

CLIL Module Plan

Author(s)	prof. Antonio Sarzo e prof. Enrico De Rosa				
School	Istituto di Istruzione don Milani - Rovereto				
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 checked="" type="radio"/> 4	<input type="radio"/> 5
Subject	Altro - Geografia Turistica del Trentino e Storia Locale		Topic		Geography and History
CLIL Language	<input checked="" type="radio"/> English			<input type="radio"/> Deutsch	

Personal and social-cultural preconditions of all people involved	18 students from Vallagarina and Basso Sarca Valley - 10 females - 8 males CEFR level: B1 - B1 plus. Most of the students will take the FIRST Cambridge Exam B2 at the end of the school year. Teaching team: Geography teacher and History teacher
--	--

Students' prior knowledge, skills, competencies	Subject	Language
	<p>Students are expected to have and be able to use some previous knowledge of Geography and History in terms of general content, abilities and competences, because they have already been studying these two subjects for 3 years in Italian. Prior skills should have basic map reading skills, basic knowledge of physical and human Geography, basic knowledge of historical and social eras and above all a “geographic and socio-cultural approach” in order to describe, discuss and analyze topics and issues that are space-related. As the area considered in this module refers to Trentino, some prior experience and knowledge could already have been acquired by everyday life, personal experiences or and by some activities planned in the Alternanza Scuola-Lavoro projects (internships, workshops, school trips, Progetto Montagna).</p>	<p>Language skills and competencies: use of present, past and future tenses, modal verbs, phrase building, classroom language. Academic language learnt in Italian related to the topic useful to develop language knowledge in L2.</p>

Timetable fit	☉ Module	Length 23
----------------------	----------	-----------

Description of teaching and learning strategies

This module is the result of a collaboration between the Geography and History teacher, assisted by a CLIL support teacher and an English teacher. The objective is to enable students to discover, get to know, appreciate and promote Trentino as an appealing tourist destination both for nature and sport lovers and wine&food lovers. The learning outcomes are language-based, subject-based and cultural and metacognitive. At the end of the module students should: improve their overall functional and communicative competences facilitating their progress towards B2 level; increase appropriate use of a wider range of geographical, tourist and economic words, phrases and chunks; reinforce communicative skills as future promoters of tourism in Trentino. In terms of content and subject-based outcomes, students should: improve their ability of using various geographical and historical materials; build their knowledge of major characteristics of Trentino's region, society and economy; strengthen their knowledge of the main Trentino's tourist destinations and attractions; promote a full understanding of the role played by tourism in Trentino, in particular the rising importance of the wine&food tourism; build a knowledge of the major characteristics of the agricultural revolution; build a knowledge of major characteristics of Trentino's wine economy; In terms of metacognitive and cultural outcomes, students should be able to develop analytical and creative skills, to learn about the necessity of critical thinking, to appreciate the place where they live, to develop a "connecting the dots" approach. Strategies and tools: Unit 1 - Unit 2 and Unit 3 are supported by a PDF booklet. The booklet is a collection of worksheets. On the given worksheets students can find: the unit main task, the lesson main task and a number of activities in which each lesson (whose length is about 50 minutes) Unit 4 and Unit 5 are supported by some PDF files and presentations.

Overall Module Plan

Unit: 1 How much do you know about Trentino? Unit length: 3 hours	Lesson 1 Trentino through videos and symbols
	Lesson 2 Testing your perception of Trentino
	Lesson 3 Kahooters, let's play with Trentino geography!
Unit: 2 That's Trentino! Unit length: 7 hours	Lesson 1 Trentino by numbers
	Lesson 2 Landforms of Trentino
	Lesson 3 Place names of Trentino
	Lesson 4 Climate in Trentino
	Lesson 5 Human landscapes of Trentino
	Lesson 6 Review activities for the written test
	Lesson 7 Intermediate written test

<p>Unit: 3</p> <p>Wine&Food Tourism in Trentino</p> <p>Unit length: 3 hours</p>	<p>Lesson 1</p> <p>Overall view on Trentino's tourist supply</p>
	<p>Lesson 2</p> <p>The growth of Wine&Food tourism in Trentino</p>
	<p>Lesson 3</p> <p>Some examples of Trentino's traditional and local agricultural products and food</p>

<p>Unit: 4</p> <p>The agricultural revolution: a historical background</p> <p>Unit length: 5 hours</p>	<p>Lesson 1</p> <p>Connecting the dots...</p>
	<p>Lesson 2</p> <p>The Agricultural Revolution</p>
	<p>Lesson 3</p> <p>Where is the revolution?</p>
	<p>Lesson 4</p> <p>The three-field agricultural system (2 hours))</p>

<p>Unit: 5</p> <p>Organic vineyard and wines in Trentino</p> <p>Unit length: 5 hours</p>	<p>Lesson 1</p> <p>Torre Aquila - The Eagle Tower</p>
	<p>Lesson 2</p> <p>Vineyards in Trentino</p>
	<p>Lesson 3</p> <p>The Wines of Trentino</p>
	<p>Lesson 4</p> <p>Final assessment test</p>
	<p>Lesson 5</p> <p>Wine tasting</p>

CLIL Lesson Plan

Unit number	1	Lesson number	1	Title	Trentino through videos and symbols		
--------------------	---	----------------------	---	--------------	-------------------------------------	--	--

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

1	35 min	<p>Sharing a gist-presentation of the CLIL module</p> <p>Warm-up activity to raise curiosity and elicit interest on the issue (Listen to Trentino Anthem)</p> <p>Discussing the videos related to promotion of Trentino</p>	<p>Since it is the first lesson, it is essential that both Geography and History teachers are performing in this lesson. They will share with the class the rules and the aims of the whole CLIL Module. The teachers welcome students and outline the CLIL module characteristics. Students and teachers read aloud the PDF presentation about rules and aims. Teachers allow time to discuss and check the global understanding of the students. Students watch two videos, take notes, answer some written questions and discuss in plenary.</p>	<p>Skills</p> <table border="1" data-bbox="994 165 1335 210"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary words that describe a natural environment</p> <p>Communicative structures Connecting and linking ideas: similarities, comparison (very similar, compared with, apart from)</p>	L	S	R	W	<p><input checked="" type="checkbox"/> Whole class</p> <p><input type="checkbox"/> Group work</p> <p><input checked="" type="checkbox"/> Pair work</p> <p><input checked="" type="checkbox"/> Individual work</p>	<ul style="list-style-type: none"> • U1_L1 the rules aims.pdf • U1_L2 Unit3 bookletWine&Food Tourism.pdf <p>PDF - lesson 1 Booklet. Web-based videos. Use of interactive whiteboard.</p>	On-going assessment.
L	S	R	W								

2	15 min	Warm-up activity (raising curiosity and eliciting interest on the issue). Discussing pictures related to the topic.	The teacher introduces the topic, using web-based pictures. Then he/she acts as facilitator and guide. Students analyze and discuss pictures. Final short discussion of the lesson's outcomes and contents in plenary.	<p>Skills</p> <table border="1" data-bbox="994 165 1335 210"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Shape, patterns and colours</p> <p>Communicative structures I guess, The reason why it has been chose the butterfly may be ... It might be that because</p>	L	S	R	W	<input type="checkbox"/> Whole class <input type="checkbox"/> Group work <input checked="" type="checkbox"/> Pair work <input type="checkbox"/> Individual work	<ul style="list-style-type: none"> • U1_L2 Unit3 bookletWine&Food Tourism.pdf <p>PDF Booklet. Web-based pictures. Use of interactive whiteboard.</p>	On-going assessment.
L	S	R	W								

CLIL Lesson Plan

Unit number	1	Lesson number	2	Title	Testing your perception of Trentino
--------------------	---	----------------------	---	--------------	-------------------------------------

Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	50 min	Recalling and summarizing key concepts and key words. Reading a table and fill it in with missing data. Self checking prior knowledge. Raising awareness and interest about the topic.	The teacher introduces the topic and acts as facilitator and guide. Students analyze and discuss a table and its figures. Final discussion of the lesson's outcomes and contents in plenary, using web-based resources (interactive maps, pictures) as scaffolding.	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Revision of numbers (two million, one and half, one third) and dimension (square meters) The comparison of... The figures the differences... the number of... information on... data on... information on... data about...</p> <p>Communicative structures Reason and result (so, because of, so that, therefore)</p>	L	S	R	W	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work	<ul style="list-style-type: none"> U1_L2 Unit3 bookletWine&Food Tourism.pdf Booklet. Web-based interactive maps and pictures. Use of interactive whiteboard.	On-going and formative assessment.
L	S	R	W								

CLIL Lesson Plan

Unit number	1	Lesson number	3	Title	Kahooters, let's play with Trentino geography!
--------------------	---	----------------------	---	--------------	--

Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	50 min	Recalling and summarizing key concepts and key words. Using kahoot learning application. Using ICT for learning purposes (also smart phone) Self checking of prior knowledge. Raising curiosity and eliciting interest on the issue. Placing and mapping (making a map).	The teacher introduces the Kahot activity, explains what it is, and acts as facilitator and guide. Students play an interactive web-based game created by the teacher. Final discussion of the lesson's outcomes and contents in plenary. The teacher assigns homework.	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Geographical features (glacier, stream, gorge, rocks, ridge, woodlans, urbanized soil, valley, peak, summit).</p> <p>Communicative structures Classroom language and grammar revision of questions since kahoot provides a wide range of questions.</p>	L	S	R	W	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work	<ul style="list-style-type: none"> U1_L2 Unit3 bookletWine&Food Tourism.pdf Booklet. Web-based game. Use of personal computers or smartphones. Use of interactive whiteboard.	On-going and formative assessment. Check of the game's final scores. Homework assessment.
L	S	R	W								

CLIL Lesson Plan

Unit number	2	Lesson number	1	Title	Trentino by numbers
--------------------	---	----------------------	---	--------------	---------------------

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

1	50 min	Recalling and summarizing key concepts and key words. Analyzing tables and data. Reporting and comparing data and figures, taking notes.	The teacher introduces the topic and acts as facilitator and guide. Students are divided into groups. Groups analyze data and write a report. Groups summarize outcomes. Final discussion of the lesson's outcomes and contents in plenary. The teacher assigns homework.	<p>Skills</p> <table border="1" data-bbox="994 165 1335 210"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Numbers, size, dimension, percentage (the comparison of, the figures the differences, the number of information on, data on, the proportion of, the amount of, data about, diagram / table / figure / illustration / graph / chart / pie chart / bar graph/ column graph / line graph</p> <p>Communicative structures Look at, try to compare, can you give your point of view, can you analyse some information?</p>	L	S	R	W	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work	<ul style="list-style-type: none"> • U1_L2 Unit3 bookletWine&Food Tourism.pdf <p>Booklet</p>	On-going and formative assessment. Assessment of group works. Homework assessment.
L	S	R	W								

CLIL Lesson Plan

Unit number	2	Lesson number	2	Title	Landforms of Trentino
--------------------	---	----------------------	---	--------------	-----------------------

Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	35 min	Recalling and summarizing key concepts and key words. Widening and improving geographical glossary and geographical knowledge of Lake Garda and Monte Brione, Labeling picture. Placing and mapping. Being aware of the strategy to use in the speaking part of PET and FIRST while describing a picture.	Recap and review of prior issues in plenary. The teacher introduces the topic and acts as facilitator and guide. Students work on specific glossary-focused worksheets.	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Geographical features</p> <p>Communicative structures Describe a picture (foreground, background, on the right, on the left, in the middle, it's summer, winter (students are informed that PET and FIRST speaking part are similar to those activities))</p>	L	S	R	W	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work	<ul style="list-style-type: none"> U1_L2 Unit3 bookletWine&Food Tourism.pdf Booklet	On-going and formative assessment.
L	S	R	W								

2	15 min	Discussing about landforms and natural landscapes of Trentino. Raising awareness of the complexity of Trentino in terms of landforms and natural landscapes. Understanding that this complexity is positive for the Trentino's tourist supply.	The teacher introduces the topic and acts as facilitator and guide. Final discussion of the lesson's outcomes and contents in plenary, using web-based resources (interactive maps, pictures) as scaffolding. The teacher assigns homework.	<p>Skills</p> <table border="1" data-bbox="994 165 1337 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Geographical features</p> <p>Communicative structures Describe a picture (foreground, background, on the right, on the left, in the middle, it's summer, winter (students are informed that PET and FIRST speaking part are similar to those activities</p>	L	S	R	W	<input type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	<ul style="list-style-type: none"> U1_L2 Unit3 bookletWine&Food Tourism.pdf <p>Booklet. Web-based interactive maps and pictures. Use of interactive whiteboard.</p>	On-going and formative assessment. Check of the labeling activities. Homework: description of the pictures and revision of the glossary
L	S	R	W								

CLIL Lesson Plan

Unit number	2	Lesson number	3	Title	Place names of Trentino
--------------------	---	----------------------	---	--------------	-------------------------

Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	10 min	Revision of the homework given in the previous lesson and fixing the geoglossary.	The teacher checks and monitors the students booklet-worksheet while students are asked to draw on a blank sheet of paper 3 landforms studied in the previous lesson. Teacher collects the paper and deals them out to the class. Students should try to label their classmates's drawings with the proper words.	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Geographical features.</p> <p>Communicative structures Classroom language (can I borrow, can you help me, what is it?, I guess it is....., it might be, it looks like).</p>	L	S	R	W	<input type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	<ul style="list-style-type: none"> U1_L2 Unit3 bookletWine&Food Tourism.pdf Booklet: homework	On-going and formative assessment.
L	S	R	W								

2	40 min	Placing and mapping (using blank maps of Trentino). Raising knowledge about the locations of main place names of Trentino. Strengthening their map reading skills	The teacher introduces the activity and acts as facilitator and guide. Students label three blank maps of Trentino with given place names. Final discussion of the lesson's outcomes and contents in plenary, using web-based resources (interactive maps, pictures) as scaffolding. The teacher assigns homework.	<p>Skills</p> <table border="1" data-bbox="994 165 1335 213"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Place names of Trentino: Eastern Dolomites, Western Trentino's Dolomites, Lake Garda, Lake Caldonazzo, Lake Ledro, etc</p> <p>Communicative structures Classroom language (ask for confirmation, ask for revision)</p>	L	S	R	W	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input checked="" type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work	<ul style="list-style-type: none"> • U1_L2 Unit3 bookletWine&Food Tourism.pdf <p>Booklet. Atlas. Web-based interactive maps and pictures. Use of interactive whiteboard.</p>	On-going and formative assessment. Check of the labeling activities. Homework assessment.
L	S	R	W								

CLIL Lesson Plan

Unit number	2	Lesson number	4	Title	Climate in Trentino
--------------------	---	----------------------	---	--------------	---------------------

Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	15 min	Raising awareness of the complexity of Trentino in terms of climate and weather conditions. Being able to read the weather forecast. Using online dictionary with smartphone.	The teacher asks students about the weather and shows them the Meteo Trentino website. The teacher explains the difference between weather and climate and asks students to look up the definitions on the cambridge online dictionary The teacher explains they are going to analyse Trentino's climate.	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary dictionary.cambridge.org/dictionary/english/weather weather temperature climate degrees</p> <p>Communicative structures Language classroom</p>	L	S	R	W	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work	<ul style="list-style-type: none"> U1_L2 Unit3 bookletWine&Food Tourism.pdf Booklet.	On-going and formative assessment. Check of the labeling activitie
L	S	R	W								

2	35 min	<p>Raising awareness of the complexity of Trentino in terms of climate and weather conditions.</p> <p>Improving capacity of describing and analyzing geographical learning materials (maps and pictures).</p> <p>Improving writing skills on geographical topics.</p> <p>Understanding that climate is an essential feature for the Trentino's tourist supply.</p>	<p>The teacher acts as facilitator and guide. The teacher checks and monitors students while they are working pairwork with the worksheet about weather and climate. The teacher assigns homework.</p>	<p>Skills</p> <p>L S R W</p> <p>Key vocabulary Frosty (Icy) / Misty (Foggy) / Cloudy / Rainy / Windy / Sunny / Stormy / Snowy / Snoopy,</p> <p>Communicative structures Language classroom (asking for confirmation, asking for help)</p>	<p><input type="checkbox"/> Whole class</p> <p><input type="checkbox"/> Group work</p> <p><input checked="" type="checkbox"/> Pair work</p> <p><input checked="" type="checkbox"/> Individual work</p>	<p>• U1_L2 Unit3 bookletWine&Food Tourism.pdf</p> <p>Booklet</p>	<p>On-going and formative assessment. Check of the written works. Homework assessment: Students write a report about the climate and weather variability in Trentino in summer and winter.</p>
---	--------	--	--	--	--	--	--

CLIL Lesson Plan

Unit number	2	Lesson number	5	Title	Human landscapes of Trentino
--------------------	---	----------------------	---	--------------	------------------------------

Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	15 min	Recalling and summarizing key concepts and key words. Widening and improving geographical glossary. Labelling picture.	Recap and review of prior issues in plenary. The teacher introduces the topic and acts as facilitator and guide. Students work on specific glossary-focused worksheets.	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Human activities in Trentino: cattle farming, dairy farming, mountain farmhouse</p> <p>Communicative structures Language classroom, how to describe a picture, connecting and linking (addition and contrast: as well, although, however)</p>	L	S	R	W	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work	<ul style="list-style-type: none"> U1_L2 Unit3 bookletWine&Food Tourism.pdf Booklet.	On-going and formative assessment. Check of the labeling activities.
L	S	R	W								

2	35 min	<p>Improving capacity of surfing the web for learning purposes and a specific task. Labeling picture. Raising awareness of the complexity of Trentino in terms of human landscapes. Understanding that this complexity is positive for the Trentino's tourist supply.</p>	<p>The teacher introduces the topic and acts as facilitator and guide. Students surf the web and find required materials. Students label and analyze pictures of human landscapes. Final discussion of the lesson's outcomes and contents in plenary, using web-based resources (interactive maps, pictures) as scaffolding.</p>	<p>Skills</p> <table border="1" data-bbox="994 165 1335 213"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Human landscape</p> <p>Communicative structures IT language: copy, paste, browse through, select, look up some words, open a new file, save in a proper folder.</p>	L	S	R	W	<p><input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work</p>	<p>• U1_L2 Unit3 bookletWine&Food Tourism.pdf</p> <p>Booklet. Web-based materials. Use of personal computers or smartphones. Use of interactive whiteboard. Atlas.</p>	<p>On-going and formative assessment. Check of the labeling activities.</p>
L	S	R	W								

CLIL Lesson Plan

Unit number	2	Lesson number	6	Title	Review activities for the written test
--------------------	---	----------------------	---	--------------	--

Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	30 min	Using ICT for learning purposes Self checking personal level of knowledge and skills. Improving metacognition about the way and the content students should learn	The teacher explains that the lesson will be a revision for the intermediate written text. The teacher stresses the importance of revision not only at school but in the daily life, as an essential tool to realize what one has learnt and how. Then students will and review main prior issues in plenary. Students re-play the web-based game they already played at the start of the module. Final discussion of the outcomes.	Skills <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> Key vocabulary Communicative structures	L	S	R	W	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work	<ul style="list-style-type: none"> U1_L2 Unit3 bookletWine&Food Tourism.pdf Booklet. Web-based game. Use of personal computers or smartphones. Use of interactive whiteboard.	On-going and formative assessment. Checking of the game's final scores.
L	S	R	W								

2	20 min	Self checking personal level of knowledge and skills. Placing and mapping (making a map).	Recap and review of main prior issues in plenary. Students train on a blank map of Trentino: they have to locate places and destinations.	<p>Skills</p> <table border="1" data-bbox="994 165 1335 213"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary</p> <p>Communicative structures</p>	L	S	R	W	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work	<ul style="list-style-type: none"> • U1_L2 Unit3 bookletWine&Food Tourism.pdf <p>Booklet</p>	On-going and formative assessment.
L	S	R	W								

CLIL Lesson Plan

Unit number	2	Lesson number	7	Title	Intermediate written test
--------------------	---	----------------------	---	--------------	---------------------------

Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	50 min	Testing personal level of qualification.	The teacher introduces the activity. Students do the assigned classwork (written test with mapping activities, objective questions and subjective questions, with appropriate scaffolding materials).	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Test</p> <p>Communicative structures Language classroom (ask for confirmation, read instructions).</p>	L	S	R	W	<input 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_L7 Intermediate Written Test.pdf <p>Written test and worksheet provided by the teacher.</p>	Classwork assessment.
L	S	R	W								

CLIL Lesson Plan

Unit number	3	Lesson number	1	Title	Overall view on Trentino's tourist supply
--------------------	---	----------------------	---	--------------	---

Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	20 min	Recalling and summarizing key concepts using the intermediate written test as a revision. Widening and improving geographical and tourist glossary. Labeling picture. Raising awareness of the wide range of tourist attractions of Trentino.	Recap and review of prior issues in plenary. The teacher introduces the topic and acts as facilitator and guide. Students work on specific glossary-focused worksheets.	Skills <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> Key vocabulary Supply, overnights, Communicative structures	L	S	R	W	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work	<ul style="list-style-type: none"> U1_L2 Unit3 bookletWine&Food Tourism.pdf Booklet	On-going and formative assessment. Check of the labeling activities.
L	S	R	W								

2	30 min	<p>Discussing main characteristics of the tourist supply of Trentino. Raising awareness of the wide range of tourist attractions of Trentino.</p>	<p>Recap and review of prior issues in plenary. The teacher introduces the topic and acts as facilitator and guide. Discussion of the lesson's outcomes and contents in plenary, using web-based resources (interactive maps, pictures) as scaffolding. The teacher assigns homework.</p>	<p>Skills</p> <table border="1" data-bbox="994 165 1335 210"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary</p> <p>Communicative structures</p>	L	S	R	W	<p><input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work</p>	<p>• U1_L2 Unit3 bookletWine&Food Tourism.pdf</p> <p>Booklet. Web-based interactive maps and pictures. Use of interactive whiteboard.</p>	<p>On-going and formative assessment. Homework assessment.</p>
L	S	R	W								

CLIL Lesson Plan

Unit number	3	Lesson number	2	Title	The growth of Wine&Food tourism in Trentino
--------------------	---	----------------------	---	--------------	---

Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	30 min	Recalling and summarizing key concepts and key words. Strengthening reading and comprehension skills on tourism-related topic. Analyzing and discussing a tourism-focused written text. Completing topic-related test with information gaps, multiple choices or subjective answers. Eliciting cooperation with classmates.	Recap and review of prior issues in plenary. The teacher introduces the topic and acts as facilitator and guide. Students read the provided text and then answer ten text-related questions of various types.	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary</p> <p>Communicative structures</p>	L	S	R	W	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input checked="" type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work	<ul style="list-style-type: none"> U1_L2 Unit3 bookletWine&Food Tourism.pdf Booklet.	On-going and formative assessment. Check of the test's outcomes.
L	S	R	W								

2	20 min	Recalling and summarizing key concepts and key words. Strengthening speaking skills on tourism-related topic.	Discussion of the lesson's outcomes and contents in plenary, using web-based resources (interactive maps, pictures) as scaffolding. The teacher assigns homework.	<p>Skills</p> <table border="1" data-bbox="994 165 1337 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary</p> <p>Communicative structures</p>	L	S	R	W	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	<ul style="list-style-type: none"> • U1_L2 Unit3 bookletWine&Food Tourism.pdf <p>Booklet. Web-based interactive maps and pictures. Use of interactive whiteboard.</p>	On-going and formative assessment. Homework assessment.
L	S	R	W								

CLIL Lesson Plan

Unit number	3	Lesson number	3	Title	Some examples of Trentino's traditional and local agricultural products and food
--------------------	---	----------------------	---	--------------	--

Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	35 min	Recalling and summarizing key concepts and key words. Widening personal knowledge of Trentino's traditional and local products. Analyzing and discussing a tourism-focused table. Debating on tourist issues. Raising awareness of the relationship between local and traditional products and local culture, economy, landscape and environment	Recap and review of prior issues in plenary. The teacher introduces the topic and acts as facilitator and guide. Class analysis of the table's contents and debate.	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary</p> <p>Communicative structures</p>	L	S	R	W	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	<ul style="list-style-type: none"> U1_L2 Unit3 bookletWine&Food Tourism.pdf Booklet	On-going and formative assessment.
L	S	R	W								

2	15 min	Self checking personal level of knowledge and skills. Placing and mapping (making a map).	The teacher introduces the topic and acts as facilitator and guide. Students create a theme-map of Trentino with a sample of ten traditional and local products. Discussion of the lesson's outcomes and contents in plenary,	<p>Skills</p> <table border="1" data-bbox="994 165 1335 210"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary</p> <p>Communicative structures</p>	L	S	R	W	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work	<ul style="list-style-type: none"> • U1_L2 Unit3 bookletWine&Food Tourism.pdf <p>Booklet</p>	On-going and formative assessment.
L	S	R	W								

CLIL Lesson Plan

Unit number	4	Lesson number	1	Title	Connecting the dots...
--------------------	---	----------------------	---	--------------	------------------------

Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	25 min	Warm-up activity (raising curiosity and eliciting interest on the issue). Connecting the dots form the previous CLIL lessons with the Geography teacher.	The teacher welcomes students and elicits from them some of the information learnt in the previous lessons with the teacher of Geography. The teacher introduces the topic and acts as facilitator and guide. Students take down notes, answer some written questions and discuss in plenary.	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Agricultural revolution:</p> <p>Communicative structures Phrases generally use to revise subject content: I remember we spoke about, we learnt.</p>	L	S	R	W	<input checked="" type="checkbox"/> Whole class <input checked="" type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	<ul style="list-style-type: none"> • U4_L1 Connecting the dots 1.pdf • U4_L1 Connecting the dots 2.pdf • U4_L1 Connecting the dots 3.pdf <p>Booklet - ppt Unit 4 lesson 1 Connecting the dots 1 - Connecting the dots 2 Use of notebooks</p>	On-going assessment.
L	S	R	W								

2	25 min	Warm-up activity (raising curiosity and eliciting interest on the issue). Discussing spidergrams related to the topics.	Students analyze and discuss spidergrams. The teacher acts as facilitator and guide. Final short discussion of the lesson's outcomes and contents in plenary.	<p>Skills</p> <table border="1" data-bbox="1099 169 1440 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Agricultural revolution</p> <p>Communicative structures Question sentences about the meaning of unknown vocabulary.</p>	L	S	R	W	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	<ul style="list-style-type: none"> • U4_L1 Connecting the dots 1.pdf • U4_L1 Connecting the dots 2.pdf • U4_L1 Connecting the dots 3.pdf <p>Use of interactive whiteboard. Booklet - ppt - Unit 4 lesson 1 - Connecting the dots 3</p>	On-going assessment.
L	S	R	W								

CLIL Lesson Plan

Unit number	4	Lesson number	2	Title	The Agricultural Revolution
--------------------	---	----------------------	---	--------------	-----------------------------

Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	50 min	Recalling and summarizing key concepts and key words. Answering questions. Self checking prior knowledge.	Recap and review of prior issues in plenary. The teacher introduces the topic and acts as facilitator and guide. Students analyze and discuss the power point about the agricultural revolution. Final discussion of the lesson's outcomes and contents in plenary, using web-based resources as scaffolding.	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Key words helping the definitions of agriculture and revolution, Middle Age, farmers, restore, crop rotation, enclosures,</p> <p>Communicative structures Classroom language: ask for repetition, listen to instructions</p>	L	S	R	W	<input checked="" type="checkbox"/> Whole class <input checked="" type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	<ul style="list-style-type: none"> U4_L2 The Agricultural Revolution.pdf <p>PPT Web-based interactive maps and pictures. Use of interactive whiteboard.</p>	On-going and formative assessment.
L	S	R	W								

CLIL Lesson Plan

Unit number	4	Lesson number	3	Title	Where is the revolution?
--------------------	---	----------------------	---	--------------	--------------------------

Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	50 min	Recalling and summarizing key concepts and key words. Raising curiosity and eliciting interest on the issue. Learn through songs. Self checking of prior knowledge.	The teacher introduces the topic and acts as facilitator and guide. The students watch a video and listen the song of the Depeche Mode. The teachers underlines that songs belong to our culture and they can be used as a way to learn. Students watch the video and take down notes about the song the first time; the second time students are given a fill-in-the-gaps exercise of the song text. Final discussion of the lesson's outcomes and contents in plenary.	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Phrasal verbs and idimos; keep down, let down, to be on the side of.</p> <p>Communicative structures Question sentences about the meaning of unknown vocabulary; Students ask for clarifications about new vocabulary (Could you tell me please...? Do you agree with this definition?)</p>	L	S	R	W	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work	<ul style="list-style-type: none"> • U4_L3 exercise BLANK.doc • U4_L3 full text.doc <p>Video : Where is the revolution by Depeche mode. Use of interactive whiteboard. Sheets with lyrics</p>	On-going assessment.
L	S	R	W								

CLIL Lesson Plan

Unit number	4	Lesson number	4	Title	The three-field agricultural system (2 hours))
--------------------	---	----------------------	---	--------------	--

Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	50 min	Recalling and summarizing key concepts and key words. Analyzing tables and data. Reporting and Taking notes.	Recap and review of prior issues in plenary. The teacher introduces the topic showing the PDF file on the smartboard and acts as facilitator and guide. Students are divided into groups. Groups analyze data and write a report. Groups summarize outcomes. Final discussion of the lesson's outcomes and contents in plenary.	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Crop rotation, farm vs fallow, regain, wheat, barley, rye, oats,</p> <p>Communicative structures How to describe a process using passive form; Ask for instructions, check answers, express agreement or disagreement (what do you think, I agree with you, I don't agree with, I take your point..)</p>	L	S	R	W	<input type="checkbox"/> Whole class <input checked="" type="checkbox"/> Group work <input type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work	<ul style="list-style-type: none"> • U4_L4 Field System.pdf • U4_L4 Vocabulary Exercise.doc • U4_L4 Vocabulary Team Work.doc <p>PDF - unit 4 lesson 4: Field System</p>	On-going and formative assessment. Assessment of group works.
L	S	R	W								

2	50 min	<p>Recalling and summarizing key concepts and key words. Widening and improving historical glossary.</p>	<p>Recap and review of prior issues in plenary. The teacher introduces the topic and acts as facilitator and guide. Students work on specific glossary-focused worksheets. Matching words to their definitions.</p>	<p>Skills</p> <table border="1" data-bbox="1081 167 1422 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary HARVESTED GRAPES/GRAPEVINES CROP ROTATION ORGANIC CULTIVATION FIELD GRAZING OPEN FIELD SYSTEM STRIPS FALLOW LAND MANOR DRYNESS DEplete</p> <p>Communicative structures Ask for confirmation - classroom language (do you agree? It the matching right?)</p>	L	S	R	W	<p><input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work</p>	<ul style="list-style-type: none"> • U4_L4 Field System.pdf • U4_L4 Vocabulary Exercise.doc • U4_L4 Vocabulary Team Work.doc <p>File word Sheets prepared by teacher</p>	<p>On-going and formative assessment. Check of the matching activities.</p>
L	S	R	W								

CLIL Lesson Plan

Unit number	5	Lesson number	1	Title	Torre Aquila - The Eagle Tower
--------------------	---	----------------------	---	--------------	--------------------------------

Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	50 min	Raising knowledge about the historical landmark of Torre Aquila and its important frescos. Strengthening Trentino history knowledge. Describe a fresco and reporting to classmates (using ppt of Eagle tower).	The teacher introduces the topic and acts as facilitator and guide. The teacher shows and explains the PDF presentation. Students report on the ppt about Eagle Tower. Final discussion of the lesson's outcomes and contents in plenary, using web-based resources as scaffolding.	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary afresco vineyard wine harvest bright colours, squeeze the grapes, vine, baskets,</p> <p>Communicative structures Collocate a landmark in time and space, describe a painting (bright colours, on the right, on the left, foreground, background), describe people while they are doing things. How to describe a process (passive form).</p>	L	S	R	W	<input checked="" type="checkbox"/> Whole class <input checked="" type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	<ul style="list-style-type: none"> • U5_L1 Torre Aquila Grape Harvest.pdf • U5_L1 Torre Aquila homework.doc <p>Web-based interactive maps and pictures. Use of interactive whiteboard, and notebooks PPT</p>	On-going and formative assessment. Check of the activities. Homework: Torre Aquila exercise
L	S	R	W								

CLIL Lesson Plan

Unit number	5	Lesson number	2	Title	Vineyards in Trentino
--------------------	---	----------------------	---	--------------	-----------------------

Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	50 min	Recalling and summarizing key concepts and key words. Widening and improving wine glossary. Reporting on pictures about the most important vines in Trentino. Reading aloud. Reporting about their internship activity at Marzadro or Cantina Sociale.	The teacher introduces the topic and acts as facilitator and guide. Students are asked to describe some pictures, to guess about some data about Trentino wines and to read aloud some slides to the whole class, as if they were "tour guide of a winery" (some students may describe their experience during their internship activity at Marzadro Distillery or other wineries.	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Wine, cellar, vineyard, winery.</p> <p>Communicative structures I had to, I remember, my tasks were,</p>	L	S	R	W	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work	<ul style="list-style-type: none"> • U5_L2 Vineyards in Trentino Exercise.doc • U5_L2 Vineyards in Trentino Presentation.pdf <p>Booklet -PPT Worksheets</p>	On-going and formative assessment. Check of the activities.
L	S	R	W								

2	50 min	<p>Improving capacity of describing and analyzing learning materials (maps and pictures). Improving writing skills on topics. Raising awareness of the complexity of economic wine production in Trentino.</p>	<p>Students, divided into groups of 4 - 5, are given a test-exercise and they have to answer together to the questions.</p>	<p>Skills</p> <table border="1" data-bbox="1025 165 1370 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Wine, cellar, vineyard, winery.</p> <p>Communicative structures Classroom language. Ask for and understand instructions</p>	L	S	R	W	<p><input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work</p>	<ul style="list-style-type: none"> • U5_L2 Vineyards in Trentino Exercise.doc • U5_L2 Vineyards in Trentino Presentation.pdf <p>PDF to show and share with students</p>	<p>On-going and formative assessment. Check of the written works.</p>
L	S	R	W								

CLIL Lesson Plan

Unit number	5	Lesson number	3	Title	The Wines of Trentino
--------------------	---	----------------------	---	--------------	-----------------------

Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	20 min	Recalling and summarizing key concepts and key words. Widening and improving specific wines glossary. Students take notes. Revision of some Trentino Valleys.	Recap and review of prior issues in plenary. The teacher introduces the topic and acts as facilitator and guide. Students work on specific glossary-focused worksheets.	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary four typical Trentino wines: how to describe them, adjectives, sip, taste,</p> <p>Communicative structures</p>	L	S	R	W	<input checked="" type="checkbox"/> Whole class <input checked="" type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	<ul style="list-style-type: none"> • U5_L3 wine in Trentino Exercise.doc • U5_L3 Wines of Trentino.pdf <p>PDF - Wines in Trentino Worksheets</p>	On-going and formative assessment. Check of the activities.
L	S	R	W								

2	30 min	<p>Improving capacity of surfing the web for learning purposes and a specific task. Labeling picture. Raising awareness of the complexity of the items. Understanding that this complexity is positive for the Trentino's economy.</p>	<p>The teacher introduces the topic and acts as facilitator and guide. Students surf the web and find required materials. Final discussion of the lesson's outcomes and contents in plenary, using web-based resources (maps, pictures) as scaffolding.</p>	<p>Skills</p> <table border="1" data-bbox="1081 167 1424 215"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary four typical Trentino wines: how to describe them, adjectives, sip, taste,</p> <p>Communicative structures</p>	L	S	R	W	<p><input checked="" type="checkbox"/> Whole class <input checked="" type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work</p>	<ul style="list-style-type: none"> • U5_L3 wine in Trentino Exercise.doc • U5_L3 Wines of Trentino.pdf <p>Wine in Trentino Exercise Web-based materials. Use of notebooks Use of interactive whiteboard.</p>	<p>On-going and formative assessment. Check of the activities.</p>
L	S	R	W								

CLIL Lesson Plan

Unit number	5	Lesson number	4	Title	Final assessment test
--------------------	---	----------------------	---	--------------	-----------------------

Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	20 min	Self checking personal level of knowledge and skills.	The teacher introduces the topic and acts as facilitator and guide. Recap and review of main prior issues in plenary. Final discussion of the outcomes.	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Vocabulary of the whole unit</p> <p>Communicative structures Classroom language</p>	L	S	R	W	<input type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work	<ul style="list-style-type: none"> • U5_L4 crossword key.pdf • U5_L4 evaluation grid.doc • U5_L4 Final Assessment.doc <p>Web-based game. www.eclipseword.com</p>	On-going and formative assessment. Checking of the game's final scores.
L	S	R	W								

2	30 min	Testing personal level of qualification, answering the crosswords	The teacher hands out the fotocopies Students complete the test	<p>Skills</p> <p>L S R W</p> <p>Key vocabulary Vocabulary of Unit 4 and 5</p> <p>Communicative structures Classroom language Ask about confirmation - understand instructions</p>	<input type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work	<ul style="list-style-type: none"> • U5_L4 crossword key.pdf • U5_L4 evaluation grid.doc • U5_L4 Final Assessment.doc <p>Worksheets provided by the teacher</p>	Classwork final assessment.
---	--------	---	---	--	--	--	-----------------------------

CLIL Lesson Plan

Unit number	5	Lesson number	5	Title	Wine tasting
--------------------	---	----------------------	---	--------------	--------------

Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	25	Revision and self-checking of the final assessment test How to taste wine and how to test personal level of qualification. Develop the strategy for the listening exam of FIRST (part two).	The teacher deals out the corrected test and the invites the students to check their results. The teacher introduces the activity and shares with students the text reading it aloud. Students are asked to fill in the gaps while he is reading (cfr fill in the gaps exercise of the FIRST listening part)	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary For S of wine: See, Swirl, Smell, Sip, Savor.</p> <p>Communicative structures</p>	L	S	R	W	<input type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work	<ul style="list-style-type: none"> • U5_L5 Reading talking about wine EXERCISE.doc • U5_L5 Reading talking about wine.pdf <p>Worksheet provided by the teacher.</p>	Content and exercise assessment.
L	S	R	W								

2	25 min	How to taste wine and how to test personal level of qualification. Develop the strategy for the listening exam of FIRST (part two).	Student watch a video about wine testing. Students do the assigned classwork (written test with objective questions).	<p>Skills</p> <table border="1" data-bbox="1061 165 1402 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary For S of wine: See, Swirl, Smell, Sip, Savor.</p> <p>Communicative structures</p>	L	S	R	W	<input type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work	<ul style="list-style-type: none"> • U5_L5 Reading talking about wine EXERCISE.doc • U5_L5 Reading talking about wine.pdf • U5_L5 Tasting wine Video.doc <p>Worksheet provided by the teacher. A web based video</p>	Classwork content assessment.
L	S	R	W								