

CLIL Module Plan

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School	Istituto Pavoniano Artigianelli per le arti grafiche				
School Grade	<input type="radio"/> Primary		<input type="radio"/> Middle		<input checked="" type="radio"/> High
School Year	<input checked="" type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
Subject	Scienze		Topic		energia
CLIL Language	<input checked="" type="radio"/> English			<input type="radio"/> Deutsch	

Personal and social-cultural preconditions of all people involved	<p>Our educational institutions are both vocational schools, that is, they are mainly oriented to training students to become responsible professionals in their specific field of expertise. In the last few years, though, the curriculum has changed to cover more academic subjects like History, Maths, History of Art, English and German and is now offering the opportunity to complete the course of study with a final 5th year, that also prepares students to go on to further or academic education. Artigianelli students come from all over the Region, as this is the only school for graphic design in Trentino, and some spend an hour getting back home. This doesn't leave them much time for homework or study. There also aren't many students with migratory background at Artigianelli because the profession of graphic designer requires a good command of the Italian language that first generation migrant children might not have. Students groups and classes are rather heterogeneous as regards linguistic competences, both in their mother tongue and in the English and German language. Levels vary from class to class and we can generally say that in the first year they go from A1-2. In terms of commitment to learning and motivation they are very different and slightly less motivated than technical or grammar school students, because their main goal is to get trained and find a job. The school has been recently renovated and all learning spaces are well-organised, bright and fully equipped with OHP facilities that allow the projection of HD films or tutorials (both audio and video). Many of our first year students have already taken part in CLIL modules both in the primary school and in the middle school. Some had difficulties with CLIL and report negative experiences where classes were almost exclusively frontal and involved translation, which was an extremely daunting task for them. The teachers involved in the CLIL modules are almost all teachers who are long established in the Ins</p>
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Students' prior knowledge, skills, competencies	Subject	Language
	No prior knowledge is required.	The language related to A2 (level of the CEFR) studied with the English teacher.

Timetable fit	◎ Module	Length 20 h
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Description of teaching and learning strategies	<p>The teachers involved in the CLIL modules are almost all teachers who are long established in the Institution, with the exception of 2 newly arrived young colleagues. Their command of English varies but their motivation to implement CLIL modules has grown from the beginning of the project. The way we have worked ins not based on co-teaching, but co-teaching has been put in place only for the teachers who were working on a CLIL module for the first time and were shy. Choices and strategies to promote interaction and communication during the lesson involving students, teachers and group work. Learning activities connected to expected learning outcomes. Give learners time to comment on answers. Encourage collaborative work. Activate prior knowledge. Help learners make links with tasks they have done before. Allow the use of L1 when necessary. In this module key words will be recycled every lesson so as to let the student memorize and use them as often as possible. SCAFFOLDING The scaffolding provided to the students is mainly of two kinds: individual personal and pedagogical, provided by the teacher during classwork or group work and procedural, in the sense that students are supported in their work by a guided procedure that makes it easy for everyone to follow the different activities (e.g. the so-called “map” in the station learning. Differentiation of materials is based on individual support given by the co-teacher, support teacher or by the teacher herself/himself and can differ from lesson to lesson and from class to class. As a team we have decided to foster independence and cooperation between peers and with the teacher, leaving the pupils free to ask for support right on the matter that they are dealing with.</p>
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Overall Module Plan

Unit: 1 Energy Unit length: 21 h	Lesson 1 Energy challenges
	Lesson 2 Reflections about challenge
	Lesson 3 What do we know about energy?
	Lesson 4 Searching for information
	Lesson 5 Reviewing all we now know
	Lesson 6 My own energy: web quest
	Lesson 7 What's your energy?
	Lesson 8 So much energy!
	Lesson 9 Test your skills
	Lesson 10 What's power?

CLIL Lesson Plan

Unit number	1	Lesson number	1	Title	Energy challenges
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
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1	2h	<p>Read instructions. Do what is in the instructions. Write sentences to explain experiences. Social skills: group work, collaboration, problem solving.</p>	<p>The teacher divides the class into 5 groups. The groups decide the group leader. The class goes into the courtyard. The pupils prepare 5 places to play the games. The teacher explains to the group leader in which station it is necessary to divide the group into 2 parts (sender and receivers). Each group begins playing a game. The teacher stays at station1. If another teacher is present he/she acts as a supervisor and observes what happens in the groups during the games (collaboration, use of English..) When the teacher decides that time is up, groups change game. All groups play all 5 games.</p>	<p>Skills</p> <table border="1" data-bbox="1003 167 1346 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Vocabulary related to: flavour, taste, slingshot. Common BICS.</p> <p>Communicative structures In my opinion... How could we do it? It's impossible! I can't do this. Yay! We made it! You are a loser! I win!</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"> • U1_L1_ALL0.docx • U1_L1_ALL1.docx <p>Instructions: U1_L1_ALL1 (5 copies: one for each group) 5 BARS OF CHOCOLATE (5 DIFFERENT FLAVOURS) 5 plastic cups as choco holders labelled as type 1, type 2... Pens Cellular phone flashlight, 2 PENS 2 yogurt cups 4 meters twine 20 plastic spoons, 1 ping pong ball Group work observation grid: U1_L1_ALL0 for the teacher</p>	<p>Group work observation grid is used (U1_L1_ALL0).</p>
L	S	R	W								

CLIL Lesson Plan

Unit number	1	Lesson number	2	Title	Reflections about challenge
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	0,5 h	Express their opinion about facts and justify it. Hypothesize connections between different experiences.	The pupils receive the "reflection" sheet (U1_L2_ALL1) and complete it. The teacher collects the papers and tabulates outcomes. It is useful to understand what could be changed when the teacher will repeat the module with a different class.	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Common BICS</p> <p>Communicative structures I would change... I would eliminate... I would keep... What if we changed...?</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"> • U1_L2_ALL1.docx U1_L2_ALL1: one sheet for each student	No formal assessment is required.
L	S	R	W								

2	0,25 h	reflect and hypothesize	The teacher asks the students to reflect individually (10 min) on the question written on the board: What do the games have in common? What meaning do the games have? Why did we play them?	<p>Skills</p> <table border="1" data-bbox="974 167 1319 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Common BICS.</p> <p>Communicative structures ...and...are connected because... In my opinion...</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		No formal assessment is required
L	S	R	W								

3	0,75 h	Discuss with classmates about common experience, compare ideas, choose the group idea.	The students are required to stay in the same group as the energy challenge, to fill in the map in the middle, and to negotiate their answers (45 min). Each group produces one "map in the middle". Each pupil writes their name and surname in their part of the map. Pupils select 3 people in each group that will speak in front of the class to answer the questions.	<p>Skills</p> <p>L S R W</p> <p>Key vocabulary vocabulary related to hypothesising and speculating</p> <p>Communicative structures - I wrote that... - For me this game was about... - The aim of the game was to... - I think this was an interesting/boring game, because... - I think we played this game because...</p>	<input type="checkbox"/> Whole class <input checked="" type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	<ul style="list-style-type: none"> • U1_L2_ALL2.jpg • U1_L2_ALL0.docx <p>A3 paper sheet, to make the map in the middle. See attached example realized by pupils (U1_L2_ALL2). Group work observation grid/ map in the middle: U1_L2_ALL0 for the teacher</p>	Group work observation grid/ map in the middle: U1_L2_ALL0 is used.
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4	0,5 h	Express group ideas in front of the whole class.	The selected member of each group expresses the group ideas in front of the class.	<p>Skills</p> <table border="1" data-bbox="976 164 1317 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Common BICS</p> <p>Communicative structures We are going to present... I'm going to introduce..</p>	L	S	R	W	<input type="checkbox"/> Whole class <input checked="" type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	<ul style="list-style-type: none"> • U1_L2_ALL00.docx <p>oral presentation observation grid: U1_L2_ALL00 for the teacher</p>	<p>oral presentation observation grid (U1_L2_ALL00) is used</p>
L	S	R	W								

CLIL Lesson Plan

Unit number	1	Lesson number	3	Title	What do we know about energy?
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	1,25 h	Express their prior knowledge Search for information asking classmates (eventually teacher) Compare ideas	DAISY WHEELS activity Pupils are divided by the teacher into 2 big groups (group 1 and group 2) If the number of the pupils is not an even number, the teacher plays the game too. The class goes into the courtyard. Group 1 forms a circle. Each member of group 2 takes position in front of one member of group 1. One member of the pair asks questions to the other member and writes name and answer. They can choose one or two of the questions in the annex U1_L3_ALL1. They can answer using what they know or what they learned from classmates (or teacher). The teacher does	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary energy, work, Joule, kilowatt-hour, calories, solar energy, kinetic energy, hydroelectric energy, renewable energy, thermal energy</p> <p>Communicative structures In my opinion... Gigi explained to me that ... What do you know about...? What is energy? How many types of energy do you know? How do you measure energy?</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_L3_ALL1.docx • U1_L3_ALL2.jpg • U1_L2_ALL0.docx <p>One sheet of U1_L3_ALL1 for each pupil (and one for the teacher too) pens One example of work done by pupils is in U1_L3_ALL2. Group work observation grid (U1_L2_ALL0) for the teacher.</p>	Group work observation grid (U1_L2_ALL0) is used.
L	S	R	W								

			<p>teacher). The teacher does not have to answer the same question in the same way each time, but give different pupils different points of view. When the teacher decides that time is up, one of the circle has to move one person to the right. In that way pupils can interview all the members of the other group. If necessary the teacher can change circle.</p>			
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2	0,75 h	<p>Compare ideas in a group Summarize Hypothesize the correct answer, comparing different answers</p>	<p>The pupils of group 1 meet and pupils of group 2 meet together too. The teacher identifies one pupil that can help the group to collect information and to choose the most probable correct answer. Pupils have to compare answers and identify the most probable correct answers. They fill in a group sheet. The teacher collects the sheets.</p>	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Common BICs and whatever the students come up with.</p> <p>Communicative structures Common BICS. What did you find out about...? Do you think we should...? I think it would be a good idea to...</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"> • U1_L3_ALL1.docx • U1_L3_ALL3.jpg • U1_L2_ALL0.docx <p>U1_L3_ALL1: one sheet for each group. See attached example of work done in group by pupils in U1_L3_ALL3 Group work observation grid (U1_L2_ALL0) for the teacher.</p>	<p>Group work observation grid (U1_L2_ALL0) is used. The teacher uses the paper (U1_L3_ALL3) to check pupils' previous knowledge.</p>
L	S	R	W								

CLIL Lesson Plan

Unit number	1	Lesson number	4	Title	Searching for information
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	2h	Find information on the internet. Compare it with information pupils already have.	The teacher divides pupils into groups of 3-4 people Each group can use a computer to search for information using the U1_L4_ALL1 The teacher supervises.	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Normal BICS</p> <p>Communicative structures Normal BICS I found this...it is very interesting because... I think this is irrelevant because... I think this is relevant because... I don't think that this is important because...</p>	L	S	R	W	<input type="checkbox"/> Whole class <input checked="" type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	<ul style="list-style-type: none"> • U1_L4_ALL1.docx • U1_L4_ALL0.docx <p>A paper U1_L4_ALL1 for each group 10 computers internet connection U1_L4_ALL0 for the teacher</p>	Group work evaluation/observation grid- searching for information (U1_L4_ALL0) is used
L	S	R	W								

CLIL Lesson Plan

Unit number	1	Lesson number	5	Title	Reviewing all we now know
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	0,25 h	Energy definition. Law of energy. Energy measurement units. Some energy types.	The pupils use the paper they produced in the previous lesson, verified by the teacher. Each group has to reflect on what they found out and in particular on one answer, the one they answered the best. They have to identify one member that will explain the answer to the class.	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Joule, kilowatt-hour, calories, and vocabulary of the previous lessons.</p> <p>Communicative structures Common BICS I have studied....and this is my conclusion I have learnt that... Did you know that...? Is that clear? Check your answer with the rest of your group. Maybe you should say more about...</p>	L	S	R	W	<input type="checkbox"/> Whole class <input checked="" type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	<ul style="list-style-type: none"> • U1_L5_ALL0.docx Paper produced by the pupils and verified by the teacher U1_L5_ALL0 for the teacher	Group work observation grid (U1_L5_ALL0) is used
L	S	R	W								

2	0,75 h	Energy definition. Law of energy. Energy measurement units. Some energy types.	The teacher asks the question to the groups, listens to the answers and helps the students to collect different answers to form a complete answer. The pupils answer the questions and take notes in their notebooks with the complete and correct answers.	<p>Skills</p> <table border="1" data-bbox="1014 167 1352 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Joule, kWh, cal and the vocabulary used in the previous lessons.</p> <p>Communicative structures We found energy is... In our opinion energy is... We found that to measure energy you have to... We discovered that in nature there are different types of energy... We'd better choose this answer, because... Is that clear? You need to go into more detail here. Maybe you should say more about...</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		No formal assessment is required. Fluency and eye contact.
L	S	R	W								

CLIL Lesson Plan

Unit number	1	Lesson number	6	Title	My own energy: web quest
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	0,5 h	How to search for information on the internet and report it correctly.	The teacher: 1. forms groups 2. describes the expected outcome which is the production of a poster about an energy type. The poster should contain: the energy's name (as a title), an image (useful to understand the energy type), a short explanation of the energy type (some sentences from the internet), the difficult words with their meaning, the links used and the names of the	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Recycled from previous lessons.</p> <p>Communicative structures Recycled structures used in previous classes.</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		No formal assessment is required.
L	S	R	W								

		<p>names of the group members.</p> <p>3. Writes on the board the energy types (for example: kinetic, potential, electrical, light, elastic, chemical)</p> <p>Pupils help in group formation and decide the energy type they will research.</p>				
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2	3,5 h	<p>what is kinetic (...) energy where can I see kinetic (...) energy around me?</p>	<p>Each group finds information about their energy type using the internet. The teacher provides a list of websites where to find more relevant information. The teacher helps pupils sometimes simplify or exemplify, sometimes giving suggestions on the most useful sentences or images.</p>	<p>Skills</p> <table border="1" data-bbox="880 165 1223 213"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Recycled from previous lessons and new vocabulary searched on the internet.</p> <p>Communicative structures Recycled structures used in previous classes and new structures found on the internet. Language to describe one energy. Present simple and continuous. Passive voice. Keep to the point. Keep an eye to the time. I'm only living you...minutes to do this. Where do you find out about...? What does...mean? This is useful to...</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"> • U1_L6_ALL1.docx • U1_L6_ALL2.jpg • U1_L6_ALL3.jpg • U1_L6_ALL4.jpg • U1_L6_ALL5.jpg • U1_L6_ALL6.jpg • U1_L6_ALL0.docx <p>One U1_L6_ALL1 sheet (or file) for each group Computers Internet connection A3 papers felt-tip pens There are some examples of poster produced by pupils: U1_L6_ALL2, U1_L6_ALL3, U1_L6_ALL4, U1_L6_ALL5, U1_L6_ALL6 U1_L6_ALL0 for the teacher</p>	<p>Group work evaluation/observation grid (U1_L6_ALL0) is used. It is possible to produce the poster using computers and to evaluate the graphic composition of the poster too.</p>
L	S	R	W								

CLIL Lesson Plan

Unit number	1	Lesson number	7	Title	What's your energy?
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	0,5 h	Remember, understand and revise what was researched for the poster. Explain it to the group members using examples.	The teacher revises the poster. When one poster doesn't contain enough information, the teacher searches other information and completes the poster. The teacher asks the pupils to get back into the group of the previous lesson. Pupils recall the information they found the previous lesson. The aim is: to be able to explain their energy type to the members that had different energy 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 Vocabulary related to the energy type. Vocabulary depending on the energy type and the informations founded on the internet</p> <p>Communicative structures I remember that... In my opinion we could explain it using... Recycled structures from previous lessons and new structures found on the internet.</p>	L	S	R	W	<input type="checkbox"/> Whole class <input checked="" type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	<ul style="list-style-type: none"> • U1_L5_ALL0.docx <p>The materials are the posters about the energy types that the pupils produced previous lesson (some examples: U1_L6_ALL2, U1_L6_ALL3, U1_L6_ALL4, U1_L6_ALL5, U1_L6_ALL6).</p>	Group work observation grid (U1_L5_ALL0) is used.
L	S	R	W								

2	1,5 h	Give and understand information, connect, analyze information about different energy types. Share information with classmates. Ask for clarification.	The pupils put the posters on the walls. The teacher reorganises the groups into 3 big groups (jigsaw). Pupils move from one poster to another. When the group is in front of one poster, the pupil that prepared that poster explains it. Classmates ask questions to better understand the energy type. The teacher listens to the pupils' explanations and helps when necessary.	<p>Skills</p> <table border="1" data-bbox="1014 167 1355 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Vocabulary related to the energy type. Vocabulary depending on the energy type and the information founded on the internet</p> <p>Communicative structures Could you explain it in a different way? Could you please give me some examples of your energy type? Could you explain to me where I can find this energy type in real life?</p>	L	S	R	W	<input type="checkbox"/> Whole class <input checked="" type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	<ul style="list-style-type: none"> • U1_L5_ALL0.docx <p>The poster pupils produced last lesson.</p>	Group work observation grid (U1_L5_ALL0) is used.
L	S	R	W								

CLIL Lesson Plan

Unit number	1	Lesson number	8	Title	So much energy!
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
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1	1,25 h	Associate energy types and their definitions. Recall information about energy, law of energy and energy measurement units. Preparation for the test	The teacher prepares forms that pupils will complete in the first part (before: "Describe which energies are involved and how energy changes in one of the following processes..."). The sentences in the form are the same as the sentence on the posters, but the most important sentence is missing. The pupils walk around the class searching for information and filling gaps and empty spaces of the form. They are allowed and encouraged to speak each other. The teacher controls and sets the time.	<p>Skills</p> <table border="1" data-bbox="1014 167 1352 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Recycled from previous lessons.</p> <p>Communicative structures Recycled from previous lessons.</p>	L	S	R	W	<input type="checkbox"/> Whole class <input checked="" type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	<ul style="list-style-type: none"> • U1_L8_ALL1.docx • U1_L8_ALL2.docx • U1_L5_ALL0.docx <p>One copy of the U1_L8_ALL1 for the teacher. This annex contains all the information missing in the pupils form (U1_L8_ALL2). U1_L5_ALL0 for the teacher. One copy of the U1_L8_ALL2 for each students. Poster produced by students on the walls.</p>	Group work observation grid (U1_L5_ALL0) is used.
L	S	R	W								

2	0,25 h	<p>Understand which type of energy is in action in one situation. Identify the energy types in different situations. Create a new situation in which different energy types are involved. Discuss how energy changes.</p>	<p>The pupils take places. The teacher checks the opening 3 steps of the form asking pupils to express what they wrote in the empty spaces. Using pictures and sentences the teacher explains the steps of the form: "Describe which energies are involved and how energy changes in one of the following processes: the energy games (first lesson) or some daily routine activity Use pictures and sentences." Example of explanation is in the U1_L8_ALL3.</p>	<p>Skills</p> <table border="1" data-bbox="1010 165 1352 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary kinetic energy, potential energy, electrical energy, light energy, elastic energy, chemical energy,</p> <p>Communicative structures In this situation we can identifyenergy. Then it turns into....energy, because...</p>	L	S	R	W	<p><input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work</p>	<ul style="list-style-type: none"> • U1_L8_ALL2.docx • U1_L8_ALL3.docx <p>The U1_L8_ALL2 that the pupils completed the previous lesson. U1_L8_ALL3: example of explanation for the teacher.</p>	<p>No formal assessment is required.</p>
L	S	R	W								

3	0,5 h	<p>Understand which type of energy is in action in one situation. Identify the energy types in different situations. Create new situation in which different energy types are involved. Discuss how energy changes.</p>	<p>The pupils design some different situations in which they identify the involved energies and the energy changes. The pupils use pictures and sentences.</p>	<p>Skills</p> <table border="1" data-bbox="1010 164 1352 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary kinetic energy, potential energy, electrical energy, light energy, elastic energy, chemical energy</p> <p>Communicative structures In this situation we can identifyenergy. Then it turns into....energy, because...</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>• U1_L2_ALL0.docx U1_L2_ALL0 for the teacher</p>	<p>Group work observation grid (U1_L2_ALL0) is used</p>
L	S	R	W								

CLIL Lesson Plan

Unit number	1	Lesson number	9	Title	Test your skills
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	1 h	Understand which type of energy is in action in one situation. Identify the energy types in different situations. Create new situations in which different energy types are involved. Discuss how energy changes.	The teacher asks questions to the class, in order to re-activate what the pupils learned in the previous lessons. For example connecting the name of the energy with definitions and creating new situations in which different energy types are involved.	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary kinetic energy, potential energy, electrical energy, light energy, elastic energy , chemical energy, Joule, kiloWatt-hour</p> <p>Communicative structures Energy is defined as... We can measure energy using... The law of energy says that... In this situation we can identifyenergy. Then it turns into....energy, because.</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		No formal assessment is required. The teacher evaluates the fluency in speaking and the suitability of the contents.
L	S	R	W								

2	1 h	The outcomes reached before this lesson.	The pupils do the test individually.	<p>Skills</p> <table border="1" data-bbox="1014 167 1355 215"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary All the vocabulary used in the previous lessons.</p> <p>Communicative structures Recycled from the previous lessons.</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"> • U1_L9_ALL1.docx • U1_L9_ALL2.jpg • U1_L9_ALL3.jpg • U1_L9_ALL4.jpg • U1_L9_ALL5.jpg • U1_L9_ALL6.jpg • U1_L9_ALL7.docx <p>Each pupil receive one U1_L9_ALL1 There are some example of test solution (ex 1) in: U1_L9_ALL2, U1_L9_ALL3, U1_L9_ALL4, U1_L9_ALL5, U1_L9_ALL6. There are the solutions of the ex 2 and ex 3 in the U1_L9_ALL7</p>	It is defined in the test. Pupils are allowed to use Italian too. The mark they will receive if using Italian will be lower than the one they would get if using English.
L	S	R	W								

CLIL Lesson Plan

Unit number	1	Lesson number	10	Title	What's power?
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
1	1h	Connect power and energy. Calculate energy quantities.	The pupils had homework: to take images from the power of some appliances at home (they only knew to take pictures of the part of the appliance where "W" is written), and to write down from the energy bill the "used energy" quantity (they only knew to write the number near where "consumo fatturato kWh" is written). In this lesson they use the images they took (or the data they wrote). The teacher prepares a sheet containing the images of some appliances (dishwasher, microwave oven, toaster, fridge, washing machine, hairdrier) Under the	<p>Skills</p> <p>L S R W</p> <p>Key vocabulary appliance electrical energy thermal energy...</p> <p>Communicative structures The ... (appliance name) uses electrical energy and converts it into...energy.</p>	<input type="checkbox"/> Whole class <input checked="" type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	<ul style="list-style-type: none"> • U1_L5_ALL0.docx • U1_L10_ALL1.docx <p>Some U1_L10_ALL1 for pupils U1_L5_ALL0 for the teacher</p>	Group work observation grid (U1_L5_ALL0) is used.

handy (e.g., under the image there is the name of the appliance. See U1_L10_ALL1 The teacher gives one paper to small pupil groups (3 people). The teacher explains that they are all appliances and asks the pupils to cut out images (with names), to write in the notebook the appliances' names and to analyze how electrical energy is transformed. The students are requested to put the images in an envelope (in the next class the teacher can directly use the cut images).

2	1 h	Gather and give information (with classmates help). Calculate energy quantity.	The teacher writes on the board the definition of power. The teacher explains the measurement units that have to be used in the formula. The teacher gives some practical examples of the formula's use inventing possible real situations. See U1_L10_ALL2 The teacher gives to the pupils some exercises to try the use of the formula. The pupils do the exercises written on the board. The pupils use the data they collected at home, invent some exercises using that data and solve them.	<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 power, Watt energy, Joule time, second</p> <p>Communicative structures Is that clear? Any question before we start? See if your partner agrees with you. Now try to... What do you think about...?</p>	L	S	R	W	<input type="checkbox"/> Whole class <input checked="" type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	<ul style="list-style-type: none"> • U1_L5_ALL0.docx • U1_L10_ALL2.docx <p>The images/data that pupils collected at home (power of the appliances) U1_L5_ALL0 for the teacher Example of explanation of the exercise in: U1_L10_ALL2</p>	Group work observation grid (U1_L5_ALL0) is used.
L	S	R	W								