

CLIL Module Plan

Author(s)	Luciano Iachelini				
School	Rabbi				
School Grade	<input checked="" type="radio"/> Primary		<input type="radio"/> Middle		<input type="radio"/> High
School Year	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input checked="" type="radio"/> 5
Subject	Scienze		Topic	Human Body	
CLIL Language	<input checked="" type="radio"/> English			<input type="radio"/> Deutsch	

Personal and social-cultural preconditions of all people involved	<p>The group of learners is made up of 14 students. They all live in Rabbi. There aren't any learners with migratory background. This is their 5th year of CLIL experience (9 hours a week: science, geography completely taught in English) and the general level of the class is quite high. In fact they are training for an average CEFR Level A2. The learning preconditions in the school class are very good (good learning level and behaviour, willingness to learn, great motivation. (The students are in touch with the private St. Bernard's School of New York, and they regularly exchange letters). This is my 11th year of CLIL experience and I am working with this class since their first year of school.</p>
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Students' prior knowledge, skills, competencies	Subject	Language
	<p>Identify and name the main parts of the human body. Talk about simple functions of the main organs. Carry out experiments and interpret the results. Seek information from texts, videos and mind maps.</p>	<p>Words and phrases relating to the human body. Adjectives, prepositions, superlatives/comparatives, verbs of motion. Formulate simple questions (Wh-questions) and answer. Use of all four language skills.</p>

Timetable fit	<input checked="" type="radio"/> Module	Length 20 hours
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Description of teaching and learning strategies	<p>Task-based learning, Project-based learning, Cooperative learning activities. Brainstorming, Team/Group work. Pair work. Construction of simple models of organs and organ systems. Experiments and supplemental skits and reports that will reinforce and extend concepts students have learned. Use of the interactive whiteboard. Strong emphasis on the four language skills of speaking, listening, reading and writing.</p>
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Overall Module Plan

Unit: 1 Muscular System Unit length: 7 hours	Lesson 1 Muscles
	Lesson 2 Different kinds of muscles.
	Lesson 3 Muscular System
	Lesson 4 Experiments * What do muscles do?
	Lesson 5 Voluntary and involuntary muscles.
	Lesson 6 Making the model
	Lesson 7 Revision Tests.

Unit: 2 Circulatory System Unit length: 7 hours	Lesson 1 Why is it called circulatory system?
	Lesson 2 Mind map
	Lesson 3 Blood vessels
	Lesson 4 Your heart
	Lesson 5 What is blood?
	Lesson 6 Making the model
	Lesson 7 Revision Tests.

Unit: 3 Brain and Nervous System. Unit length: 6 hours	Lesson 1 The brain is my body's control centre.
	Lesson 2 My brain.
	Lesson 3 Interesting facts about your brain.
	Lesson 4 The brain and the nervous system.
	Lesson 5 Revision Tests
	Lesson 6 Funny Text: Billy and Bone Bone.

CLIL Lesson Plan

Unit number	1	Lesson number	1	Title	Muscles
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
1	20 min	Check the children's knowledge about muscles and their functions. Use of pictures to start a simple discussion in English.	T asks SS what they know about the muscular system. Conversation. T writes keywords on the board.	Skills <div> <div>L</div> <div>S</div> <div>R</div> <div>W</div> </div> Key vocabulary muscles, automatically, tendons, contract, relax, move different kinds.	<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_L1_W1pdf.pdf 	Students are actively involved in the conversation and try to answer to all the questions.

				Communicative structures			
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What moves the human body? Where are the muscles? How are muscles attached to the bones? What happens when I want to move? How do muscles work? What controls all the movements? How does food move through the digestive system? What makes the heart beat and pump blood through the circulatory system? Are there different kinds of muscles? Which muscles work automatically?

2	10 min	Description of how the muscular system work.	The students watch a simple movie about the muscular system . They take notes to create a simple mind map. (Video: Learn Human Body, Muscular System.	<div>Skills</div> <div> <div>L</div> <div>S</div> <div>R</div> <div>W</div> </div> <div> Key vocabulary movement, different kind of muscles, smooth, cardiac, skeletal muscles, voluntary, involuntary, power, strength, exercise, proper nutrition. </div> <div> Communicative structures What are the function of the muscular system? Maintain body temperature. How many muscles do we have? You can/cannot control these muscles. Keeping your skeletal muscles healthy. </div>	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work	Video: Learn Human Body, Muscular System. Interactive whiteboard.	T observes the students while taking notes.
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3	20 minutes	General discussion of the main information about the muscular system.	We create a mind map with students using the notes of the previous activity. The students suggest more keywords and give examples of how the muscular system works. Work in pairs.	Skills <div> <div>L</div> <div>S</div> <div>R</div> <div>W</div> </div> Key vocabulary voluntary, involuntary muscles, relax, contract, get shorter/longer, tendons. Communicative structures Muscles work in pairs. Muscles are under the skin. Some muscles work automatically.	<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_L1_W2pdf.pdf 	T checks the keywords for the mind map and asks for further explanation.
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4	10 min	There are lots of things that muscles can do, but they can't do everything. Experiment 1.	T explains that muscles help to do all kinds of things. One thing they do is help people walk and run. (Students walk and run around the classroom) There are lot of things that the muscles can do, but they can't do everything. Materials: armless chair. Procedure. 1. Sit in the chair. Keep the back straight against the back of the chair, feet flat on the floor, arms crossed, try to stand up.	Skills <div> <div>L</div> <div>S</div> <div>R</div> <div>W</div> </div> Key vocabulary walk, run,jump, armless chair, sit, cross, keep, flat. Communicative structures Sit in the chair. Keep your back against the back of the chair. Try to stand up. Can anyone do it?	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work		T notices if SS need further explanation and if they focus on the experiments.
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CLIL Lesson Plan

Unit number	1	Lesson number	2	Title	Different kinds of muscles.
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
1	10 min	Repeat vocabulary related to the movements and the parts of the body involved.	T asks to play a game in which students have to mime different movements according to the instructions.	Skills	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work		T checks if the movements are correct.
				<div>L S R W</div>			
				Key vocabulary walk, jump, skip, crawl, roll, bend, stretch, twirl, hop, Communicative structures We can move in different ways. We can walk..,			

2	15 min	Describe the different kinds of muscles and say whether they are voluntary or involuntary.	Check comprehension by asking about smooth, cardiac and skeletal muscles. / Voluntary and involuntary muscles. Complete the worksheet.	<div data-bbox="994 75 1341 129">Skills</div> <div data-bbox="994 165 1341 210"> <div>L</div> <div>S</div> <div>R</div> <div>W</div> </div> <div data-bbox="994 247 1341 403"> Key vocabulary smooth, cardiac, skeletal, voluntary, involuntary muscles. </div> <div data-bbox="994 440 1341 834"> Communicative structures Where are the muscles? What happens when you want to move? Which muscles work automatically? What are voluntary/involuntary muscles? </div>	<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_W1pdf.pdf 	T checks if the exercise is correct.
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3	15 min	Check comprehension of the information and the work done so far.	Work in pairs. The students look at their mind maps and complete the text.	Skills	<input type="checkbox"/> Whole class <input type="checkbox"/> Group work <input checked="" type="checkbox"/> Pair work <input type="checkbox"/> Individual work		T supports students while completing the text.
				<div>L S R W</div>			
				Key vocabulary Smooth, cardiac, skeletal muscles.			
				Communicative structures Muscles that work on their own are called... You choose to make these muscles move.			

4	20 min	Students are able to understand the main content of the movie. They focus on the sentences and cross while watching.	SS read the sentences on the worksheet U1_L2_W3. T shows the movie (Learn Human Body: Muscular System) for the second time and stops it when necessary. SS cross True or False.	Skills	<input type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work	• U1_L2_W3pdf.pdf Interactive whiteboard. Video:Learn Human Body.- Muscular system.	T checks if SS understand the meaning of the sentences.and controls that everybody is able to cross on time.
				<div>L S R W</div>			
				Key vocabulary Types of muscles: smooth, cardiac, skeletal muscles. Voluntary, involuntary muscles.			
				Communicative structures Muscles provide movement. There are.. You can control/cannot control your...			

CLIL Lesson Plan

Unit number	1	Lesson number	3	Title	Muscular System
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
1	10 min	Deduct from the experiment that muscles and tendons must be flexible in order to do what they do. How to keep muscles healthy and increase flexibility.	Experiment 2 Stretch it out. SS sit on the floor with legs straight out in front of them. Hands on thighs, keeping arms straight. Bend at the waist, slide hands along legs toward feet. Try to reach your feet.	Skills <div> <div>L</div> <div>S</div> <div>R</div> <div>W</div> </div> Key vocabulary sit, straight, place, thighs, exhale, bend, waist, slide, stretch. Communicative structures Can you reach your feet? Sit on the floor.. Place your hands.. Bend at the waist.. Slide your hands along.. Stretch as far as you can..	<input type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work		T checks the right position of SS as they try this activity.

2	20 min	Check comprehension of the information and the work related to the muscular system.	SS talk about the functions of the muscles, about different types of muscles. T reads some interesting facts about muscles. (CROSS-CURRICULAR RESOURCES - OXFORD - B-4 WORKSHEET.	<div data-bbox="1055 75 1404 150"> Skills </div> <div data-bbox="1055 150 1404 212"> <div>L</div> <div>S</div> <div>R</div> <div>W</div> </div> <div data-bbox="1055 212 1404 341"> Key vocabulary Types of muscles. </div> <div data-bbox="1055 341 1404 635"> Communicative structures Where are the muscles? How are they attached to the bones? How do muscles work? </div>	<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_W1.pdf 	T checks that every student can say something about the topic.
3	30 min	Read and understand a simple text about the muscular system.	Reading activity. Work in pairs. SS read the text and complete the missing words then choose the correct option.	<div data-bbox="1055 675 1404 750"> Skills </div> <div data-bbox="1055 750 1404 812"> <div>L</div> <div>S</div> <div>R</div> <div>W</div> </div> <div data-bbox="1055 812 1404 941"> Key vocabulary Revision of vocabulary. </div> <div data-bbox="1055 941 1404 1212"> Communicative structures What do muscles do? Different types of muscles. Do I have lots of muscles? </div>	<input type="checkbox"/> Whole class <input type="checkbox"/> Group work <input checked="" type="checkbox"/> Pair work <input type="checkbox"/> Individual work		T makes sure that SS understand the main information and gives explanations when necessary.

CLIL Lesson Plan

Unit number	1	Lesson number	4	Title	Experiments * What do muscles do?
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
1	20 min	Students will be aware of the fact that muscles do not act alone to make them move. Students will find it interesting to examine the inside of their wrist so that they can see and feel the tendons on one side, and to	T takes to school a chicken foot and SS can experiment that muscles are attached to bones by tendons. S examine the inside of their left wrist so that they can see and feel the cord-like tendons. T cuts away the skin around the end of the chicken foot to expose the tendons. Holding the chicken foot in one hand (wearing rubber gloves) and using the pliers in the other hand, T grasps one of the tendons. T slowly pulls the tendon. What happens? T grasps another tendon and pulls it. What happens this time?	Skills <div> <div>L</div> <div>S</div> <div>R</div> <div>W</div> </div> Key vocabulary attached, tendons, pliers, rubber gloves, wrist, hold, grasp, pull.	<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_W1pdf.pdf 20180208_103505 (1).jpg Chicken foot, rubber gloves, pliers.	T shows the experiment and checks that all SS can try this activity.

		and to grasp and pull the tendons of the chicken foot. It is the purpose of this unit to understand that muscles are attached to bones by means of tendons.				
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2	20 minutes	The students are able to understand a simple movie about the muscular system. They are also able to read, understand and fill in the text.	First the students read the text and the words that they will use to complete it. T shows a simple movie about the muscular system (THE MUSCULAR SYSTEM - HUMAN BODY VIDEO FOR KIDS. www.makemegenius.com) T shows the movie again and SS fill in the text with the missing words.	Skills <div> <div>L</div> <div>S</div> <div>R</div> <div>W</div> </div> Key vocabulary contract, relax, elastic, internal organs, exercise, balanced diet.	<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_L4_W2pdf.pdf The Muscular System- Human Body Video for Kids. Interactive whiteboard.	T checks that SS understand the text and identify the missing words. He also cares to stop the video when necessary.
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3	20 minutes	SS are aware of the different kinds of muscles and their functions. In small groups they focus on and discuss together the functions of the muscular system.	The students working in teams of four or five discuss the following: What do muscles do? - Different types of muscles. - Do I have lots of muscles? One student in each team takes notes. This activity continues in the next lesson.	<div data-bbox="994 134 1339 165">Skills</div> <div data-bbox="994 205 1339 248"> <div>L</div> <div>S</div> <div>R</div> <div>W</div> </div> <div data-bbox="994 288 1339 440"> Key vocabulary Passive and active language. Students language. </div> <div data-bbox="994 480 1339 711"> Communicative structures What do muscles do? Different types of muscles. Do I have lots of muscles? </div>	<input type="checkbox"/> Whole class <input checked="" type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work		T checks that everybody is involved in the discussion and focus on the English language used by the students.
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CLIL Lesson Plan

Unit number	1	Lesson number	5	Title	Voluntary and involuntary muscles.
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
1	10 minutes	Understand that muscles can get tired.	Experiment 4. T asks to sit in the chair, hold a tennis ball in the palm, close the hand and squeeze hard, repeat the action many times in 30 seconds. Rest for 30 seconds, then repeat the exercise four more times.	Skills	<input type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work	Tennis balls.	T shows the experiment and checks that SS have understood the task.
				<div>L S R W</div>			
				Key vocabulary Teacher language + sit, hold, squeeze, open, rest.			
				Communicative structures Teacher language: Try this activity. Get tired. What happens?			

2	20 minutes	It is the purpose of this unit to give basic information about the muscular system. This activity continues from the previous lesson. The students are able to report verbally on the task they have been working on.	The students discuss with their partners the functions of the muscular system. They finally report to the class.	<div><div><div>Skills</div><div><div>L</div><div>S</div><div>R</div><div>W</div></div><div>Key vocabulary</div><div>Passive and active language. (muscular system)</div><div>Communicative structures</div><div>Muscles make you.../ are made of../ work in.. With muscles you can../ they can be../ Muscles move../ are..</div></div></div> <div><div><input type="checkbox"/> Whole class</div><div><input checked="" type="checkbox"/> Group work</div><div><input type="checkbox"/> Pair work</div><div><input type="checkbox"/> Individual work</div></div>	T checks that every student takes part in the discussion and has the chance to report in English using simple sentences.
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3	30 minutes	Be able to work in a team and write a short text containing the basic information required.	T writes on the blackboard the three titles: " What do muscles do?" "Different types of muscles." "Do I have lots of muscles." A student in each group writes while the others help him reading the notes or suggesting new sentences. Working together they now try to order the sentences they have written to create a simple and clear text.	<div>Skills</div> <div><div>L</div><div>S</div><div>R</div><div>W</div></div> <div>Key vocabulary Students language about the muscular system.</div> <div>Communicative structures Students structures about the muscular system</div>	<div><input type="checkbox"/> Whole class</div> <div><input checked="" type="checkbox"/> Group work</div> <div><input type="checkbox"/> Pair work</div> <div><input type="checkbox"/> Individual work</div>	<div>• U1_L5_W1.pdf</div> <div>Text written by the children of the 5th class of Rabbi.</div>	T controls the groups work and checks that all students are involved in this activity. (Speaking, writing, suggesting, reading..)
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CLIL Lesson Plan

Unit number	1	Lesson number	6	Title	Making the model
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
1	30 minutes	The purpose of this activity is to brainstorm the way students use their muscles every day and to group these activities into voluntary and involuntary movements of the muscles..	The students read their written text and report verbally on the functions of the muscular system and answer the related questions asked by the teacher.	Skills <div> <div>L</div> <div>S</div> <div>R</div> <div>W</div> </div> Key vocabulary Revision of vocabulary used in the previous lessons.	<input type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work		T controls that everyone is involved in the discussion and encourages SS to report verbally.
				Communicative structures Teacher language: What happens if...? Can you indentify...? Could you tell me..? How do muscles work? What's the difference between..?			

2	30 minutes	Students will learn that muscles relax and contract. They will find out how muscles move bones at joints and they will understand the difference between voluntary and involuntary muscles.	T reproduce page 127 and 128 from the book. THE BODY BOOK by Donald M.Silver and Patricia J. Wynne - SCHOLASTIC. SS cut out the pieces and assemble them. T explains that the folded piece represents a contracted muscle and invites SS to pull the accordion open by the tabs to create a relaxed muscle. SS place their model flat on their desk in a straight line. Then they extend their arm out. Finally they bend their arms at the elbow and bend their model at the same joints. T asks SS what happens.. T invites SS to colour the model and stresses that the regular exercise helps keep muscles strong and healthy.	<div data-bbox="1055 92 1404 129">Skills</div> <div data-bbox="1055 165 1404 209"> <div>L</div> <div>S</div> <div>R</div> <div>W</div> </div> <div data-bbox="1055 245 1404 459"> Key vocabulary relax , contract, joints, cut out, fold, glue, dot to dot, match, punch a hole, tape, brads. </div> <div data-bbox="1055 480 1404 719"> Communicative structures Muscles are controlled by nerves. What happens when a muscle contracts/relaxes? </div>	<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_L6_W1.pdf • U1_L6_W2.pdf 	T checks that all the SS have understood the task and that they are making the model properly.
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CLIL Lesson Plan

Unit number	1	Lesson number	7	Title	Revision Tests.
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	10 minutes	Identify movements and parts of the body involved.	Students are divided into groups. T asks each group to demonstrate exercises while the other students try to figure out which muscles (arm, leg, chest...) are being exercised.	Skills	<input type="checkbox"/> Whole class <input checked="" type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work		T checks that every student is involved in the game.				
				<table><tr><td>L</td><td>S</td><td>R</td><td>W</td></tr></table>				L	S	R	W
				L				S	R	W	
Key vocabulary walk, jump, write, wave, skip, crawl, paint,eat, roll, bend,...											
				Communicative structures My hands can... My legs can...							

2	20 minutes	The students focus on the vocabulary used during this unit and, working in pairs, are able to ask related questions about the muscular system.	The students work in pairs and write down a few questions about the muscular system. They ask these questions and the students of other groups must answer.	<div data-bbox="1055 75 1402 129"> Skills </div> <div data-bbox="1055 164 1402 212"> <div>L</div> <div>S</div> <div>R</div> <div>W</div> </div> <div data-bbox="1055 244 1402 419"> Key vocabulary muscular system revision of language Students language. </div> <div data-bbox="1055 435 1402 865"> Communicative structures Where is the largest muscle? How many muscles have you got? How do muscles work? What are voluntary muscles?.... Students structures. </div>	<input type="checkbox"/> Whole class <input type="checkbox"/> Group work <input checked="" type="checkbox"/> Pair work <input type="checkbox"/> Individual work		T helps SS that have difficulties and controls that every single student can ask a question and answer.
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3	30 minutes	It is the purpose of this activity to be able to read, understand, fill in the blank and choose the right option(s) for the final revision Test.	T hands out the two worksheets of the revision test. SS read, fill in the missing words, and choose the right option(s).	<div data-bbox="1059 92 1400 129">Skills</div> <div data-bbox="1059 165 1400 209"> <div>L</div> <div>S</div> <div>R</div> <div>W</div> </div> <div data-bbox="1059 245 1400 459"> Key vocabulary Revision of vocabulary related to the muscular system. Student language. </div> <div data-bbox="1059 480 1400 762"> Communicative structures Revision of communicative structures related to the muscular system. Student language. </div>	<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_L7_W1.pdf • U1_L7_W2.pdf 	T only controls that SS have understood the task and that they are working on their own.
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CLIL Lesson Plan

Unit number	2	Lesson number	1	Title	Why is it called circulatory system?
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
1	20 minutes	T checks the students knowledge about the circulatory system and its functions.	T asks many questions about the circulatory system and writes the answers of the students on the board. T helps the students to find important keywords to create a simple mind map. The students take notes.	Skills	<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"> U2_L1_W1_W2.pdf 	T makes sure that all students are involved in the conversation.
				<div>L</div> <div>S</div> <div>R</div> <div>W</div>			
				Key vocabulary heart, blood, blood vessels, size, job, deliver, carry away,... Communicative structures Why is it called..?What are the main components..? What's at the centre of the system? What circulates, carries, pumps...?			

2	20 minutes	The students identify the parts of the circulatory system in a simple mind map.	T writes "Circulatory System" on the board. The students write down in pairs a simple mind map on the exercise book.	<div data-bbox="992 92 1341 129">Skills</div> <div data-bbox="992 164 1341 209"> <div>L</div> <div>S</div> <div>R</div> <div>W</div> </div> <div data-bbox="992 244 1341 411"> Key vocabulary Heart, blood, circulate, centre, blood vessels. Students language. </div> <div data-bbox="992 435 1341 563"> Communicative structures Teacher language. </div>	<input type="checkbox"/> Whole class <input type="checkbox"/> Group work <input checked="" type="checkbox"/> Pair work <input type="checkbox"/> Individual work		T checks that everybody has understood the task.
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3	20 minutes	SS are able to measure their heart by taking their pulse and to listen to the sound of their heartbeat by making a stethoscope and using it to learn more about their heart.	T asks SS to locate the pulse and to count the beat. T and SS make a stethoscope using a funnel and some rubber tubing. SS find the right place to hear the beat of their heart and to count the number of times the heart beats in 1 minute. They then describe the sound they hear. SS try this activity on other students and after running in place for 2 minutes to find out that the heart will beat faster and harder after exercise than it did while resting.	<div data-bbox="994 92 1341 129">Skills</div> <div data-bbox="994 165 1341 209"> <div>L</div> <div>S</div> <div>R</div> <div>W</div> </div> <div data-bbox="994 245 1341 400"> Key vocabulary pulse, beat, hold, place, count, funnel, rubber tubing, stethoscope. </div> <div data-bbox="994 437 1341 751"> Communicative structures Do you feel your pulse? Move the funnel... Describe the sound you hear.. Run in place...? What happens now? (Teacher language) </div>	<div data-bbox="1368 92 1550 376"> <input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work </div>	<div data-bbox="1576 92 1924 188"> • U2_L1_W1_W2.pdf funnel, rubber tubing. </div>	T helps SS to make the stethoscope and observes them while hearing and counting their beat.
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CLIL Lesson Plan

Unit number	2	Lesson number	2	Title	Mind map
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
1	20 minutes	Students are able to identify the parts of the circulatory system and to read and understand a simple text about it.	T asks students to brainstorm what they think the parts of the body are that pump and carry blood. T writes on the board the words that the students find. SS read now in pairs the text W1 "CROSS-CURRICULAR RESOURCES /OXFORD B-5"	Skills <div> <div>L</div> <div>S</div> <div>R</div> <div>W</div> </div> Key vocabulary pump, blood, arteries, veins, take away/back, bright red, purplish red, full of/no oxygen.	<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"> U2_L2_W1.pdf 	T observes SS while working in pairs.
				Communicative structures Blood moves oxygen and nutrients around... The heart is a muscle. It pumps blood around the body. Arteries take the blood away from... Veins take the blood back to...			

2	20 minutes	The students are able to understand the text that the teacher reads and to write down the parts that make up the circulatory system.	The students focus on the text that the teacher reads so that they can add further information to their mind map.	Skills <div> <div>L</div> <div>S</div> <div>R</div> <div>W</div> </div> Key vocabulary cardiovascular, components, nutrients, oxygen, carbon dioxide, capillaries. Communicative structures It delivers... The main components are... At the centre is... Blood carries away/ back... Capillaries connect...	<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"> • U2_L2_W2.pdf 	T checks that SS have understood the task.
3	20 minutes	The students are able to identify the parts of the circulatory system on a mind map and then to report to the teacher.	The students work in pairs and complete the mind map. The teacher listens to them report verbally on what they have written.	Skills <div> <div>L</div> <div>S</div> <div>R</div> <div>W</div> </div> Key vocabulary Students language: Circulatory system. Communicative structures Student language: Circulatory System.	<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"> • U2_L2_W3.pdf 	T checks that everyone is involved in the written work and in the conversation.

CLIL Lesson Plan

Unit number	2	Lesson number	3	Title	Blood vessels
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	20 minutes	The students focus on the parts of the circulatory system and describe them. They are aware of how the heart works, and are able to trace the path of blood around the body and to identify and write down the missing words.	The students read in pairs the text W1 and the teacher explains new vocabulary and new structures if necessary. The students complete the sentences in pairs.	Skills	<input type="checkbox"/> Whole class <input type="checkbox"/> Group work <input checked="" type="checkbox"/> Pair work <input type="checkbox"/> Individual work	• U2_L3_W1.pdf	T observes the work of the groups and helps with new vocabulary and structures.				
				<table><tr><td>L</td><td>S</td><td>R</td><td>W</td></tr></table>				L	S	R	W
				L				S	R	W	
Key vocabulary heart, blood, blood vessels, aorta, vena cava, oxygen, carbon dioxide, fist.											
				Communicative structures At the centre of... Your heart is shaped like.. The blood carries... It helps get rid of...							

2	20 minutes	See activity one.	T reproduces the photocopy W2 (THE BODY BOOK BY DONALD M. SILVER AND PATRICIA J. WYNNE / SHOLASTIC page 113) for each students. T asks to start on the word BLUE and follow the arrow, coloring everything blue. When they reach an X they are to change to RED. T explains the work of the heart, the kinds of blood vessels and their job.	<div>Skills</div> <div> <div>L</div> <div>S</div> <div>R</div> <div>W</div> </div> <div>Key vocabulary arteries, veins, capillaries, carry blood away/ back.., connect.</div> <div>Communicative structures The heart pumps blood through... There are three kinds of... Areries carry blood away from... Veins carry blood back to... Capillaries connect...</div>	<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"> • U2_L3_W2.pdf 	T notices if any of the SS needs further explanation.
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3	20 minutes	See activity one.	SS read the text W3 and focus on the missing words at the bottom of the page. Then they watch a simple movie (LEARN HUMAN BODY - CARDIOVASCULAR SYSTEM). The second time SS complete the text with the missing words. T stops the movie when necessary.	<div data-bbox="1055 92 1402 129"> Skills </div> <div data-bbox="1055 165 1402 209"> <div>L</div> <div>S</div> <div>R</div> <div>W</div> </div> <div data-bbox="1055 245 1402 459"> Key vocabulary heart, blood, blood vessels muscle, size, fist, chest, ribs, roads, deliver, protect. </div> <div data-bbox="1055 480 1402 715"> Communicative structures The heart pumps... The blood vessels deliver..It's located... The ribs protect.. </div>	<div data-bbox="1429 92 1612 379"> <input type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work </div>	<div data-bbox="1639 92 1926 387"> <ul style="list-style-type: none"> • U2_L3_W3.pdf Interactive whiteboard. Video: Learn Human Body.- Cardiovascular System </div>	T stops the movie and explains the meaning of new vocabulary.
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CLIL Lesson Plan

Unit number	2	Lesson number	4	Title	Your heart
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
1	15 minutes	The students are able to summarize what they have learned about blood vessels. Working with a peer they are able to locate and give function of the heart and blood vessels and to suggest ways to take care of the heart.	T asks students to summarize how blood carries oxygen and nutrients to cells and carries away carbon dioxide and waste, and the path of blood around the body.	Skills <div>L S R W</div> Key vocabulary Revision of vocabulary. Communicative structures Revision of structures.	<input type="checkbox"/> Whole class <input type="checkbox"/> Group work <input checked="" type="checkbox"/> Pair work <input type="checkbox"/> Individual work		T checks that all the students are involved in the discussion.

2	15 minutes	See activity one.	T names the parts of the heart and shows their functions. SS colour W1 (THE HEART - EDUCATION.COM) following the instructions.	<div data-bbox="1055 75 1402 129"> Skills </div> <div data-bbox="1055 129 1402 212"> <div>L</div> <div>S</div> <div>R</div> <div>W</div> </div> <div data-bbox="1055 212 1402 379"> Key vocabulary arteries, veins, atrium, heart muscle, fat. </div> <div data-bbox="1055 379 1402 691"> Communicative structures The heart is divided into two... The right/left side receives blood from... The heart is made up of four... </div>	<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"> • U2_L4_W1.pdf 	T observes the work and helps when necessary.
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3	30 minutes	See activity one.	T reads the text (W2) about the heart where some words are missing. SS work in pairs and try to guess the right words. SS read the text and cross: right, wrong, doesn't say.	<div data-bbox="1055 92 1404 129">Skills</div> <div data-bbox="1055 165 1404 209"> <div>L</div> <div>S</div> <div>R</div> <div>W</div> </div> <div data-bbox="1055 245 1404 459"> Key vocabulary parts of the heart, right/left side, chambres, left/right atrium/ventricle, valves. </div> <div data-bbox="1055 480 1404 799"> Communicative structures receives blood from... control the blood flow.The blood entering/exiting the heart is...To take good care of... keep strong. </div>	<div data-bbox="1431 92 1603 379"> <input type="checkbox"/> Whole class <input type="checkbox"/> Group work <input checked="" type="checkbox"/> Pair work <input type="checkbox"/> Individual work </div>	<div data-bbox="1697 92 1926 129">• U2_L4_W3.pdf</div>	T goes through the pair work and makes sure that all the groups are able to complete it.
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CLIL Lesson Plan

Unit number	2	Lesson number	5	Title	What is blood?
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
1	20 minutes	It is the purpose of this unit to review all about the heart and blood vessels and to give basic information about blood and the different components blood is made up of. SS group them in a mind map and complete in pairs the text (part two) after watching the video about the cardiovascular system.	With the help of W1 the teacher focus on blood, its components and the different function each component of the blood has.	Skills <div> <div>L</div> <div>S</div> <div>R</div> <div>W</div> </div> Key vocabulary plasma, red blood cells, white blood cells, platelets, bone marrow.	<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"> • U2_L5_W1.pdf • U2_L5_W2.pdf 	T makes sure that all ss understand the new vocabulary and are involved in the discussion.
				Communicative structures What is blood? ..It is made up of..			

2	15 minutes	See activity one.	SS read the text (W2) WHAT IS BLOOD? in pairs and complete the mind map.(W3)	Skills	<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"> • U2_L5_W3.pdf 	T checks that everyone complete the task.
				<div>L</div> <div>S</div> <div>R</div> <div>W</div>			
				Key vocabulary See activity one.			
				Communicative structures See activity one.			
3	25 minutes	See activity one.	SS read in pairs the text (W4) and focus on the meaning of the words they have to use to complete it. T shows the video: LEARN HUMAN BODY-CARDIOVASCULAR SYSTEM) and SS fill in the text. T stops when necessary. SS report to the class about their work.	Skills	<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"> • U2_L5_W4.pdf Interactive whiteboard. Video:Learn Human Body - Cardiovascular System.	T helps understand the new vocabulary and checks that all the groups complete their work.
				<div>L</div> <div>S</div> <div>R</div> <div>W</div>			
				Key vocabulary chambers, valves, left/right half, lungs, right/left Atrium-Ventricle, sound.			
				Communicative structures It is divided into... It depends on four... The right/left side of the heart.. You need to take care of...			

CLIL Lesson Plan

Unit number	2	Lesson number	6	Title	Making the model
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	25 minutes	SS report on blood and its components. SS try an experiment to learn more about the body's blood vessels. SS focus on the heart in the illustrations (W1-2-3-4) and make the model. They should be able to show the way the blood flows and to identify the vessels, the heart chamber and the value of valves.	T asks students about blood, plasma, red blood/white blood cells and platelets. T explains the experiment to learn more about blood vessels. Using a light, a mirror and magnifying lens, SS in pairs look at the underside of their tongue and below their eye to observe and identify lines of different sizes (thick and thin lines).	Skills	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	Light, mirror, magnifying lens.	T checks that all SS do the experiment and helps if necessary.				
				<table><tr><td>L</td><td>S</td><td>R</td><td>W</td></tr></table>				L	S	R	W
				L				S	R	W	
Key vocabulary light, mirror, magnifying lens, look, pull down, under your tongue, below your eye, veins, arteries, capillaries.											
				Communicative structures Look in the mirror. What do you observe?. Get a better look.							

2	35 minutes	See activity one.	T reproduces a set of pages 114, 115, 116, (THE BODY BOOK - BY DONALD M. SILVER AND PATRICIA J. WYNNE - SCHOLASTIC). SS cut out and glue the parts together. SS open their model and colour each area as T directs and explains its function. (It shows the way the blood flows into the right/left side of the heart and is pumped out at the same time). Then SS colour the outside of the model. T reinforces the path of the blood by reproducing page 117 of the same book.	<div>Skills</div> <div><div>L</div><div>S</div><div>R</div><div>W</div></div> <div>Key vocabulary</div> <div>inside/otside of the heart. aorta, upper/lower vena cava, cut, tape, glue,place, fold.</div> <div>Communicative structures</div> <div>Oxygen-poor/rich blood.. The blood flows into... The blood flows through... It gets rid of...</div>	<div><input type="checkbox"/> Whole class</div> <div><input type="checkbox"/> Group work</div> <div><input type="checkbox"/> Pair work</div> <div><input checked="" type="checkbox"/> Individual work</div>	<div><div>• U2_L6_W1.pdf</div><div>• U2_L6_W2.pdf</div><div>• U2_L6_W3.pdf</div><div>• U2_L6_W4.pdf</div></div>	T makes sure that SS understand how the heart works and the parts that are involved. He checks that everybody is able to make the model.
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CLIL Lesson Plan

Unit number	2	Lesson number	7	Title	Revision Tests.
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
1	30 minutes	SS are able to review the vocabulary and structures, to make a list of questions, to report verbally on the function of the Circulatory System.	SS work in pairs to review the vocabulary and to make a list of questions about heart, blood, blood vessels they would like to know from other students. Each student asks one question to a student of another group. T writes down on the board the key words that are used to create a final mind map. SS report verbally on how the heart works and on what blood is made up of.	Skills <div> <div>L</div> <div>S</div> <div>R</div> <div>W</div> </div> Key vocabulary Revision of vocabular related to the circulatory system (Students language)	<input type="checkbox"/> Whole class <input type="checkbox"/> Group work <input checked="" type="checkbox"/> Pair work <input type="checkbox"/> Individual work		T just listens to SS talking and makes sure that everybody is involved in the conversation. T writes key words on the board.
				Communicative structures Revision of communicative structures related to the circulatory system (Students language)			

2	30 minutes	SS are able to fill in the blanks and to choose the right option (True or False) for the final revision test.	T hands out the two worksheets of the revision test (W1- W2) . SS read, fill in the missing words, cross True or False.	<div data-bbox="1048 75 1406 151"> Skills </div> <div data-bbox="1057 165 1397 210"> <div>L</div> <div>S</div> <div>R</div> <div>W</div> </div> <div data-bbox="1048 225 1406 339"> Key vocabulary Revision of vocabulary. </div> <div data-bbox="1048 339 1406 571"> Communicative structures Revision of communicative structures. </div>	<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"> • U2_L7_W1.pdf • U2_L7_W2.pdf 	T only checks that SS have understood the task and that they are working on their own.
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CLIL Lesson Plan

Unit number	3	Lesson number	1	Title	The brain is my body's control centre.
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
1	20 minutes	SS do an experiment to see how the words have a strong influence over the colour and how the brain gets confused when they try to see the colour of a word that is spelling out a different colour.	SS write down a list of names of colours. Each colour's name is written with a different coloured pen, but not the colour that matches the name.They read the words on the list out loud as fast as they can.. They read the list again, only this time they say the colour that the word is written in. (STROOP EFFECT) SS are aware of the difficulty because it takes longer to say the colour that the word is written in. (W3)	Skills <div> <div>L</div> <div>S</div> <div>R</div> <div>W</div> </div> Key vocabulary coloured felt-tip pens, list of names of colours.	<input type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work	• U3_L1_W3.pdf	T checks that the words are written properly and that all SS can read them out.

2	20 minutes	It is the purpose of this activity to give basic information about the brain and the nervous system. SS identify the main parts of the brain and nervous system in a mind map.	T asks SS what they think the main control center of their body is and why. T asks then to brainstorm what their nervous system controls and lists their responses on the board.	<div>Skills</div> <div> <div>L</div> <div>S</div> <div>R</div> <div>W</div> </div> <div> Key vocabulary control center, collect, sort out, think, remember, create, compare, solve problems, nerves, look after, protected by... </div> <div> Communicative structures What is the control center of...? Where does your brain get...? What collects all the information? What is your brain protected by? What should you do to look after...? </div>	<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"> • U3_L1_W1.pdf 	T helps SS understand the new vocabulary and checks that all SS are involved in the discussion.
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3	20 minutes	See activity two.	SS work in pairs to create a simple mind map about the brain and the nervous system.	<div data-bbox="1055 75 1404 129"> Skills </div> <div data-bbox="1055 164 1404 212"> <div>L</div> <div>S</div> <div>R</div> <div>W</div> </div> <div data-bbox="1055 244 1404 499"> Key vocabulary action, movement, senses, thought, speech, breathe, balance, memory (Students language) </div> <div data-bbox="1055 515 1404 850"> Communicative structures The brain is the control center... It sends messages...It never sleeps... It always works.. It's protected by... Three main parts... </div>	<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"> • U3_L1_W2.pdf 	T checks the group's work and helps with the spelling of new words.
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CLIL Lesson Plan

Unit number	3	Lesson number	2	Title	My brain.
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
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1	10 minutes	<p>SS revise new vocabulary introduced by the teacher by playing a game, watching a video and describing the parts of the Nervous System and the brain. SS read the text and discuss the function of the brain. In pairs they write down the answers.</p>	<p>SS play a game where they have to mime words linked to the different parts of the brain: breathe (breathe deeply); balance (stand on one foot with arms out); sight (touch eyes), hearing (touch ears); touch (clap hands); action (turn around); speech (repeat a word); memory (point to a temple); thought (point to the forehead).</p>	<div> <div>Skills</div> <div> <div>L</div> <div>S</div> <div>R</div> <div>W</div> </div> <div> Key vocabulary breathe, balance, sight, hearing, touch, action, speech, memory thought. </div> <div> Communicative structures Breathe deeply. Stand on one foot. Touch eyes/ears. Clap hands. Turn around. Repeat a word. Point to... </div> </div>	<div> <input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work </div>		<p>T observes SS while playing the game.</p>
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2	20 minutes	See activity one.	T shows a video "THE NERVOUS SYSTEM - ANIMATION - VIDEO FOR KIDS. from www.makemegenios.com. A conversation follows to discuss the function of the nervous system.	<div>Skills</div> <div><div>L</div><div>S</div><div>R</div><div>W</div></div> <div>Key vocabulary brain, spinal cord, nerves, central/peripheral nervous system.</div> <div>Communicative structures What's the function of...? What are the parts of...? What does each part control...?</div>	<div><input checked="" type="checkbox"/> Whole class</div> <div><input type="checkbox"/> Group work</div> <div><input type="checkbox"/> Pair work</div> <div><input type="checkbox"/> Individual work</div>	Interactive whiteboard. Video: The Nervous System - Animation - Video for kids.	T stops the video if students have questions to ask and encourages them to speak in L2.
3	30 minutes	See activity one.	SS read in pairs the text " MY BRAIN" (W1) and write down the answers on the exercise-book.	<div>Skills</div> <div><div>L</div><div>S</div><div>R</div><div>W</div></div> <div>Key vocabulary powerful, travel, collect, cerebellum,cerebrum, brain stem.</div> <div>Communicative structures They travel all over the... It controls... It enables you to...</div>	<div><input type="checkbox"/> Whole class</div> <div><input type="checkbox"/> Group work</div> <div><input checked="" type="checkbox"/> Pair work</div> <div><input type="checkbox"/> Individual work</div>	<div><div>• U3_L2_W1.pdf</div><div>• U3_L2_W1_W2.pdf</div></div>	T checks the work and helps if necessary.

CLIL Lesson Plan

Unit number	3	Lesson number	3	Title	Interesting facts about your brain.
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	20 minutes	T and SS do an experiment in order to reinforce the idea that wearing helmets to protect the brain while biking, skating, etc. is a good idea.	T takes two eggs and pretends that the egg shell is a skull and the inside of the egg is a brain. T spreads some newspapers on the ground, drops one of the eggs. It should break because it was not wearing a "helmet". T makes a helmet for the second egg using paper or styrofoam. T drops the egg wearing the helmet. SS notice that it remained unbroken. T asks SS how they would make the best helmet.	Skills	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	Eggs, paper, styrofoam.	T performs the experiment first then he observe students while dropping the egg with a "helmet".				
				<table><tr><td>L</td><td>S</td><td>R</td><td>W</td></tr></table>				L	S	R	W
				L				S	R	W	
Key vocabulary helmet, skateboard, rollerblade, biking, shell, paper, styrofoam, drop. Communicative structures What is going to happen? What happens if? How would you make the best helmet?											

2	20 minutes	It is the purpose of this activity to discuss with the partner the interesting facts about the brain, how to look after the brain, and to report to the class in L2.	SS read in pairs W1 and W2 that contain some interesting facts about the brain. T finds on the interactive whiteboard other interesting facts. SS make a list of their favourites and report to the class. SS suggest ways to look after the brain.	<div data-bbox="1055 92 1404 129">Skills</div> <div data-bbox="1055 165 1404 209"> <div>L</div> <div>S</div> <div>R</div> <div>W</div> </div> <div data-bbox="1055 245 1404 416"> Key vocabulary left/right part, texture, plenty * Students language. </div> <div data-bbox="1055 437 1404 671"> Communicative structures It is good at... It is linked to... How big is...? Students language. </div>	<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"> • U3_L3_W1.pdf • U3_L3_W2.pdf 	T helps SS to express themselves in L2.
3	20 minutes	SS are able to complete sentences and to review the new terms by matching the separated parts of sentences and colour them. (W3)	T hands out the W3 where there are two columns of not completed sentences. Using different colours SS paint the two parts that make one sentence with the same colour.	<div data-bbox="1055 753 1404 790">Skills</div> <div data-bbox="1055 826 1404 869"> <div>L</div> <div>S</div> <div>R</div> <div>W</div> </div> <div data-bbox="1055 906 1404 991"> Key vocabulary Revision of vocabulary. </div> <div data-bbox="1055 1011 1404 1214"> Communicative structures Revision of communicative structures. </div>	<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"> • U3_L3_W3.pdf 	T checks that everyone has understood the task.

CLIL Lesson Plan

Unit number	3	Lesson number	4	Title	The brain and the nervous system.
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
1	10 minutes	SS design an experiment to see how to make a safe protection (helmet) for the brain (egg). In order to give the students sufficient time, the experiments will be completed during the next lesson.	SS take to school their invention (helmets) they have made at home to protect the egg. SS drop the egg to see if their invention is really effective.	Skills <div> <div>L</div> <div>S</div> <div>R</div> <div>W</div> </div> Key vocabulary egg, styrofoam, paper, card, balloons. Student vocabulary. Communicative structures I drop the egg. Students structures.	<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"> IMG_20180622_164911.jpg Picture of the inventions. Paper, card, balloons, styrofoam, etc..	T observes SS while performing their experiment.

2	15 minutes	SS make a mind map while T reads more information about the brain and the nervous system.	T reads more information about the brain and the nervous system (W1) while SS take notes to create a mind map.	Skills	<input type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work	• U3_L4_W1.pdf	T helps SS understand new vocabulary.
				<div>L S R W</div>			
				Key vocabulary deal with, travel from..to.., divided into.. (Teacher language)			
				Communicative structures It controls your... It is dealing with... It is telling your body... (Teacher language)			

3	35 minutes	SS write down a short story on the brain and the nervous system to report to the class.	SS work in teams of three or four. They use their notes to write a text. T writes on the board the four titles. SS choose the one they want to report on.	Skills	<input type="checkbox"/> Whole class <input checked="" type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	• U3_L4_W2.pdf	T checks that all SS are involved in the group work.
				<div>L S R W</div>			
				Key vocabulary Students vocabulary.			
				Communicative structures Students structures.			

CLIL Lesson Plan

Unit number	3	Lesson number	5	Title	Revision Tests
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
1	10 minutes	SS design an experiment. Part two. See lesson 4 Activity one.	See lesson 4 Activity one.	Skills	<div><input type="checkbox"/> Whole class</div> <div><input type="checkbox"/> Group work</div> <div><input type="checkbox"/> Pair work</div> <div><input checked="" type="checkbox"/> Individual work</div>	Paper, card,, balloons, styrofoam, etc...	See lesson 4 activity 1.
				<div><div>L</div><div>S</div><div>R</div><div>W</div></div>			
				Key vocabulary			
				Communicative structures			
				See lesson 4 activity 1.			

2	20 minutes	SS activate what they did in the previous lesson by reporing verbally to the class about the content of the text they have written.	T asks SS to discuss or read out their text. All students are involved in this activity. SS of other groups can ask questions or add further information.	Skills	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	• U3_L4_W2.pdf	T encourages the SS to use specific new words they have learned.
				<div>L S R W</div>			
				Key vocabulary Stusents vocabulary (revision).			
				Communicative structures Students structures (revision).			

3	30 minutes	SS work individually to review the new terms used in this unit and to complete the final test.	T gives out the two worksheets (W1-W2) of the final test. SS read, cross True or False and fill in the missing words.	Skills	<input type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work	• U3_L5_W1_W2.pdf	T checks that everybody works on his own.
				<div>L S R W</div>			
				Key vocabulary Revision.			
				Communicative structures Revision.			

CLIL Lesson Plan

Unit number	3	Lesson number	6	Title	Funny Text: Billy and Bone Bone.
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	20 minutes	Identify the parts of the brain in a model, review what the different parts control and understand that the spinal cord relays messages to and from the brain.	T reproduces p. 83, 84, 85, 86 from THE BODY BOOK BY DONALD M.SILVER AND PATRICIA J.WYNNE - SCHOLASTIC. and asks SS to cut out the cards that are labeled OUTSIDE and INSIDE the brain. SS then place the appropriate card over the outside or the inside of the brain cards. SS place the three parts of the brain over the outside to find out where that part is located. T asks SS to brainstorm what the brain does when they sleep and invites SS to colour the different parts of the brain as homework. This activity will continue during the next lesson.	Skills	<input type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work	• U3_L6_W1.pdf	T checks that SS are making the model properly and helps if necessary.				
				<table><tr><td>L</td><td>S</td><td>R</td><td>W</td></tr></table>				L	S	R	W
				L				S	R	W	
Key vocabulary Parts of the brain, nerves, place, appropriate, remove..											
Communicative structures What do you think...? What do all the nerves make up? Divide the cards into... Place it over... Find out where...											

2	40 minutes	It is the purpose of this activity to review the terms and structures learned during the study of the human body and to activate what they did in the previous lessons. SS write an illustrated funny story about one system that makes up the human body.	SS work in groups and choose one human body system they have been learning about during all the school year. In order to outline and review the various parts and functions of the human body and to practice their knowledge of L2 they write down a funny text where the main organs and the major functions of the system are misreported and misrepresented. This activity will continue during the next lesson (not in the MODULE PLAN)	<div data-bbox="1055 92 1402 129"> Skills </div> <div data-bbox="1055 165 1402 209"> <div>L</div> <div>S</div> <div>R</div> <div>W</div> </div> <div data-bbox="1055 245 1402 320"> Key vocabulary Students vocabulary. </div> <div data-bbox="1055 357 1402 544"> Communicative structures Students communicative structures. </div>	<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"> • U3_L6_W2.pdf • U3_L6_W3.pdf <p>As an example these are two text written by my students about the nervous system and the skeletal system: BILLY THE FUNNY BRAIN and BONE BONE THE FUNNY SKELETON.</p>	Cooperative learning. Self assessment. Review. Use of L2.
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