuss together. The teacher, in the meanwhile, writes key words (see key vocabulary and communicative structures) to help the students formulate sentences. The students write them on their notebook.

Communicative structures

Which house do you prefer? Why? I prefer living in...because...

Which climate zones/biomes do the houses belong to? It belongs to... Which materials are used to build these houses? They are made of....

CLIL Lesson Plan

Unit number	3	Lesson number	2	Title	How we build houses?
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	15 minutes	Teaching aims: Developing student's creativity. Developing reasoning skills. Lesson outcomes: Being able to remember where different houses are located. Being able to express ideas. Being aware of the importance of building an house that is suitable for a specific	Revision and brainstorming. The teacher shows U_3_L_2_ALL3.docx on the interactive whiteboard. The teacher shows on the interactive whiteboard some house's description (from the previous lesson). The teacher chooses some students to write in the gaps in which climate is the house located. After that, he/she asks the students to imagine the of their dreams and tell the teacher how it would be. The teacher writes some students ideas and reformulates their	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary huts Africa Savanna wood thatched roof tropical rainforest blocks of snow flat roofs walls pointed roof glass doors</p> <p>Communicative structures Describe your dream house: It has... I want... There is/are... It is located by the sea/ in the mountains/ in a big city</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	<ul style="list-style-type: none"> • U_3_L_2_ALL1.docx • U_3_L_2_ALL3.docx <p>Interactive whiteboard, U_3_L_2_ALL3.docx, U_3_L_2_ALL1.docx.</p>	Formative assessment.
L	S	R	W								

specific climate.
Activity
outcomes:
Being able to remember where different houses are located.
Being able to express ideas. Being aware of the importance of building an house that is suitable for a specific climate.

formulates their sentence writing them on the interactive whiteboard (see examples in U_3_L_2_ALL1.docx).

2	35 minutes	<p>Activity outcomes: Knowing the name of building materials. Being able to predict the meaning of some words. Being able to identify the use of some materials.</p>	<p>The teacher gives the students a photocopy of U_3_L_2_ALL2.docx. The students, in pairs, have to discuss together and predict the meaning of the words. The students then play, in turns, the interactive on-line game prepared by the teacher about building materials (link). This is to enable them to become familiar with the vocabulary related to houses, memorize it, and to introduce the activity of the next lesson (to design a house appropriate for a specific climate).</p>	<p>Skills</p> <table border="1" data-bbox="987 167 1326 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary walls concrete bricks stone wood panel bamboo/timber roof tiles wood metal plastic laminate glass wood sliding glass doors metal</p> <p>Communicative structures In my opinion... Do you know what is... Can you identify the different parts of an house? This is.... I'd use this for...</p>	L	S	R	W	<p><input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input checked="" type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work</p>	<p>• U_3_L_2_ALL2.docx</p> <p>Photocopy of U_3_L_2_ALL2.docx, interactive whiteboard and internet connection.</p>	Formative assessment.
L	S	R	W								

CLIL Lesson Plan

Unit number	3	Lesson number	3	Title	The perfect house
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	50 minutes	Teaching aims: Developing student's creativity. Developing reasoning skills. Lesson and activity outcomes: Knowing the name of some building materials and their properties. Knowing which materials ans shapes use to design an	The teacher tells the student the task: they will have to draw an house appropriate for a climate zone of their choice. First the teacher shows the students different house designs on the interactive whiteboard on some websites, to find inspiration, for example link and link . Then he/she gives the students a photocopy with a checklist to follow while they do the task (U_3_L_3_ALL1.docx). They can also have a look at U_3_L_2_ALL2.docx The teacher reads the checklist aloud and	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary walls concrete bricks stone wood panel bamboo/timber roof tiles wood metal plastic laminate windows doors glass steel air conditioning building insulation /housewrap carpet ceiling ceramic tile escalator floor heating house painting marble mosaic mud bricks stairs surface finishing terracotta terrazzo ventilation wallpaper sliding glass doors</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"> • U_3_L_3_ALL1.docx • U_3_L_3_ALL2.docx <p>Interactive whiteboard with internet connection, white paper, ruler, pencil, coloured pencils, U_3_L_3_ALL1.docx, U_3_L_3_ALL2.docx</p>	Summative assessment by the teacher.
L	S	R	W								

design an house. Beign able to draw a draftof ah house. Being able to identify the appropriate materials for an house located in a specified climate. Being aware of the importance of using the right materials.

checklist about and makes sure all the students understand it. The student pick a white sheet and a pencil and start doing the task following the directions on the checklist. The teacher supervises them. When the students finish the activity, the teacher collect the works to evaluate them using the grid (U_3_L_3_ALL2.docx).

Communicative structures

How can I design... The location I chose is.... My house needs... The shape is... The building materials I use are...