

CLIL Module Plan

Author(s)	ANTOLINI PAOLA				
School	ISTITUTO DI ISTRUZIONE L.GUETTI, VIA DURONE 53, TIONE DI TRENTO (TN)				
School Grade	<input type="radio"/> Primary		<input type="radio"/> Middle		<input checked="" type="radio"/> High
School Year	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input checked="" type="radio"/> 5
Subject	Storia	Topic	PEACE TREATIES, EUROPE AND MIDDLE EAST POSTWAR SETTLEMENTS		
CLIL Language	<input checked="" type="radio"/> English			<input type="radio"/> Deutsch	

Personal and social-cultural preconditions of all people involved	The activity has been prepared for a fifth year of Liceo linguistico. The class involved is made of 23 students: 3 of them have a migratory background, but they have a good, almost excellent Italian competence. A significant part of the students is motivated to learning and has showed a positive attitude towards learning through a foreign language. They have already had CLIL classes in their previous experience at school: history CLIL (English) during the fourth year, History of art CLIL (German) during the third and fourth year.
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Students' prior knowledge, skills, competencies	Subject	Language
	European political and economical systems in the first 1900s; the balances of powers before WW1; WW1 main events and evolution	Most of the students have a B2 language level, while some of them got the C1 certificate; two students spent their fourth year abroad

Timetable fit	<input checked="" type="radio"/> Module	Length 8 hrs
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Description of teaching and learning strategies	ICT learning tools (I have collected and ordered all the materials of the module in a Google sites web page) Task-based learning
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Overall Module Plan

<p>Unit: 1</p> <p>Overview of the peace treaties with a particular focus on Versailles provisions</p> <p>Unit length: 2 hrs</p>	<p>Lesson 1</p> <p>The peace treaties</p> <p>Lesson 2</p> <p>Versailles provisions and the League of Nations</p>
<p>Unit: 2</p> <p>Economy, society and politics in the early 1920s through some study cases: the Research time</p> <p>Unit length: 4 hrs</p>	<p>Lesson 1</p> <p>In depth study: part one</p> <p>Lesson 2</p> <p>In depth study: part two</p> <p>Lesson 3</p> <p>In depth study: part three</p> <p>Lesson 4</p> <p>In depth study: part four</p>
<p>Unit: 3</p> <p>Economy, society and politics in the early 1920s through some study cases: the Result time</p> <p>Unit length: 2 hrs</p>	<p>Lesson 1</p> <p>Group presentations of the web page: Europe and the US</p> <p>Lesson 2</p> <p>Group presentations of the web page: the Middle East</p>

CLIL Lesson Plan

Unit number	1	Lesson number	1	Title	The peace treaties
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	10 mins	Students will learn what the most significant congresses and treaties that redrew the map of Europe and led to the fall of the Ottoman Empire are	Students (in pairs) will access the Internet and do an online matching activity	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary European nations and nationalities, places where the treaties were signed (Versailles, Sevres)</p> <p>Communicative structures functional language to make inferences and suppositions</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	unit 1 lesson 1 worksheet 1 Learning apps link: link	Self assessment and feedback provided by the app; teacher's further feedback
L	S	R	W								

2	10 mins	Students will compare and contrast two maps referred to Europe before and after WW1, with the aim to describe the evolution of borders and nations in a short text	Students (in pairs) will always be working online, but they will take notes on paper and prepare a short writing to explain what they observed	<p>Skills</p> <p>L S R W</p> <p>Key vocabulary time expressions, gain and losses, borders</p> <p>Communicative structures language to make comparisons</p>	<input type="checkbox"/> Whole class <input type="checkbox"/> Group work <input checked="" type="checkbox"/> Pair work <input type="checkbox"/> Individual work	unit 1 lesson 1 worksheet 2: image that shows two maps of Europe named "Europe 1914-1919" pencil and paper	Teacher's assessment and feedback
3	20 mins	Students will learn the immediate effects of war on Europe; Italian expectations and the plans of the Big Three, the final decisions made in Paris, with reference to Germany	Students will work individually, watch the video and answer the questions	<p>Skills</p> <p>L S R W</p> <p>Key vocabulary peace treaty provisions, reparations, demilitarisation, guilt clause, armistice</p> <p>Communicative structures useful language to explain and give reasons</p>	<input type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work	Unit 1 lesson 1 worksheet 3: link (Edpuzzle video with questions added by the teacher)	Peer evaluation and feedback

CLIL Lesson Plan

Unit number	1	Lesson number	2	Title	Versailles provisions and the League of Nations
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	10 mins	Students will revise the main contents learnt in the previous class	Students will ask each other one single question to revise their previous learnings; the question will be written on a piece of paper and handed to a mate; the answer will be given back to the question's author for a quick evaluation	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary European nations and nationalities, places where the treaties were signed (Versailles, Sevres)</p> <p>Communicative structures functional language to ask/answer questions</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	Pencil and paper	Peer assessment and feedback by the teacher
L	S	R	W								

2	20 mins	Students will learn the principles inspiring the League of Nations, its function and composition	Students will pretend to be the Big Three rulers in Versailles and the German chancellor; they will be invited to address the issue of international rivalries and conflicts between nations in a peaceful and legal way, writing possible solutions on post it notes after a 3 min individual work they will join in groups of 4 and write a 1920 “manifesto” of their own ideas for the world peace keeping	<p>Skills</p> <p>L S R W</p> <p>Key vocabulary open covenants of peace, reduction of armaments, self-determination and independence, international peacekeeping organization, resolutions and sanctions, permanent/non permanent members</p> <p>Communicative structures modal verbs, language to make declarations</p>	<input type="checkbox"/> Whole class <input checked="" type="checkbox"/> Group work <input type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work	unit 1 lesson 2 worksheet 1: Wilsons' 14 points summary (link) unit 1 lesson 2 worksheet 2: the birth of the League of Nations (link)	Group assessment and feedback; ongoing continuous assessment
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3	10 mins	Students will learn the principles inspiring the League of Nations, its function and composition	Students will hang their final output on the wall to show it to the class	<p>Skills</p> <p>L S R W</p> <p>Key vocabulary open covenants of peace, reduction of armaments, self-determination and independence, international peacekeeping organization, resolutions and sanctions, permanent/non permanent members</p> <p>Communicative structures approximately the same as the previous activity</p>	<input type="checkbox"/> Whole class <input checked="" type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	Documents produced by the students	Students circulates and in turn explain their ideas to the classmates
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CLIL Lesson Plan

Unit number	2	Lesson number	1	Title	In depth study: part one
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
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1	10 mins	<p>In the unit students will learn how to set a basic web page using Google sites and, more generally, Google suite tools. They will learn how to write a summary and how to give a presentation. They will practice making plans and taking decisions in a democratic way (negotiation). They will learn different contents, about the following headings/topics: European postwar economy and American recovery programmes; France, Britain and Germany postwar; New settlements in the Middle East and the birth of modern Turkey</p>	<p>The teacher will present to the class the task and he will write on the whiteboard the names of the team leaders, students selected in force of their high language skills. Each team leader will be asked to form a team of 4 people. The team building phase will end with the assignment of a specific role to each person in the group (supervisor, pc expert, speaker, document collector and secretary) and the choice of a nickname which can identify the group. The team will discuss about their best topic and express their preference to the other groups to find an agreement. In the end, someone will fill in a Google sheet document shared in Drive to sum up the class decisions.</p>	<p>Skills</p> <table border="1" data-bbox="1099 165 1438 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Dawes plan, loans, Locarno treaty, unemployment, debts of war, Ruhr occupation, iperhynflation, political instability, right/left wing extremist parties, women's right to vote, ethnic and religious rivalries, secularisation, nationalism, colonialism, Allies occupation and mandate, genocide</p> <p>Communicative structures Language to take decisions and negotiate</p>	L	S	R	W	<p><input type="checkbox"/> Whole class <input checked="" type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work</p>	<ul style="list-style-type: none"> unit 2 lesson 1 worksheet 1.pdf <p>Pencil and paper Unit 2 lesson 1 worksheet 1: Google sheet with the name of the groups and the selection of the topics</p>	<p>Ongoing continuous assessment, Google sheet file</p>
L	S	R	W								

2	10 mins	<p>In the unit students will learn how to set a basic web page using Google sites and, more generally, Google suite tools. They will learn how to write a summary and how to give a presentation. They will practice making plans and taking decisions in a democratic way (negotiation). They will learn different contents, about the following headings/topics: European postwar economy and American recovery programmes; France, Britain and Germany postwar; New settlements in the Middle East and the birth of modern Turkey</p>	<p>The supervisor will read the instructions to his/her mates, then the group will express in short notes the target and decide the final output (i.e. text and images, video and images). They will plan the following steps of the work (calendar) and set some deadlines for the next classes (subdivision of assignments, schedule of the project).</p>	<p>Skills</p> <table border="1" data-bbox="1099 169 1438 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Dawes plan, loans, Locarno treaty, unemployment, debts of war, Ruhr occupation, hyperinflation, political instability, right/left wing extremist parties, women's right to vote, ethnic and religious rivalries, secularisation, nationalism, colonialism, Allies occupation and mandate, genocide</p> <p>Communicative structures useful language to make plans</p>	L	S	R	W	<p><input type="checkbox"/> Whole class <input checked="" type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work</p>	<p>• unit 2 lesson 1 worksheet 1.pdf</p> <p>Unit 2 lesson 1 worksheet 1 Guidelines for groups on Google sites</p>	<p>Group assessment and feedback; ongoing continuous assessment</p>
L	S	R	W								

3	20 mins	<p>In the unit students will learn how to set a basic web page</p>	<p>Each member of the team will alternatively do his work on his/her</p>	<p>Skills</p>	<p><input type="checkbox"/> Whole class</p>	<p>• Unit 2 lesson 1</p>	<p>Teacher circulates; ongoing</p>
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a basic web page using Google sites and, more generally, Google suite tools. They will learn how to write a summary and how to give a presentation. They will practice making plans and taking decisions in a democratic way (negotiation). They will learn different contents, about the following headings/topics: European postwar economy and American recovery programmes; France, Britain and Germany postwar; New settlements in the Middle East and the birth of modern Turkey

do the work on their own, in couples or as a team with autonomy. Indeed, during the following sessions, the activity will be student centred, to let the students experience new different and personal ways to learn and study. The teacher will provide advice and materials (i.e. relevant images, a textbook to have the main picture of the period, a research sheet to help the student learn more in depth) in a Google Drive folder shared with the whole class.

L	S	R	W
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Key vocabulary

Dawes plan, loans, Locarno treaty, unemployment, debts of war, Ruhr occupation, hyperinflation, political instability, right/left wing extremist parties, women's right to vote, ethnic and religious rivalries, secularisation, nationalism, colonialism, Allies occupation and mandate, genocide

Communicative structures

Functional language to do a research

- Group work
- Pair work
- Individual work

worksheets
2-7.pdf

- Unit 2 lesson 1 Worksheet 8.pdf
- Unit 2 lesson 1 Worksheet 9.docx

Unit 2 lesson 1 Worksheet 2-7 Historical maps (the Middle East in 1914 and in 1922, Turkey in the first 1920s, Germany after 1919, Russian territorial losses after 1918, the dissolution of the Austrian-Hungarian Empire, language diversities and ethnic groups in the Austrian-Hungarian Empire) Unit 2 lesson 1 Worksheet 8 textbook: "A flawed peace",

ongoing continuous assessment

						ch. 29.4, extracted from: MC DOUGAL- LITTEL, World History: Patterns of Interaction, 2005, pp. 858- 861 Unit 2 lesson 1 Worksheet 9 research sheet by the teacher	
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4	10 mins	<p>In the unit students will learn how to set a basic web page using Google sites and, more generally, Google suite tools. They will learn how to write a summary and how to give a presentation. They will practice making plans and taking decisions in a democratic way (negotiation). They will learn different contents, about the following headings/topics: European postwar economy and American recovery programmes; France, Britain and Germany postwar; New settlements in the Middle East and the birth of modern Turkey</p>	<p>The team will have a quick meeting to check their schedule (tick the things done) and take decisions for the next class. As a homework the teacher will ask them to think about a temporary index and a draft of the page layout (space for writing and space for pictures/videos).</p>	<p>Skills</p> <table border="1" data-bbox="1099 165 1438 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary same as the previous activities</p> <p>Communicative structures modal verbs such as may, might, present perfect and future</p>	L	S	R	W	<p><input type="checkbox"/> Whole class <input checked="" type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work</p>	<p>notes and schedule prepared by the group</p>	<p>self and group assessment (the supervisor has an important role)</p>
L	S	R	W								

CLIL Lesson Plan

Unit number	2	Lesson number	2	Title	In depth study: part two
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
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1	20 mins	<p>In the unit students will learn how to set a basic web page using Google sites and, more generally, Google suite tools. They will learn how to write a summary and how to give a presentation. They will practice making plans and taking decisions in a democratic way (negotiation). They will learn different contents, about the following headings/topics: European postwar economy and American recovery programmes; France, Britain and Germany postwar; New settlements in the Middle East and the birth of modern Turkey</p>	<p>The supervisor will shortly remind his/her mates of the work schedule and of the activity target. Then he/she will invite the members of the team to express their preferences about the page composition and layout. The secretary will take notes of the different ideas on a poster (brainstorming). Later, the supervisor will call the groupmates to find an agreement (negotiation). The report about negotiation and decision making time will be handed over to the teacher.</p>	<p>Skills</p> <table border="1" data-bbox="1189 169 1529 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Front page, navigation bar and menu, title and header/heading options, background image and colour, to add/resize/drag text/boxes, to insert new pages/Google Drive/Form, font readability and style, front page, introductory statement, balance of main ideas and details, connectors and transition words, keywords and expressions highlighted in bold</p> <p>Communicative structures Functional language to take decisions, to negotiate agreements</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	pencil and paper (a poster)	Ongoing continuous assessment; teacher's feedback
L	S	R	W								

2	20 mins	<p>In the unit students will learn how to set a basic web page using Google sites and, more generally, Google suite tools. They</p>	<p>Each member of the team will alternatively do their work on their own, in couples or as a team with autonomy.</p>	<p>Skills</p> <table border="1" data-bbox="1189 1401 1529 1444"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table>	L	S	R	W	<input type="checkbox"/> Whole class <input checked="" type="checkbox"/> Group work	Unit 2 lesson 2 worksheet 1:	Group assessment and feedback; ongoing
L	S	R	W								

will learn how to write a summary and how to give a presentation. They will practice making plans and taking decisions in a democratic way (negotiation). They will learn different contents, about the following headings/topics: European postwar economy and American recovery programmes; France, Britain and Germany postwar; New settlements in the Middle East and the birth of modern Turkey

During these sessions, the activity will be student centered, to let the students experience new personal ways to learn and study. The teacher will provide advice and materials (i.e. a summary writing template and a Google sites tutorial to introduce its use)

Key vocabulary

Front page, navigation bar and menu, title and header/header options, background image and colour, to add/resize/drag text/boxes, to insert new pages/Google Drive/Form, font readability and style, front page, introductory statement, balance of main ideas and details, connectors and transition words, keywords and expressions highlighted in bold

Communicative structures

approximately the same as the previous lesson (language to do a research)

- ▣ Pair work
- ▣ Individual work

summary writing template (source: [link](#)) Unit 2 lesson 2 worksheet 2: Google sites tutorial (source: [link](#))

continuous assessment

3	10 mins	In the unit students will learn how to set a basic web page using Google sites and, more generally, Google suite tools. They will learn how to write a summary and how to give a presentation. They will practice making plans and taking decisions in a democratic way (negotiation). They will learn different contents, about the following headings/topics: European postwar economy and American recovery programmes; France, Britain and Germany postwar; New settlements in the Middle East and the birth of modern Turkey	The team will have a quick meeting to check its schedule (tick the things done) and make plans for the next class. As a homework the teacher will ask the whole class to select the relevant pieces of information and write a summary of their subtopic (each member has a different part to study).	Skills <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> Key vocabulary Front page, navigation bar and menu, title and header/heading options, background image and colour, to add/resize/drag text/boxes, to insert new pages/Google Drive/Form, font readability and style, front page, introductory statement, balance of main ideas and details, connectors and transition words, keywords and expressions highlighted in bold	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	Unit 2 lesson 2 worksheet 1: summary writing template (source: link) Unit 2 lesson 2 worksheet 2: Google sites tutorial (source: link)	Ongoing continuous assessment
L	S	R	W								

CLIL Lesson Plan

Unit number	2	Lesson number	3	Title	In depth study: part three
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	20 mins	In the unit students will learn how to set a basic web page using Google sites and, more generally, Google suite tools. They will learn how to write a summary and how to give a presentation. They will practice making plans and taking decisions in a democratic way (negotiation). They will learn different contents, about the following headings/topics: European postwar economy and American recovery programmes; France, Britain and Germany postwar; New settlements in the Middle East and the birth of modern Turkey	The supervisor will shortly remind his/her mates of the work schedule and of the activity target. Then, he/she will invite the members of the team to hand their summary writings over. The group will check the summaries, keeping an eye on the self assessment rubric. The secretary will take notes of the corrections and changes decided by the groupmates on a shared Google doc file.	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary text readability and comprehensibility, layout attractiveness, content relevance and accuracy, reliability of information, language correctness</p> <p>Communicative structures same as the previous lesson</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	Self assessment rubric (prepared by the supervisor with the help of the secretary), pencil and paper	Ongoing continuous assessment
L	S	R	W								

2	20 mins	<p>In the unit students will learn how to set a basic web page using Google sites and, more generally, Google suite tools. They will learn how to write a summary and how to give a presentation. They will practice making plans and taking decisions in a democratic way (negotiation). They will learn different contents, about the following headings/topics: European postwar economy and American recovery programmes; France, Britain and Germany postwar; New settlements in the Middle East and the birth of modern Turkey</p>	<p>Each member of the team will alternatively do his work on his own, in couples or as a team with autonomy. During this session the members who have to modify their text will complete or shorten it, according to the suggestion received. The teacher will circulate and supervisor or groupmates will have the opportunity to ask for advice and ongoing evaluation from the teacher</p>	<p>Skills</p> <table border="1" data-bbox="1173 164 1512 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary text readability and comprehensibility, layout attractiveness, content relevance and accuracy, reliability of information, language correctness</p> <p>Communicative structures Language to do a research and to write a summary</p>	L	S	R	W	<p><input type="checkbox"/> Whole class <input checked="" type="checkbox"/> Group work <input checked="" type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work</p>	<p>Self-produced materials</p>	<p>Group assessment and feedback; ongoing continuous assessment</p>
L	S	R	W								

3	10 mins	<p>In the unit students will learn how to set a basic web page using Google sites and, more generally, Google suite tools. They will learn how to write a summary and how to give a presentation. They will practice making plans and taking decisions in a democratic way (negotiation). They will learn different contents, about the following headings/topics: European postwar economy and American recovery programmes; France, Britain and Germany postwar; New settlements in the Middle East and the birth of modern Turkey</p>	<p>The team will have a quick meeting to check its schedule (tick the things done) and make plans for the last class before the presentation time. As a homework the teacher will leave the students a question about how to engage the class while presenting their topic. They should look for possible ways to keep attention high and share these strategies within the group</p>	<p>Skills</p> <table border="1" data-bbox="1173 165 1512 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary summary writing, presentation</p> <p>Communicative structures functional language to engage the audience by posing a question or performing an exercise</p>	L	S	R	W	<p><input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work</p>	Home assignment	Group assessment and feedback; ongoing continuous assessment
L	S	R	W								

CLIL Lesson Plan

Unit number	2	Lesson number	4	Title	In depth study: part four
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
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1	30 mins	<p>In the unit students will learn how to set a basic web page using Google sites and, more generally, Google suite tools. They will learn how to write a summary and how to give a presentation. They will practice making plans and taking decisions in a democratic way (negotiation). They will learn different contents, about the following headings/topics: European postwar economy and American recovery programmes; France, Britain and Germany postwar; New settlements in the Middle East and the birth of modern Turkey</p>	<p>The teacher will move from a group to the other in order to check the work has progressed for the best and will collect students' ideas for a good presentation. These notes will be shared with the entire class on the blackboard. He/She (teacher) will suggest that the group speaker practices in front of his/her group. Each listener has a small piece of paper where he/she can write strong and weak points and share them with the speaker. Some of the most important criteria are: the respect of time limits, the effectiveness and clearness of communication, the relevance of contents.</p>	<p>Skills</p> <table border="1" data-bbox="1189 165 1532 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary respect of time limits, effectiveness and clearness of communication, relevance of contents</p> <p>Communicative structures functional language to deliver a speech; modal verbs and language to give advice</p>	L	S	R	W	<p><input type="checkbox"/> Whole class <input checked="" type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work</p>	Pencil and paper	Ongoing continuous assessment; teacher's feedback
L	S	R	W								

2	20 mins	<p>In the unit students will learn how to set a basic web page using Google sites and, more generally, Google suite tools. They will learn how to write a summary and how to give a presentation. They will practice making plans and taking decisions in a democratic way (negotiation). They will learn different contents, about the following headings/topics: European postwar economy and American recovery programmes; France, Britain and Germany postwar; New settlements in the Middle East and the birth of modern Turkey</p>	<p>The teacher will give some information to the students about the presentation time and about the conclusive evaluation. The remaining time will be used to check the web summary writing: grammar and spelling, content correctness (headings and documents, quotation and citation of sources).</p>	<p>Skills</p> <table border="1" data-bbox="1189 165 1532 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary grammar, spelling, content correctness, reliability</p> <p>Communicative structures functional language to evaluate a summary and web writing</p>	L	S	R	W	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Whole class <input checked="" type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work 	Self-produced materials	Group assessment and feedback; ongoing continuous assessment
L	S	R	W								

CLIL Lesson Plan

Unit number	3	Lesson number	1	Title	Group presentations of the web page: Europe and the US
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	from 10 to 15 mins	Students will learn different contents, about the following headings/topics: European postwar economy and American recovery programmes; France, Britain and Germany postwar; New settlements in the Middle East and the birth of modern Turkey. They will give a personal and group evaluation of the web pages and presentations.	Each group will give its presentation: after that, the teacher will ask the group to self evaluate its work (weak/strong aspects).	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary strong and weak points of the team work and of the output</p> <p>Communicative structures language to express opinions and evaluate</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	Web pages	Teacher's feedback, class mates' and self assessment
L	S	R	W								

2	5 mins	<p>Students will learn different contents, about the following headings/topics: European postwar economy and American recovery programmes; France, Britain and Germany postwar; New settlements in the Middle East and the birth of modern Turkey. They will give a personal and group evaluation of the web pages and presentations.</p>	<p>Meanwhile, the other students will provide their opinions, using a sheet which allows to express a personal evaluation but also to share a more general view of the class mates' work (the sheet is divided in quarters, the first refers to individuals opinions, the fourth to collective ideas). The teacher will put on the board a list of important aspects to consider in the evaluation: Is the presentation well structured, comprehensive, comprehensible, correct and engaging? Does the web page have reliable information (quotes, citations of sources), visuals functional to the research (videos, pictures, graphics, maps)? Is the web page "friendly" to the reader?</p>	<p>Skills</p> <table border="1" data-bbox="1115 164 1456 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary see previous activity</p> <p>Communicative structures same as previous activity</p>	L	S	R	W	<p><input type="checkbox"/> Whole class <input checked="" type="checkbox"/> Group work <input type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work</p>	<p>• unit 3 lesson 1-2 worksheet 1.pdf</p> <p>Unit 3 lesson 1-2 worksheet 1</p>	<p>Teacher's feedback, class mates' and self assessment</p>
L	S	R	W								

CLIL Lesson Plan

Unit number	3	Lesson number	2	Title	Group presentations of the web page: the Middle East
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	from 10 to 15 mins	Students will learn different contents, about the following headings/topics: European postwar economy and American recovery programmes; France, Britain and Germany postwar; New settlements in the Middle East and the birth of modern Turkey. They will give a personal and group evaluation of the web pages and presentations.	Each group will give its presentation: after that, the teacher will ask the group to self evaluate its work (weak/strong aspects).	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary strong and weak points of the team work and of the output</p> <p>Communicative structures language to express opinions and evaluate</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	Web pages	Teacher feedback, class mates' and self assessment
L	S	R	W								

2	5 mins	<p>Students will learn different contents, about the following headings/topics: European postwar economy and American recovery programmes; France, Britain and Germany postwar; New settlements in the Middle East and the birth of modern Turkey. They will give a personal and group evaluation of the web pages and presentations.</p>	<p>Meanwhile, the other students will provide their opinions, using a sheet which allows to express a personal evaluation but also to share a more general view of the class mates' work (the sheet is divided in quarters, the first refers to individuals opinions, the fourth to collective ideas). The teacher will put on the board a list of important aspects to consider in the evaluation: Is the presentation well structured, comprehensive, comprehensible, correct and engaging? Does the web page have reliable information (quotes, citations of sources), visuals functional to the research (videos, pictures, graphics, maps)? Is the web page “friendly” to the reader?</p>	<p>Skills</p> <table border="1" data-bbox="1115 164 1456 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary see previous activity</p> <p>Communicative structures same as previous activity</p>	L	S	R	W	<p><input type="checkbox"/> Whole class</p> <p><input checked="" type="checkbox"/> Group work</p> <p><input type="checkbox"/> Pair work</p> <p><input type="checkbox"/> Individual work</p>	<ul style="list-style-type: none"> • unit 3 lesson 1-2 worksheet 1.pdf <p>Unit 3 lesson 1-2 worksheet 1</p>	<p>Teacher feedback, class mates' and self assessment</p>
L	S	R	W								