

CLIL Module Plan

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School Grade	<input type="radio"/> Primary		<input type="radio"/> Middle		<input checked="" type="radio"/> High
School Year	<input type="radio"/> 1	<input type="radio"/> 2	<input checked="" type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
Subject	Altro - Electrotechnics	Topic		Different methods of calculating an unknown resistance	
CLIL Language	<input checked="" type="radio"/> English			<input type="radio"/> Deutsch	

Personal and social-cultural preconditions of all people involved	<p>The class is a third year high school. The class is composed by 24 learners with ages from 16 to 18 years old. There are students with special needs. From the language point of view: some students have a good language level (B1/B2) while others (the majority) need more support and thinking time to do the tasks. From the discipline point of view, the students are divided in two blocks, one is very correct with the behaviour and they are fast learners while the other group need more attention because of the poor discipline and the slow learning.</p>
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Students' prior knowledge, skills, competencies	Subject	Language
	Electricity, atoms, electrons, base of physics and chemistry.	Classroom language: students should be able to understand easy sentences containing the explanation of the topic of the lesson, as well as to understand the explanation of the mathematical passages containing the most usual operations: sum, subtraction, multiplication, division, square root, exponentiation. They also must be able to ask for help or for clarifications.

Timetable fit	☉ Lesson	Length 14 lessons, 42 hours
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Description of teaching and learning strategies	<p>The class will be divided in groups of 2 to 3 learners, there will be also, class work and independent work. The lesson will be as much as possible in L2 with some L1 in case of needed of particular explanations. The teacher is able to explain the subject in L2 with simple sentences at the same language level of the students. The teacher will give explanation in L2 in case of students will not understand some vocabulary. A glossary will be provided. It is easier if the lesson is in a laboratory because for the learners it is less difficult to perform something than to explain it. In this lesson the teacher initially will introduce the lesson providing the students with the necessary vocabulary using also text and exercises to give the student a proper preparation and knowledge. In this way they will be able to successfully perform the proposed exercises. For student with special needs there will be a glossary supplied and an extra attention from the teacher to their needs. All classes will last 3 hours and will be divided between practical and theoretical lessons.</p>
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Overall Module Plan

Unit: 1 OHM'S LAW Unit length: 9 hours	Lesson 1 Ohm's Law, current, resistance, unit of measure
	Lesson 2 Verifying Ohm's law
	Lesson 3 Verifying ohm's law, a practical approach
Unit: 2 Ammeter Voltmeter method, types of resistors Unit length: 12 hours	Lesson 1 Types of resistors
	Lesson 2 Measure of resistance, preliminary calculations
	Lesson 3 Ammeter Voltmeter method practical experience
	Lesson 4 Clil test about the practical experiences done.
Unit: 3 Measuring resistance methods: the comparison method Unit length: 9 hours	Lesson 1 The comparison method theoretical approach
	Lesson 2 The comparison method practical approach

<p>Unit: 4</p> <p>The Wheatstone Bridge method</p> <p>Unit length: 9 hours</p>	<p>Lesson 1</p> <p>Wheatstone Bridge method theoretical approach</p>
	<p>Lesson 2</p> <p>Wheatstone Bridge method practical approach</p>
	<p>Lesson 3</p> <p>Clil test</p>

<p>Unit: 5</p> <p>Capacitors</p> <p>Unit length: 6 hours</p>	<p>Lesson 1</p> <p>What is a capacitor?</p>
	<p>Lesson 2</p> <p>Students english presentation</p>

CLIL Lesson Plan

Unit number	1	Lesson number	1	Title	Ohm's Law, current, resistance, unit of measure
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	50 minutes	How to fill up a technical relation. To understand how to use the instruments available in the laboratory.	Introduction at the topic of the lesson Teacher's introductory words	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary See Glossary attached</p> <p>Communicative structures In my opinion. If I were you, I agree because, I disagree because. I think that. I believe that.</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"> U1- Glossary.docx <p>None, in this phase the teacher introduces few words as a basic vocabulary for the lesson and explain the technical aspect of the lesson</p>	
L	S	R	W								

2	60 minutes	Pupils are able to freely reproduce the essential content of the text in the foreign language and answer some questions. Exercise about the technical words and their definitions. Open questions	Students to read an article and answer some questions. Spontaneous remarks by the pupils, facilitated by their teacher who helps them with the language and the content. Student must perform a task, teacher to help	Skills	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input checked="" type="checkbox"/> Pair work <input type="checkbox"/> Individual work	<ul style="list-style-type: none"> • U1-L1L-ALL1.doc • U1-Glossary.docx An article from allaboutcircuit.com website. PC, internet. Working material and whiteboard	To complete all exercises and answer the questions
				L S R W			
				Key vocabulary See Glossary attached			
				Communicative structures In my opinion. If I were you, I agree because, I disagree because. I think that. I believe that.			

3	40 minutes	Pupils understand and recognise the new words they find in the previous text.	Exercise of matching words with definition	Skills	<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"> • U1-L1L-ALL1.doc • U1-Glossary.docx Exercise create by the teacher	To complete the exercise and find on an online dictionary the definition of the word that have not been understood.
				L S R W			
				Key vocabulary See Glossary attached			
				Communicative structures In my opinion. As higher as. If I were you, I agree because, I disagree because.			

CLIL Lesson Plan

Unit number	1	Lesson number	2	Title	Verifying Ohm's law
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	15 minutes		Introduction at the topic of the lesson. Teacher will activate the knowledge about the topic of the lesson referring to previous classes. Teacher will give precise instructions about the activity the class will have to do.	Skills <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> Key vocabulary See Glossary attached Communicative structures	L	S	R	W	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work		
L	S	R	W								

2	100 minutes	Pupils are able to follow and resume a watched video about the topic and reproduce the essential content of the text in the foreign language Pupils are able to solve a crossword about the topic in the foreign language create by the classmates	Pupils work in small groups on important partial topics of the text. In the end, results are communicated to the whole class. Group work + debate inside the group and with the class	Skills <div style="display: flex; justify-content: space-around; background-color: black; color: white; padding: 2px;"> L S R W </div> Key vocabulary glossary Communicative structures	<input type="checkbox"/> Whole class <input type="checkbox"/> Group work <input checked="" type="checkbox"/> Pair work <input type="checkbox"/> Individual work	<ul style="list-style-type: none"> • U1-L1L-ALL1.doc Video from Youtube.com Crossword create by the teacher	
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3	35 minutes	To understand properly the procedure that must be followed during the practical experience.	The teacher will explain all the passage that must be take, overall there will be the introduction to the technical instrument that will be used during the experience.	Skills <div style="display: flex; justify-content: space-around; background-color: black; color: white; padding: 2px;"> L S R W </div> Key vocabulary Communicative structures	<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"> • U1-L1L-ALL1.doc Guideline given by the teacher	
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CLIL Lesson Plan

Unit number	1	Lesson number	3	Title	Verifying ohm's law, a practical approach
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	15 minutes		Introduction at the topic of the lesson. Teacher will activate the knowledge about the topic of the lesson referring to previous classes. Teacher will give precise instructions about the experiment the class will perform.	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary glossary</p> <p>Communicative structures As well as, Although, not only, you can see from the picture, in my opinion, take into consideration.</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"> • U1-L1L-ALL1.doc 	
L	S	R	W								

2	135 minutes	Pupils will be able to build, analyse and understand how a real electric circuit works and to apply the Ohm's law in order to determine the characteristic of a resistor.	Pupils work in small groups on a practical experience. They are required to prepare a report as homework regarding what experimented in class	<p>Skills</p> <table border="1" data-bbox="1104 164 1440 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary glossary</p> <p>Communicative structures You can see, be careful</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"> • U1-L1L-ALL1.doc <p>During the experience the student will be using the knowledge learned during previous classes. They will be provided with all datas they need in order to successfully complete the experiment.</p>	As homework student must prepare a report in L2 regarding ohm's law applied in real life on a simple electronic circuit.
L	S	R	W								

CLIL Lesson Plan

Unit number	2	Lesson number	1	Title	Types of resistors
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	15 minutes		Introduction at the topic of the lesson. Teacher will activate the knowledge about the topic of the lesson referring to previous classes. Teacher will give precise instructions about the experiment student are about to perform.	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary</p> <p>Communicative structures you can see from, if you check</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"> • U1-L2-ALL1.docx 	
L	S	R	W								

2	70 minutes	Pupils will increase their vocabulary through the analysis of a technical article. Pupils will increase their knowledge about the instruments which are at the base of the eletrotechnics.	Students must read a part of an article by themselves, then in a second moment they will discuss the understanding and misunderstanding with a classmate, at the end of this part the part of article analyzed will be read with all the class and with the support of the teacher all doubt will be answerd	<p>Skills</p> <p>L S R W</p> <p>Key vocabulary</p> <p>Communicative structures looking at, as far as I can see</p>	<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"> • U1-L2-ALL1.docx <p>Article taken from the website: www.electonics-tutorials.ws</p>	
3	65 minutes	Pupils will be able to answer some question given about the article read before. They will be able to answer with their own words and in necessary with the help of a monolingual online dictionary (wordreference).	Pupils will have some time to answer the question the teacher prepared, the first part is about word definition. In the second and third question they will have to prepare a little talk about the topic of the lesson and they have to tell it to the class mare. The rest of the questions will be relative to the past lessons	<p>Skills</p> <p>L S R W</p> <p>Key vocabulary</p> <p>Communicative structures As far as I can see, Between, up high</p>	<input checked="" type="checkbox"/> Whole class <input checked="" type="checkbox"/> Group work <input checked="" type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work	<ul style="list-style-type: none"> • U1-L2-ALL1.docx <p>Exercises prepared by the teacher</p>	

CLIL Lesson Plan

Unit number	2	Lesson number	2	Title	Measure of resistance, preliminary calculations
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	15 minutes		Introduction at the topic of the lesson. Teacher will activate the knowledge about the topic of the lesson referring to previous classes.	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary glossary</p> <p>Communicative structures</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"> • U1-L2-ALL1.docx • U1-Glossary.docx 	
L	S	R	W								

2	45 minutes	Pupils understand and recognise the new words they find in the previous text.	Exercise of matching words with definition	Skills	<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"> • U1-L2-ALL1.docx • U1-Glossary.docx Exercise create by the teacher	To complete the exercise and find on an online dictionary of the word that have not been understood.
				L S R W			
				Key vocabulary glossary			
				Communicative structures			

3	90 minutes	Students will be able to calculate all the theoretical values needed for the practical experience. They will be able to understand the difference between the two methods learned and to decide whether to use one or the other.	Student will go through the analysis of the two methods of measuring a resistance guided by the teacher. The pupils will analyse the text and make their own calculations in order to find themselves all the values they need. The lesson will be divided between explanation by the teacher, discussion between student and teacher and discussion between students	Skills	<input type="checkbox"/> Whole class <input checked="" type="checkbox"/> Group work <input checked="" type="checkbox"/> Pair work <input type="checkbox"/> Individual work	<ul style="list-style-type: none"> • U1-L2-ALL1.docx • U1-Glossary.docx Exercise on a text from the website: etrical.blogspot.it adapted by the teacher	
				L S R W			
				Key vocabulary glossary			
				Communicative structures In my opinion, what I think of, the fact is			

CLIL Lesson Plan

Unit number	2	Lesson number	3	Title	Ammeter Voltmeter method practical experience
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	15 minutes		Introduction at the topic of the lesson. Teacher will activate the knowledge about the topic of the lesson referring to previous classes. Teacher will give precise instructions about the experiment student are about to perform.	Skills <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> Key vocabulary glossary Communicative structures	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"> • U1-L2-ALL1.docx • U1-Glossary.docx 	
L	S	R	W								

2	135 minutes	Pupils will be able to build, analyse and understand how the Ammeter Voltmeter method works through the creation of real electronic circuits	Pupils work in small groups on a practical experience. They are required to prepare a report as homework regarding what experimented in class	<p>Skills</p> <table border="1" data-bbox="1061 169 1404 213"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary glossary</p> <p>Communicative structures</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"> • U1-L2-ALL1.docx • U1-Glossary.docx <p>During the experience the student will be using the knowledge learned during previous classes. They will be provided with all datas they need in order to successfully complete the experiment.</p>	As homework student must prepare a report in L2 regarding ohm's law applied in real life on a simple electronic circuit.
L	S	R	W								

CLIL Lesson Plan

Unit number	2	Lesson number	4	Title	Clil test about the practical experiences done.
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	150 minutes	Students will understand how much they learned through clil lessons about the first 2 experience done in the laboratory.	Test with open answers to perform completely in english about the topics touched during all previous lessons	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary glossary</p> <p>Communicative structures</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"> 3AUA CLIL test.docx Clil test given by the teacher	Answer all question by the end of the lesson
L	S	R	W								

CLIL Lesson Plan

Unit number	3	Lesson number	1	Title	The comparison method theoretical approach
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
1	15 minutes		Introduction at the topic of the lesson. Teacher will activate the knowledge about the topic of the lesson referring to previous classes.	Skills <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="background-color: black; color: white; padding: 2px 5px;">L</div> <div style="background-color: black; color: white; padding: 2px 5px;">S</div> <div style="padding: 2px 5px;">R</div> <div style="background-color: black; color: white; padding: 2px 5px;">W</div> </div> Key vocabulary glossary Communicative structures	<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"> • U1-L3-ALL1.docx • U1-Glossary.docx 	

2	15 minutes	Pupils will increase their vocabulary through the analysis of a technical article. Pupils will increase their knowledge about the methods they will use in the practical experience in order to find the value of a resistor	Students in groups and with the support of the teacher will analyse all aspects of the technical text they are asked to read. They will also simulate the circuit they will build in the practical experience using the values given. The teacher will guide the student through all aspects and will help in case of need.	<p>Skills</p> <table border="1" data-bbox="1061 165 1404 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary glossary</p> <p>Communicative structures What I see is, after I read the article I think that</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"> • U1-L3-ALL1.docx • U1-Glossary.docx <p>Text about the method taken from wikipedia, adapted and translated by the teacher.</p>	
L	S	R	W								

3	85 minutes	The students answering the question given and completing the exercises on the work sheet, they will increase their vocabulary and they will be able to answer some open question using the words and sentences they learnt in the previous lesson.	Students in groups and individually they will complete all exercises and question they find on the work sheet. On the first exercise about matching word with definitions they will work individually. On the second exercise they are asked to answer some open questions, the first and second is to be done individually while the third and forth has to be done in pair. The last two exercises has to be done individually. At the end of each exercise, the teacher will ask some student to give to the class the solution or answer to a question to all class, the class will discuss about the answers.	<p>Skills</p> <table border="1" data-bbox="1061 164 1404 209"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary glossary</p> <p>Communicative structures</p>	L	S	R	W	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Whole class <input checked="" type="checkbox"/> Group work <input checked="" type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work 	<ul style="list-style-type: none"> • U1-L3-ALL1.docx • U1-Glossary.docx <p>Exercises prepared by the teacher</p>	
L	S	R	W								

CLIL Lesson Plan

Unit number	3	Lesson number	2	Title	The comparison method practical approach
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	15 minutes		Introduction at the topic of the lesson. Teacher will activate the knowledge about the topic of the lesson referring to previous classes. Teacher will give precise instructions about the experiment student are about to perform.	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary glossary</p> <p>Communicative structures</p>	L	S	R	W	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work		
L	S	R	W								

2	135 minutes	Pupils will be able to build, analyse and understand how the Comparison method works through the creation of real electronic circuits	Pupils work in small groups on a practical experience. They are required to prepare a report as homework regarding what experimented in class	<p>Skills</p> <table border="1" data-bbox="1061 165 1400 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary glossary</p> <p>Communicative structures</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"> • U1-L3-ALL1.docx • U1-Glossary.docx <p>During the experience the student will be using the knowledge learned during previous classes. They will be provided with all datas they need in order to successfully complete the experiment.</p>	As homework student must prepare a report in L2 regarding ohm's law applied in real life on a simple electronic circuit.
L	S	R	W								

CLIL Lesson Plan

Unit number	4	Lesson number	1	Title	Wheatstone Bridge method theoretical approach
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	15 minutes		Introduction at the topic of the lesson. Teacher will activate the knowledge about the topic of the lesson referring to previous classes. Teacher will give precise instructions about the experiment student are about to perform.	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary glossary</p> <p>Communicative structures</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"> • U1-L4-ALL1.docx • U1-Glossary.docx 	
L	S	R	W								

2	25 minutes	Pupils will increase their vocabulary and understating of the material used in the laboratory through the analysis of a technical article.	Students to read an article and answer some questions. Spontaneous remarks by the pupils, facilitated by their teacher who helps them with the language and the content. Student must answer the questions at the end of the text, teacher to help	<p>Skills</p> <table border="1" data-bbox="1032 165 1368 209"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary glossary</p> <p>Communicative structures because of, what I think is</p>	L	S	R	W	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input checked="" type="checkbox"/> Pair work <input type="checkbox"/> Individual work	<ul style="list-style-type: none"> • U1-L4-ALL1.docx • U1-Glossary.docx <p>Article taken from the website: www.circuitglobe.com</p>	Answer the question at the end of the text
L	S	R	W								

3	110 minutes	Pupils will increase their vocabulary and understand the method they will use in the practical experience. Student will be able to follow a video about the topic and to fill up the gaps they will find in the transcription of the video. Pupils will	Pupils must perform task two and three. In the first task, students will be asked to watch and understand a video about Wheastone bridge taken from you tube. The pupils will watch the video at least three times, during the video they will have no subtitles. At the beginning they are not asked to fill up the exercise but only to get focused on the video and on the speaker voice. By the second time they watched the video they will be asked to fill up the gaps. At the end of the	<p>Skills</p> <table border="1" data-bbox="1032 756 1368 799"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary glossary</p> <p>Communicative structures From what I understand from</p>	L	S	R	W	<input checked="" type="checkbox"/> Whole class <input checked="" type="checkbox"/> Group work <input checked="" type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work	<ul style="list-style-type: none"> • U1-L4-ALL1.docx • U1-Glossary.docx <p>Video from youtube.com technical text from wikipedia.</p>	To complete the tasks
L	S	R	W								

fully understand the process they will follow during the practical experience.

exercise with the help of the teacher, student will go through the analysis of the transcription and the answer given. In task three the students must analyse, with the help of the teacher, the text about the topic of the lesson. The article will be read the first time individually by the students then the teacher will guide the class through the reading and understanding of the method. The student will be asked to read a piece of article, the reader will be choose by the teacher.

CLIL Lesson Plan

Unit number	4	Lesson number	2	Title	Wheatstone Bridge method practical approach
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	15 minutes		Introduction at the topic of the lesson. Teacher will activate the knowledge about the topic of the lesson referring to previous classes. Teacher will give precise instructions about the experiment student are about to perform.	Skills <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> Key vocabulary Communicative structures	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"> • U1-L4-ALL1.docx • U1-L4-ALL2.docx 	
L	S	R	W								

2	135 minutes	Pupils will be able to build, analyse and understand how the Wheatstone Bridge method works through the creation of real electronic circuits	Pupils work in small groups on a practical experience. They are required to prepare a report as homework regarding what experimented in class	<p>Skills</p> <table border="1" data-bbox="1093 167 1429 215"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary glossary</p> <p>Communicative structures</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"> • U1-L4-ALL1.docx • U1-L4-ALL2.docx <p>During the experience the student will be using the knowledge learned during previous classes. They will be provided with all datas they need in order to successfully complete the experiment.</p>	As homework student must prepare a report in L2 regarding ohm's law applied in real life on a simple electronic circuit.
L	S	R	W								

CLIL Lesson Plan

Unit number	4	Lesson number	3	Title	Clil test
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	150 minutes	Students will understand how much they learned through clil lessons about the experiences done in the laboratory.	Test with open answers to perform completely in english about the topics touched during all previous lessons	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary glossary</p> <p>Communicative structures</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	Clil test given by the teacher	Answer all question by the end of the lesson
L	S	R	W								

CLIL Lesson Plan

Unit number	5	Lesson number	1	Title	What is a capacitor?
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	15 minutes		Introduction at the topic of the lesson. Teacher will activate the knowledge about the topic of the lesson referring to previous classes.	Skills <table border="1" data-bbox="1064 651 1402 692"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> Key vocabulary glossary Communicative structures	L	S	R	W	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work		
L	S	R	W								

2	125 minutes	Students will be able to navigate the internet and found all the info and material they need about a topic. They will understand the topic of the lesson through the analysis of the material researched.	Student must search the internet in order to find all information, characteristics and typical use of a capacitor. They will be asked to prepare some question about the topic that will be given to their classmates which will have to answer. The final correction will be with the whole class which will be guided by the teacher in a discussion about the answers given by the students.	<p>Skills</p> <table border="1" data-bbox="1061 165 1404 209"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary glossary</p> <p>Communicative structures</p>	L	S	R	W	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input checked="" type="checkbox"/> Pair work <input type="checkbox"/> Individual work	<ul style="list-style-type: none"> • U1- Glossary.docx <p>Student will have the PC and internet</p>	Students at home will be asked to prepare a technical presentation in english about the topic of the lesson.
L	S	R	W								

CLIL Lesson Plan

Unit number	5	Lesson number	2	Title	Students english presentation
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	15 minutes		Introduction at the topic of the lesson. Teacher will activate the knowledge about the topic of the lesson referring to previous classes.	Skills <table border="1" data-bbox="1064 651 1402 692"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> Key vocabulary Communicative structures	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"> • U1- Glossary.docx 	
L	S	R	W								

2	135 minutes	To be able to present a topic and to speak using a proper technical vocabulary To be able to follow the guideline given by the teacher.	The students in pair will present their work about capacitor using powerpoint. The students which will not present will be asked to follow the classmates and to analyse their job filling up a table given by the teacher. At the end of all presentation, the teacher will ask the student to vote which one is the best presentation. The winner will have a 0.5 point bonus in the final mark.	<p>Skills</p> <table border="1" data-bbox="1061 169 1404 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary glossary</p> <p>Communicative structures</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	<ul style="list-style-type: none"> • U1- Glossary.docx 	
L	S	R	W								