

# CLIL Module Plan

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<b>School Grade</b>	<input type="radio"/> Primary		<input type="radio"/> Middle		<input checked="" type="radio"/> High
<b>School Year</b>	<input checked="" type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
<b>Subject</b>	Storia	<b>Topic</b>	Body and Movement in Ancient Greece (GeoHistory)		
<b>CLIL Language</b>	<input checked="" type="radio"/> English		<input type="radio"/> Deutsch		

<b>Personal and social-cultural preconditions of all people involved</b>	<p>The class is composed of 11 students (8 boys and 3 girls) with higher than average language and technology skills, as they were tested and selected to attend an experimental course of 4-year duration (instead of the usual 5 years). Among them, two come from mixed families and can speak other languages in addition to Italian and English (Romanian and Albanian). They are very motivated and they know how to work in pairs or in group. They are sociable, involved and curious to experiment the CLIL methodology. No certified Special Educational Needs. Some of these students need to develop their self-esteem. Two of them are very shy and they need to practice conversation and speaking. Despite being Year 1, the average CEFR level of the class is a B2. Most of their subjects are taught in English all year round (apart from English as a discipline, they do CLIL in Art History, History and Geography, Physics, Physical Education).</p>
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<b>Students' prior knowledge, skills, competencies</b>	<b>Subject</b>	<b>Language</b>
	<p>GeoHistory: Prehistory, Egypt, Mesopotamian history The students are very motivated and very interested in History and in technologies in general. They use their own devices in class.</p>	<p>English has been boosted by the language teacher in order to support the intense CLIL experience in diverse subjects. • Present simple; Present continuous; • Present perfect; Present perfect continuous; • Past simple; Past continuous; • Past perfect; Past perfect continuous; • Futures; • 1st and 2nd Conditional; • Passive; • Modal verbs; • Superlative and comparatives; • Lexis and grammar expressing similarities and differences; • To describe, compare and contrast ideas; • To express opinions; • To take part in a discussion; • Vocab and synonyms.</p>

<b>Timetable fit</b>	<div> <div>⦿</div> <div>Module</div> </div>	Length 10 hours
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<b>Description of teaching and learning strategies</b>	<p>This module is part of a 30 hour co-planning on Ancient Greece that covers the subjects of History of Art, Geo-History and Physical Education. To motivate students by speaking English with enthusiasm the breakout of the lesson will be: a song, an observation of pictures, blue sky thinking , a game or a clip from a video. Blue sky thinking → their observations are written on the blackboard. To guess the images and their link to topic/moments. To play a game in 2 team (for example T/F game with some questions or crossword). To read a text and answer the questions. Cooperative learning (work in pair or in group). Guided discovery. Bloom’s Taxonomy questions Communication, culture, cognition, creativity, critical thinking, collaboration.</p>
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# Overall Module Plan

<b>Unit: 1</b> In the ancient Greece <b>Unit length:</b> 2 hours	<b>Lesson 1</b> Geography in Greece
	<b>Lesson 2</b> Religion in ancient Greece
<b>Unit: 2</b> History and Myth <b>Unit length:</b> 3 hours	<b>Lesson 1</b> The Myth of the Minotaur
	<b>Lesson 2</b> The Minoan civilization
<b>Unit: 3</b> The polis and the Olympic games <b>Unit length:</b> 5	<b>Lesson 1</b> The poleis and the citizens in Greece
	<b>Lesson 2</b> The Lesson of the Olympics
	<b>Lesson 3</b> The modern Olympics (1968)
	<b>Lesson 4</b> Assessment (Students' presentations)
	<b>Lesson 5</b> Assessment (Students' presentations)

# CLIL Lesson Plan

<b>Unit number</b>	1	<b>Lesson number</b>	1	<b>Title</b>	Geography in Greece
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<b>Activity</b>	<b>Timing</b>	<b>Learning Outcomes</b>	<b>Activity Procedure</b>	<b>Language</b>	<b>Interaction</b>	<b>Materials</b>	<b>Assessment</b>
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1	10 minutes	Introduce the topic and draw on previous knowledge. Tell about experience and about themselves. Define the idea of map and locate the place in an outline map.	The teacher welcome students to the class and hands out the rubric for the evaluation of their groupwork and a useful language sheet that they will need during the course. Teacher then hands out worksheets (U1_L1_ALL3) and asks students to look at the 1st part. The teacher asks them about: -where are they in this moment? -where do they usually live? - where do they usually go on holiday? Then the teacher asks them to write a very easy map about these places: -the teacher draws on the blackboard and students on their worksheets.	<div>Skills</div> <div>L S R W</div> <div>Key vocabulary</div> <div>Maps, relief, regions, harbors, flat, mountains and mountains ranges.</div> <div>Communicative structures</div> <div>Could you tell me? I usually go on holiday... Do you know...? Do you know how far is...from? Look at the map.... See U1_L1_ALL2</div>	<div><input checked="" type="checkbox"/> Whole class</div> <div><input type="checkbox"/> Group work</div> <div><input type="checkbox"/> Pair work</div> <div><input checked="" type="checkbox"/> Individual work</div>	<div><ul style="list-style-type: none"><li>• U1_L1_ALL1_Teacher Rubric.docx</li><li>• U1_L1_ALL2_useful expressions.pdf</li><li>• U1_L1_ALL3_BEFORE THE GREEKS...BREAK OUT OF THE MODULE.docx</li></ul></div>	On going assessment: the teacher observes and transcribes on his/her notebook information about students' observations. (see Rubric: U1_L1_ALL1)
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2	15 minutes	Try to identify and recall information about Greece. Explain how to read a map. Describe and explain the main thematic maps about Europe (cultural).	<p>The teacher asks to the class about ancient and modern Greece; what do they know about...? 2nd part of U1_L1_ALL3</p> <p>Then the teacher gives students the photocopies of Oxford Atlas (or share the pdf-file on their devices) and shows the photos on the multimedia whiteboard; the teacher asks to work in pairs explaining ideas, giving examples and supporting opinions about the new topic and images.</p> <p>U1_L1_ALL5 keys for the T to correct and guide the discussion</p>	<div><b>Skills</b></div> <div><div>L</div><div>S</div><div>R</div><div>W</div></div> <div><b>Key vocabulary</b> Monster/Myth, political map, tourism map, land height, climate regions, resorts, sites, settlements, boundary, scale.</div> <div><b>Communicative structures</b> It is clear that... We must take into account the fact that... It is important to remember that... This means that...; For example/For instance,... This is largely due to... In other words. I believe/do not believe that... (because); Just consider...Personally I feel that...As I see it; I am of the opinion that...</div>	<div><input checked="" type="checkbox"/> Whole class</div> <div><input type="checkbox"/> Group work</div> <div><input checked="" type="checkbox"/> Pair work</div> <div><input type="checkbox"/> Individual work</div>	<div><div>• U1_L1_ALL3_BEFORE THE GREEKS...BREAK OUT OF THE MODULE.docx</div><div>• U1_L1_ALL4_Maps.pdf</div><div>• U1_L1_ALL5_BEFORE THE GREEKS...BREAK OUT OF THE MODULE_KEYS.docx</div></div>	On going assessment: the teacher observes and transcribes on his/her notebook information about students’ observations. (see Teacher Rubric for Group Work U1_L1_ALL1)
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3	20 min	Find out all they know about the maps and the history of the Greeks. Illustrate, show ideas and share opinions. Correct or complete answers peer-to-peer.	Reorganize the class in three groups (with criteria A-B-C) and let students share their different opinions about the topic/maps studied. They have 10 minutes to explain some ideas in groups and prepare a brief explanation to the rest of the class about maps and Greece and its importance in the Aegean Sea; about tourism and in History. The teacher goes around the class and observes, helps if students need. At the end, one student for each group answers T's questions on different maps. Optional activity (possible homework): Rebuild and rewrite a text with all information	<b>Skills</b> <div> <div>L</div> <div>S</div> <div>R</div> <div>W</div> </div> <b>Key vocabulary</b> Monster/Myth, political map, tourism map, land height, climate regions, resorts, sites, settlements, boundary, scale. <b>Communicative structures</b> Why is Greece tourism so important in Europe? Why is Greece so significant for European History? How are mountains and sea related to the history of the Greeks? How could be the Myth related to the history of the Greeks?	<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"> <li>• U1_L1_ALL1_Teacher Rubric.docx</li> <li>• U1_L1_ALL2_useful expressions.pdf</li> <li>• U1_L1_ALL3_BEFORE THE GREEKS...BREAK OUT OF THE MODULE.docx</li> <li>• U1_L1_ALL4_Maps.pdf</li> <li>• U1_L1_ALL5_BEFORE THE GREEKS...BREAK OUT OF THE MODULE_KEYS.docx</li> </ul>	On going assessment: the teacher observes and transcribes on his/her notebook information about students' observations.
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			on climate, landscape and tourism in Greece.				
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4	5 min	Examine and distinguish thoughts and ideas. Choose and develop opinions. Suppose other topics; suggest metacognitive thinking. Revise the lesson.	The teacher shows a “Let’s recap!”: sign on the whiteboard: -3 pieces of information that were new to you; -2 items of information that you would like to remember - 1 open question Students work on their own and choose and evaluate the main important learning and knowledge. They then give feedback to their peers.	<b>Skills</b>	<input 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"> <li>• U1_L1_ALL6.pptx</li> </ul>	On going assessment: the teacher observes and transcribes on his notebook information about students’ observations.
				<div> <div>L</div> <div>S</div> <div>R</div> <div>W</div> </div>			
				<b>Key vocabulary</b>			
				<b>Communicative structures</b> I would like to remember The information I liked the most....			



# CLIL Lesson Plan

<b>Unit number</b>	1	<b>Lesson number</b>	2	<b>Title</b>	Religion in ancient Greece
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
1	10 minutes	BREAKOUT OF THE LESSON Recalling pre-existing personal knowledge and information from the previous lesson. Sharing ideas and expressing opinions Using correct terminology and language to describe pictures and concepts.	The teacher asks students about religion in ancient Greece and students have to remember, list and locate some information about RELIGION and explain their opinion clearly and in the order the teacher asks them to recall all information students	<b>Skills</b> <div>L S R W</div> <b>Key vocabulary</b> Belief, polytheism, to worship, ruler, protector, statues and temples, trick, divine and human qualities.	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input checked="" type="checkbox"/> Pair work <input type="checkbox"/> Individual work	<ul style="list-style-type: none"> <li>• U1_L2_ALL1_WHAT WAS GREEK RELIGION LIKE.docx</li> <li>• U1_L2_ALL2_WHAT WAS GREEK RELIGION LIKE-KEYS-.docx</li> </ul> Sources: 1. <a href="#">link</a> 2. <a href="http://www.museumnetworkuk.org/myts">www.museumnetworkuk.org/myts</a> 3. <a href="http://www.romans-in-britain.org.uk">www.romans-in-britain.org.uk</a>	On going assessment: the teacher monitors, intervenes to correct when needed, guides answers and moderates the discussion.

students  
have about  
the topic: -  
Have you  
ever seen  
any movies  
about  
Greece or its  
religion? -  
Which were  
some  
important  
gods in  
Greece? -  
Define the  
term  
polytheism. -  
Describe  
some  
pictures from  
the given  
website (The  
teacher  
shows on the  
interactive  
whiteboard  
pictures  
selected  
from the  
website [link](#)  
). The  
teacher  
writes some  
student's  
ideas on the  
blackboard  
and

### **Communicative structures**

Expressing and  
supporting  
opinions: I  
believe/do not  
believe that...  
(because)...;  
Personally I feel  
that... In my  
opinion,... I am  
convinced that...  
Reviews  
movies/photos  
The film was  
directed by... I  
was impressed  
by... It is based  
on a book by...  
While nobody  
can deny that...,  
I would like to  
point out that...  
This picture  
represents... Use  
of present  
continuous to  
describe actions  
in pictures

			encourages students to find out more about the topic.				
2	15 minutes	Classifying different god and goddesses according to readings, experiences, memories and recollections. Expressing opinions, examining ideas and compare and choose the best one.	<p>GAME: Find the rule of the gods. The teacher divides the class into 2 groups (Rome and Athens) and gives each groups 2 envelopes. Each one contains little pieces of paper with random Greek names and Roman names. The group has to put in order the table and find out the correct quality of each god/goddess. The fastest</p>	<p><b>Skills</b></p> <div> <div>L</div> <div>S</div> <div>R</div> <div>W</div> </div> <p><b>Key vocabulary</b> Powerful, selfish, anger, jealousy, warrior, crafts, trouble, holy, naughtiness.</p> <p><b>Communicative structures</b> Expressing and supporting opinions: In my opinion... As I see it.... Persuading I am sure you will agree that... Surely you must agree that... Listing arguments Firstly Secondly Another point to remember is... In conclusion...</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"> <li>• U1_L2_ALL3_God's table.docx</li> <li>• U1_L2_ALL4_GLOSSARY.docx</li> </ul>	On going assessment: the teacher monitors, observes and transcribes on his/her notebook information about students' observations and use of language, using the Teacher Rubric U1_L1_ALL1

		<p>group wins. The winner group has to glue the God's table and explain it to the class. The teacher asks questions (eg. What evidence can you present for saying that Zeus was...? How does Aphrodite contrast with Hera or Poseidon with Apollo?), corrects mistakes and adds information. Ss are also given a glossary to complete.</p>			
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3	20 minutes	Read and understand. Organize the text in different part; analyze and separate a whole into component part. Distinguish the main ideas with others. Examine and specify lexicon and other stories.	LET'S READ! The teacher gives students photocopies about religion in ancient Greece and the worksheet with the questions. They have to share their work and check their answers. In the meantime, Ss can continue updating their glossary	<b>Skills</b> <div> <div>L</div> <div>S</div> <div>R</div> <div>W</div> </div> <b>Key vocabulary</b> Custom, trick, divine and human qualities, sacrifice and public ceremonies, Olympics.  <b>Communicative structures</b>	<input 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"> <li>• U1_L2_ALL4_GLOSSARY.docx</li> <li>• U1_L2_ALL5_text.docx</li> <li>• U1_L2_ALL6_QUESTIONS.docx</li> <li>• U1_L2_ALL7_text_KEYS.docx</li> <li>• U1_L2_ALL8_QUESTIONS_KEYS.docx</li> </ul>	On going assessment: the teacher monitors, observes and transcribes on his/her notebook information about students' observations and use of language, using the Teacher Rubric U1_L1_ALL1
4	5 minutes	Recap. Relaborating, developing opinions and judgements or taking decisions and predictions in	LET'S RECAP! The teacher puts up on the whiteboard the PPT slide U1_L2_ALL9 and asks	<b>Skills</b> <div> <div>L</div> <div>S</div> <div>R</div> <div>W</div> </div> <b>Key vocabulary</b>	<input 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"> <li>• U1_L2_ALL9.pptx</li> </ul>	On-going assessment: the teacher walks around, observes and transcribes on his/her notebook

		<p>an autonomous way.</p>	<p>students to individually think about: - 3 pieces of information that were new to them; -2 items of information that they would like to remember -1 question: 'What do you expect the next lesson to be about?' Students work on their own and choose and evaluate the main important learning and knowledge, they then share feedback in pairs.</p>	<p><b>Communicative structures</b> I expect, I predict, I think, perhaps zero and first conditional</p>			<p>information about students' ideas, developments, judgements as it is all useful feedback.</p>
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# CLIL Lesson Plan

<b>Unit number</b>	2	<b>Lesson number</b>	1	<b>Title</b>	The Myth of the Minotaur
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
1	5 minutes	Predicting Drawing on previous knowledge Expressing and sharing opinions and ideas	The setting must be arranged as a sort of semicircle. The teacher wants to capture the attention of the class and after sharing with students the material (digital devices or photocopies) he/she prepares the setting of the class: all desks around the digital whiteboard, so that students can follow on their own on their worksheets	<b>Skills</b> <div> <div>L</div> <div>S</div> <div>R</div> <div>W</div> </div> <b>Key vocabulary</b> Myth and Minotaur  <b>Communicative structures</b> Narrative form. Present and past simple. Opening phrases: In the past, people used to..., but now....; These days, it seems that...but...; The myth captures the spirit of....On reflection, we can think it was invented to explain earthquakes.	<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"> <li>• U2_L1_ALL1_DRAWING FROM THE TEXT.docx</li> <li>• U2_L1_ALL2_Links.docx</li> </ul>	The teacher observes the attention of the students and takes notes.

then worksheets  
but also look at  
the board and  
listen to  
teacher's  
instructions,  
help and listen  
to the audio.  
The teacher  
asks students if  
they have ever  
heard the story  
of the Minotaur.  
Who was he?  
Where did he  
live? Why was  
he so strange?  
Do you know  
the ending of  
this sad story? T  
shows images  
on the board  
and then briefly  
clicks on the  
websites on  
U2\_L1\_ALL2 to  
show Ss they  
can learn more  
at home. It  
could also be  
possible to find  
a link to other  
subjects, like  
science and  
physics.



2	7 minutes	Comprehension: the Myth of the Minotaur; organize and select the main facts and ideas.	The teacher sets up the listening about the first part of the audio “The Minotaur” on the computer. Let’s listen to the whole audio 1-4 (first part).	<b>Skills</b> <div> <div>L</div> <div>S</div> <div>R</div> <div>W</div> </div> <b>Key vocabulary</b>  <b>Communicative structures</b> Pay attention on the emphasis the actor lays on some important words through the text.	<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"> <li>• U2_L1_ALL3_minotaur 1.doc.m4a.zip</li> </ul> Source: adapted from: “The Minotaur”Usborne Young Reading, London 2009. Drawings and reading by Iris Tania Verlato	The teacher observes the attention of the students and takes notes.
3	30 minutes	Analysis: separate a whole into components part. Synthesis: combine ideas and evaluate different solutions.	The students work in pair and using their paper sheets they answer the questions and they complete the exercises.	<b>Skills</b> <div> <div>L</div> <div>S</div> <div>R</div> <div>W</div> </div> <b>Key vocabulary</b>  <b>Communicative structures</b>	<input 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"> <li>• U2_L1_ALL4_THE MINOTAUR.docx</li> <li>• U2_L1_ALL5_THE MINOTAUR_KEYS.docx</li> </ul>	The teacher walks around the class and asks if they need help and suggests some observations if they need. The teacher takes notes about the situations and the students' good ideas or writings.

4	8 minutes	Evaluation: developing opinion and choose different ending; justify and prioritize facts.	<p>Let's recap! The teacher asks students: “What did we do today?” “Why? Which is the conjunction between the last lesson and this lesson?” “What shall we do next?” “How is this story going to finish, in your opinion? Why?” If any students haven’t completed the exercises yet, they need to finish at home. They can also learn more about the myth going on the websites selected by the teacher U2_L1_ALL2.</p>	<div> <div>Skills</div> <div> <div>L</div> <div>S</div> <div>R</div> <div>W</div> </div> <div> <b>Key vocabulary</b>            The main characters and their functions in the story (Minos, Theseus, Aegeus, Ariadne, the Minotaur).         </div> <div> <b>Communicative structures</b>            We’ve listened to a story; we’ve studied its different parts; we’ve learnt that....         </div> </div>	<div> <input checked="" type="checkbox"/> Whole class  <input type="checkbox"/> Group work  <input type="checkbox"/> Pair work  <input type="checkbox"/> Individual work         </div>	<ul style="list-style-type: none"> <li>• U2_L1_ALL4_THE MINOTAUR.docx</li> <li>• U2_L1_ALL5_THE MINOTAUR_KEYS.docx</li> </ul>	The teacher asks questions (randomly to a few students) and understands if the students have followed the lesson and take some interesting suggestion from the students as an evaluation of this lesson.
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# CLIL Lesson Plan

<b>Unit number</b>	2	<b>Lesson number</b>	2	<b>Title</b>	The Minoan civilization
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
1	5 minutes	Recall all information about The Minotaur and the location: the geography of Crete. Analyze the last lesson to focus on the meaning of this story; make inferences about the natural and historical events and the story of the Minotaur:	T proposes a blue sky thinking/brainstorming about The Minotaur and Crete on the board: Where is Crete? Which sea? Link with Athens’ history. Where are we? Geography When? Time line Why? History events Then T writes words on the board and SS have to discuss in their pairs the main important ideas and the meaning of the story. Apart from the story, “what does this novel tell us about the Minoan civilization?” “Is there something real about this rude King Minos?”	Skills	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input checked="" type="checkbox"/> Pair work <input type="checkbox"/> Individual work	• U1_L1_ALL2_useful expressions.pdf	On going assessment: the teacher observes and transcribes on his notebook information about students’ observations.
				L S R W			
				Key vocabulary Myth, earthquake, natural disasters			

			king Minoan	<b>Communicative structures</b> Looking back: In retrospect,... When we think back to what happened in Crete, then.... General comment: On the whole, we can found that... Although..., we should point out that... It is a fact that... Useful language from U1_L1_ALL2		
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2	20 minutes	Comprehension: organize and select of facts and ideas. Interpret the T's ideas and talks and organize in notes on student's workbook. Find out the inferences and rewrite in own words. What is the main idea of...? What	Let's talk about the Minoan civilization. T gives students the photocopies about the materials (The Minoan civilization) or share the file with them jus before the lesson, so that SS can use their own devices. T shows the material about the Minoan civilization and follow the papers teaching through images the main significant points	<b>Skills</b> <div> <div>L</div> <div>S</div> <div>R</div> <div>W</div> </div> <b>Key vocabulary</b> See glossary U2_L3_ALL2	<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"> <li>• U2_L3_ALL1_The Minoan civilization.docx</li> <li>• U2_L3_ALL2_GLOSSARY-The Minoan civilization-.docx</li> </ul>	On going assessment: the teacher observes and transcribes on his notebook information about students' observations.
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		differences exist between a past life in Crete and nowadays? Use of facts and principles: How is the palace's society related to Crete? Why is the literature so significant for the city of Troy? Analysis: What evidence can you present from the maps? How does the modern tourism in Crete contrast with its own past? Evaluation: Choose the right words to write some important sentences. Prioritize the facts and main contents.	about the Minoan civilization. SS listen, take notes and make some questions if they need, as they follow the instructions on the worksheets.	<b>Communicative structures</b> Opening phrases: It is often said....however, it seems that... It is a fact that.... In the past, people used to..., but now... Making statements: We must take into account the fact that... It is clear that... Explaining: This means that... This is largely due to... In other words... Another point to remember is... In conclusion...			
3	20 minutes	Identification: Identify the object; memorize the	T calls students near the digital board and invites Ss to follow her on a virtual visit to the	<b>Skills</b> <div>L<span>S</span><span>R</span>W</div>	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work	<ul style="list-style-type: none"><li>• U2_L3_ALL3_virtual visit.docx</li></ul>	On going assessment: the teacher observes and

		<p>words, recall the information. Interpret the use of this object, retell in other words the label of the Museum.</p> <p>Analysis: Compare objects; debate opinions with a pair. Evaluation: Decide which information are more useful than others, select information and compare an object with another object. Select the favorite object in the Museum.</p>	<p>Heraklion Museum (modern museum in Crete). SS stay near the digital board and choose some rooms of the Museum. SS in turn read and describe the pottery, painting, jewelry and sculptures of the Minoan civilization (reading of course also from the captions and label information). If they want they could do this work with a friend and share with him/her their opinions.</p>	<p><b>Key vocabulary</b> Pottery, miniature sculpture, gold work, metal work, weapons, sacred axes, frescos.</p>	<p>▣ Pair work ▣ Individual work</p>	<p>transcribes on his/her notebook information about students' observations. Corrects concepts or language when needed. Guides research.</p>
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				<b>Communicative structures</b>		
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Communicative structures

Sequencing: At first/ In the beginning...

Then/Next/After that... The next thing we can

notice....Some rooms later...

Expressing and Justifying

opinions: I completely agree.

I am not sure about that.... Do

you really think so..? Perhaps it

should be also emphasized that...

Evaluating: I am extremely

impressed by... I would like to

praise that... My overall impression

is that...

4	5 minutes	Examine and distinguish thoughts and ideas. Choose and developing opinions. Suppose other topics or goal of our lessons; suggest metacognitive thinking. Revise the lesson. Give students suggestions and ideas for the next lesson.	T gives students the photocopy of the Greek timeline to be completed in pairs, T walks around and helps when needed, then projects the solution on the digital board. Teacher asks students to glue the parts together in their right place and bring it with them for the next lesson.	<b>Skills</b> <div> <div>L</div> <div>S</div> <div>R</div> <div>W</div> </div> <b>Key vocabulary</b> Collapse, colonization, hegemony, Homer, Polis, Peloponnesus's War, Hellenistic Kingdom. <b>Communicative structures</b> Persuading: I would urge you to consider... I am sure you will agree that... Summarizing: All in all, we can think that... Making recommendations: I recommend that you bring with you .... I propose that we could...	<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"> <li>• U2_L3_ALL4_TIME LINE GREECE HISTORY.docx</li> </ul>	On going assessment: the teacher observes and transcribes on his/her notebook information about students' observations.
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# CLIL Lesson Plan

<b>Unit number</b>	3	<b>Lesson number</b>	1	<b>Title</b>	The poleis and the citizens in Greece
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
1	5 minutes	Students will: recall information about the government system in Greece, focusing also on the geography of Greece; predict and draw from previous knowledge; express and share ideas and opinions	The Teacher proposes a blue-sky-thinking/brain-storming in groups of three about the forms of government in Greece: What is a Monarchy? When did we speak about Monarchy in Greece? Can you remember King Minos/Aegeus? Do you know any different kinds of government? The T then writes the words 'Government, monarchy, aristocracy, tyranny, democracy, citizenship' on the blackboard and SS have to share ideas in order to predict the topic of the lesson and draw from their	Skills	<input checked="" type="checkbox"/> Whole class <input checked="" type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work		On going assessment: The teacher listens to the students' ideas, takes notes on the board and corrects information when needed.
				L S R W			
				Key vocabulary Government, monarchy, aristocracy, tyranny, democracy, citizenship			

			<p>draw from their previous knowledge on different forms of government. T briefly explains the lessonplan and asks SS to take notes and ask for information if they do not understand, stressing on the fact that the lesson will be more cognitive and frontal than others.</p>	<p><b>Communicative structures</b> from U1_L1_ALL2: Looking back: In retrospect,... When we think back to Crete, who ruled Crete? And in Greece? And then....? General comment: On the whole, we can find that... Although..., we should point out that... It is a fact that...</p>		
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2	30 minutes	Comprehension and organization of facts and ideas. Learning about the polis, city-states, forms of government Analyzing: What are the parts or features of the city-state? How does Athens compare with your city? What	T reads and comments Slides 1-8 of the PPT: U3_L1_ALL1 SS have to listen and take notes because for homework they will re-write in their own words in an essay what the city and government were like in Greece. T reads clearly and very slowly and rephrases/reformulates the PPT (4 min on each slides max); T focuses on some important key words. The PPT is the	<div><b>Skills</b></div> <div><div>L</div><div>S</div><div>R</div><div>W</div></div> <div><b>Key vocabulary</b> Polis, city-states, acropolis, harbor, Athens, Sparta, inhabitants, slaves, foreigners</div>	<div><input checked="" type="checkbox"/> Whole class</div> <div><input type="checkbox"/> Group work</div> <div><input type="checkbox"/> Pair work</div> <div><input type="checkbox"/> Individual work</div>	<div><div>• U3_L1_ALL1_Greece and Democracy.pptx</div></div>
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		evidence can you present for the Acropolis? Examining pictures and describing them.	support of an interactive frontal lesson as the teacher continuously elicits concepts such as: What is a polis? What is a city-state? Why is it so significant? Do you know of other examples in the past where we could find Democracy, Aristocracy, and Tyranny...? SS share ideas or opinions with their mates and sometimes make their own questions. If SS are very well prepared they could find out (with their own devices) other information about other city states, photos or government suggestions about Delphi, Olympia, Corinth, Argo.	<b>Communicative structures</b> Opening phrases: It is often said....however, it seems that... It is a fact that.... In the past, people used to..., but now... Making statements: We must take into account the fact that... It is clear that... Explaining: This means that... This is largely due to... In other words... Another point to remember is... In conclusion...			
3	10 minutes	Critical thinking Identification: Identify the problem to be or not to be a citizen; memorize the	T invites SS to discuss in pairs about slide 9 of the PPT (U3_L1_ALL1) on the digital board: “Are you a citizen? Why” “Is that the same all	<b>Skills</b> <div>L S R W</div>	<input type="checkbox"/> Whole class <input type="checkbox"/> Group work <input checked="" type="checkbox"/> Pair work	<ul style="list-style-type: none"><li>U3_L1_ALL1_Greece and Democracy.pptx</li></ul>	On going assessment: the teacher observes and transcribes on his/her notebook

	<p>words, recall information.</p> <p>Analysis:</p> <p>Compare opinions; debate opinions in pairs.</p> <p>Evaluation:</p> <p>Decide which information are more useful than others, select information and compare ideas with another. Select the most interesting ideas or topic for the discussion.</p> <p>Developing opinions from the past to the present; from a local system to a global one.</p>	<p>around the World? Why?”. SS have to take notes on the information they share in their pairs and then choose one person per pair to relate to the class and to the teacher. T walks around and helps and listens about the S’s speaking. T asks each pair to refer specific ideas and consider them for the essay they will write as homework.</p>	<div><div><b>Key vocabulary</b></div><div>Rights, possessions, dignity, responsibilities.</div></div> <div><div><b>Communicative structures</b></div><div>Sequencing: At first/ In the beginning... Then/Next/After that... The next thing we can notice.....Some rooms later... Expressing and Justifying opinions: I completely agree. I am not sure about that.... Do you really think so..? Perhaps it should be also emphasized that... Evaluating: I am extremely impressed by... I would like to praise that... My overall impression is that...</div></div>	<div><input type="checkbox"/> Individual work</div>	<p>students’ observations</p>
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4	5 minutes	Examine and distinguish thoughts and ideas. Choose and develop opinions. Predict other topics or goals for the next lessons; suggest metacognitive thinking. Revise the lesson and develop opinions, judgements.	Let's recap! T projects on the digital board the last slides of the PPT (slides 10-11, U3_L1_ALL1) "WHAT DID WE LEARN TODAY?" 1.The importance of a polis in ancient Greece. 2.The different forms of government in Greece. 3.The prominence of being or not being a citizen! T asks to predict the topic of the next lesson. What do you think could be the topic of next lesson? We will focus on one very important city: Olympia. Homework: Write an essay about the Democracy in Athens and in modern society.	<b>Skills</b> <div> <div>L</div> <div>S</div> <div>R</div> <div>W</div> </div> <b>Key vocabulary</b> All the vocabulary of the lesson.  <b>Communicative structures</b> Persuading: When you hear the arguments, I am sure you will agree that... Surely, you must agree that... Summarizing: All in all, we can think that... In conclusion, the fact suggest that... Making recommendations: I suggest we...We would then be able to... I propose that we could...	<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"> <li>• U3_L1_ALL1_Greece and Democracy.pptx</li> </ul>	
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# CLIL Lesson Plan

<b>Unit number</b>	3	<b>Lesson number</b>	2	<b>Title</b>	The Lesson of the Olympics
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<b>Activity</b>	<b>Timing</b>	<b>Learning Outcomes</b>	<b>Activity Procedure</b>	<b>Language</b>	<b>Interaction</b>	<b>Materials</b>	<b>Assessment</b>
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1	10 minutes	Activating learning process: reasoning and evaluating. Culture: learning about the Olympic games and different athletes	T asks to the whole class: - What do you know about modern Olympics athletes? -What kind of sports do you know, do you like practicing or do you prefer watching on TV? T invites ss to play a game about the modern Olympics. T gives Ss some photocopies and in pairs Ss have to match the right name of the athletes with the right name of the sports and his/her photos. When they finish, the teacher hands out keys to check. They can use their own devices to find more details about the topic.	<div>Skills</div> <div><div>L</div><div>S</div><div>R</div><div>W</div></div> <div>Key vocabulary</div> <div>Athletes The name of different sports: Ice skating Artistic gymnastics Javelin throwing</div> <div>Communicative structures</div> <div>Describing pictures: This photo reminds me of... From what we can see here, he/she must ... I might be wrong but I'd say that this photo... I guess that this photo comes from... use of present continuous to describe pictures</div>	<div><input checked="" type="checkbox"/> Whole class</div> <div><input type="checkbox"/> Group work</div> <div><input checked="" type="checkbox"/> Pair work</div> <div><input type="checkbox"/> Individual work</div>	<div><div>• U1_L1_ALL1_Teacher Rubric.docx</div><div>• U3_L2_ALL1_THE OLYMPICS GAMES.docx</div><div>• U3_L2_ALL2_KEYS.docx</div></div>	On going assessment: the teacher observes and fills out the Teacher Rubric (U1_L1_ALL1)
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2	10 minutes	From the web to History: how to use and learn from an official website. Analyze and separate a whole into component parts. Apply how to use a web site and how to discover more about a topic.	The teacher shows the British Museum website on the digital whiteboard and asks students in pairs to look up on their own devices the sections regarding the Olympics. T gives Ss 5 minutes to look it up and answer the following questions, which have previously been written on the blackboard: - When did the first Olympics start? - Which is the main conjunction between the past and modern Olympics? - How did the athletes compete? - What do you think could have changed in the last 2500 years? Feedback as a whole class.	<b>Skills</b> <div> <div>L</div> <div>S</div> <div>R</div> <div>W</div> </div> <b>Key vocabulary</b> Competition To compete To hold/held/held To move To take place naked <b>Communicative structures</b> Passive form From the web site we can consider that... In fact we could see some sources that show...	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input checked="" type="checkbox"/> Pair work <input type="checkbox"/> Individual work	<ul style="list-style-type: none"> <li>• U1_L1_ALL1_Teacher Rubric.docx</li> <li>• U3_L2_ALL3_Visit the British Museum.docx</li> </ul> Visit the British Museum to find artifacts and information about the Olympics	On going assessment: the teacher observes and transcribes on his notebook information about students' observations. (Teacher Rubric U1_L1_ALL1)
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3	25 minutes	S communicate, recall information and organize and select others' facts and ideas. S could examine what they have just learned and other new information about the Olympics. S develop critical thinking, discuss and share opinions.	The teacher shows the PPT 1,2,3,go! The beginning of the Olympic Games (U3_L2_ALL4), elicits details and concepts, asks Ss to comment the slides. At the beginning there is music (start button on the first slide of the ppt) that introduces the atmosphere of the Olympics. T suggest Ss to take notes during the presentation of the PPT. At the end of the ppt, T asks about what emotions they felt while watching Nadia Comaneci and: What do you think about emotions in sports? T urges Ss to use the useful expressions from	<div> <b>Skills</b> </div> <div> <div>L</div> <div>S</div> <div>R</div> <div>W</div> </div> <div> <b>Key vocabulary</b>  Contest Race Feasts Competitions To uncover Sculptures Pots Ruins To spark To gather </div> <div> <b>Communicative structures</b>  Sequencing: At first... Then...the next thing that happened was... Late on...After some time... Concluding comments: All things considered... Taking all these points into consideration.... </div>	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input checked="" type="checkbox"/> Pair work <input type="checkbox"/> Individual work	<ul style="list-style-type: none"> <li>• U1_L1_ALL2_useful expressions.pdf</li> <li>• U3_L2_ALL4_1,2,3, go!.pptx</li> <li>• U3_L2_ALL5_1,2,3, go!_KEYS.pptx</li> </ul>	
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			the first lesson (U1_L1_ALL2)				
4	5 minutes	Students have to think about the lesson developing opinions and judgements or decision for next lesson.	T projects PPT slide U3_L2_ALL6 on the digital board and asks students to think individually about : -3 pieces of information that were new to you; -2 items of information that you would like to remember -1 question: What do you expect will be treated in the next lesson? Students work on their own and choose and evaluate the main important learning and knowledge. Then they share feedback in their pairs.	<div>Skills</div> <div><div>L</div><div>S</div><div>R</div><div>W</div></div> <div>Key vocabulary</div> <div>Communicative structures</div>	<div><input type="checkbox"/> Whole class</div> <div><input type="checkbox"/> Group work</div> <div><input checked="" type="checkbox"/> Pair work</div> <div><input checked="" type="checkbox"/> Individual work</div>	<div>• U3_L2_ALL6.pptx</div>	On going assessment: the teacher observes and transcribes on his/her notebook useful feedback.

# CLIL Lesson Plan

<b>Unit number</b>	3	<b>Lesson number</b>	3	<b>Title</b>	The modern Olympics (1968)
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
1	15 minutes	Activating learning process: reasoning and evaluating.	T writes the following questions on the blackboard: 1.What do you know about modern Olympics athletes? Do you remember any special names or events? 2.Do you think there is a relationship between the Olympics and Economics? Why? 3.Do you think there is a	<b>Skills</b> <div>L S R W</div> <b>Key vocabulary</b> See glossary U3_L3_ALL1	<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"> <li>• U1_L1_ALL1_Teacher Rubric.docx</li> <li>• U3_L3_ALL1_glossary.docx</li> <li>• U3_L3_ALL2_KEYS.docx</li> </ul>	On going assessment: the teacher monitors, offers hints when needed and fills out the Teacher rubric (U1_L1_ALL1)

there is a relation between the Olympics and Politics? Why? Students answer the first question in plenary. Then T divides the class in 2 groups (previously chosen with criteria level of English-mixed group) and each group has to answer one question (group A=2; group B=3). Each group also needs to choose a spokesman. T walks around the class, helps groups answer. When they have finished, T asks each group to work on a glossary

### **Communicative structures**

Expressing and supporting opinions: I believe/do not believe that... (because)... Personally I felt that... Just consider... As I see it... I am convinced that... The reason why I believe that...are as follows. Expanding ideas and giving examples: This is largely due to... For example/For instance... In other words... Take, for example, the situation in....

			(U3_L3_ALL1). Feedback: T asks one student per group to share their answers and hands out keys to both glossaries.			
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2	20 minutes	Comprehension: organize and select information. Analyze and classify; debate different opinions; make inferences with peers. Produce a research using given data. Synthesize information in some slides and suggest ideas about a topic.	T gives groups a worksheet each (U3_L3_ALL3 and U3_L3_ALL5), containing two different tasks: Group 1 has to discover more about the situation during the Olympics in Mexico city in 1968 and find out a video about Tommie Smith and John Carlos. Group 2 has	<div><b>Skills</b></div> <div><div>L</div><div>S</div><div>R</div><div>W</div></div> <div><b>Key vocabulary</b> See glossary U3_L3_ALL1</div>	<div><input type="checkbox"/> Whole class</div> <div><input checked="" type="checkbox"/> Group work</div> <div><input type="checkbox"/> Pair work</div> <div><input type="checkbox"/> Individual work</div>	<ul style="list-style-type: none"><li>• U3_L3_ALL3_GROUP 1.docx</li><li>• U3_L3_ALL4_GROUP 1_KEYS.docx</li><li>• U3_L3_ALL5_GROUP 2.docx</li><li>• U3_L3_ALL6_GROUP 2_KEYS.docx</li></ul>	On going assessment: the teacher monitors, offers hints when needed and fills out Teacher rubric (U1_L1_ALL1)
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to discover more about the Surya Bonaly's life as a woman and as an athlete. At the end of this activity, groups have to explain to the other group their research showing one or two videos about their topic.

**Communicative structures**

Expressing and supporting opinions: I believe/do not believe that... (because)... Personally I felt that... Just consider... As I see it... I am convinced that... The reason why I believe that...are as follows. Expanding ideas and giving examples: This is largely due to... For example/For instance... In other words... Take, for example, the situation in....

3	15 minutes	Students will: express opinions; stay calm and speak in front of the class in a captivating manner; evaluate peers and themselves.	SS share their work with the rest of the class. Before the presentations, T gives other students a rubric where to sign the evaluation of their peers. T asks questions about the developing of the work, about the results and the final product. T encourages always SS. If there are mistakes, T starts from the good point and emphasizes the right part before the mistakes.	<div>Skills</div> <div><div>L</div><div>S</div><div>R</div><div>W</div></div> <div>Key vocabulary</div> <div>See glossary U3_L3_ALL1 but also: Racism Antiracism Intolerance Civil rights guaranteed Dissatisfaction Civil war Brotherhood Sacrifice Judgement</div> <div>Communicative structures</div>	<div><div><input checked="" type="checkbox"/> Whole class</div><div><input checked="" type="checkbox"/> Group work</div><div><input type="checkbox"/> Pair work</div><div><input type="checkbox"/> Individual work</div></div>	<div><div>• U3_L3_ALL8 ASSESSMENT CRITERIA.docx</div><div>• U3_L3_ALL7_RUBRICS.docx</div></div>	On going assessment: the teacher observes and transcribes on his/her notebook information about students'/groups observations. In this case, the teacher could also take some information from the Ss' evaluation at the end of the lesson.
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4	5 minutes	Students will:	T asks Ss to	<b>Skills</b>		<ul style="list-style-type: none"> <li>• U3_L3_ALL8 ASSESSMENT</li> </ul>	
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Evaluate and express opinions about a topic developed over a long period. Conclude an evaluation and give a personal opinion about how the Olympics were in the past and are in the present. How significant were and are the actions of our bodies and the actions of the athletes. Justify opinions and organize materials.

study all the material used and gathered during the module and organize a presentation on their own, where to show the Olympics in the past and in the present time. They could use different form of presentations:  
 - Billboards - PPT - Video - Prezi or others applications. For the assessment, Ss have already received a copy of the rubric the T will use. At the end of explanation T asks one student to repeat aloud

L	S	R	W
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### Key vocabulary

See glossary  
 U3\_L3\_ALL1 but also: Racism  
 Antiracism  
 Intolerance Civil rights guaranteed  
 Dissatisfaction  
 Civil war  
 Brotherhood  
 Sacrifice  
 Judgement

### Communicative structures

Making recommendations:  
 I propose that you... You should also use... I believe that you should...  
 If you were to..., you could... I suggest you... We would be able to...

- ☒ Whole class
- ☒ Group work
- ☐ Pair work
- ☐ Individual work

CRITERIA.docx  
 • U3\_L3\_ALL7\_RUBRICS.docx



			the homework they have for the next lesson.				
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# CLIL Lesson Plan

<b>Unit number</b>	3	<b>Lesson number</b>	4	<b>Title</b>	Assessment (Students' presentations)
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<b>Activity</b>	<b>Timing</b>	<b>Learning Outcomes</b>	<b>Activity Procedure</b>	<b>Language</b>	<b>Interaction</b>	<b>Materials</b>	<b>Assessment</b>
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1	5 minutes	Recall all information about the topic and prepare themselves for the presentation.	The teacher reminds students about the topic of the lesson: there will be individual presentations of their classmates' works. T T hands out the photocopies with the assessment criteria (U3_L3_ALL7 and U3_L3_ALL8) they should complete during their mates' presentations.	<div>Skills</div> <div>L S R W</div> <div>Key vocabulary</div> <div>See all glossaries of the Module.</div> <div>Communicative structures</div> <div>Communicative structures Proposals: As requested I am asking you to present... I recommend that you... I propose that we/you... The class should also observe and fill out/fill in....</div>	<div><input checked="" type="checkbox"/> Whole class</div> <div><input type="checkbox"/> Group work</div> <div><input type="checkbox"/> Pair work</div> <div><input type="checkbox"/> Individual work</div>	<div><div>• U3_L3_ALL8 ASSESSMENT CRITERIA.docx</div><div>• U3_L3_ALL7_RUBRICS.docx</div></div>	
2	40 minutes	Students will: Summarise the Module and materials they have gathered on the topic	The class listens to the presentations of their fellow students. The teacher asks questions only at the end of the	<div>Skills</div> <div>L S R W</div> <div>Key vocabulary</div> <div>See all glossaries of the Module.</div>	<div><input type="checkbox"/> Whole class</div> <div><input type="checkbox"/> Group work</div> <div><input type="checkbox"/> Pair work</div> <div><input checked="" type="checkbox"/> Individual work</div>	<div><div>• U3_L3_ALL8 ASSESSMENT CRITERIA.docx</div><div>• U3_L4_ALL1 PPT GREECE IOB.pptx</div><div>• U3_L3_ALL7_RUBRICS.docx</div></div>	T collects all the information and observations done during all the Module and during all the lessons and reported in his /her notes. (See rubrics) SS are

“Body and movement in ancient Greece”. Speak English in front of the class, using digital tools. Find a logical consequence in the main important topics learned using learnt vocabulary. Try to find a solution about questions or problems (problem solving) asked by the T. SS have to show to the class how is interesting their own work (Mindomo or other web site); convince of the

presentations. T takes notes and observes the presentation of each S and the attention and participation of the class. Ss have to complete the assessment scheme given at the beginning of the lesson. T can walk around to control if everyone is carrying out the task, encouraging students. At the end of each presentation, the teacher collects all the peer evaluation sheets.

### **Communicative structures**

Expressing and supporting opinions: It is clear that... We must take into account the fact that... It is important to remember that... This means that...; For example/For instance,... This is largely due to... In other words. I believe/do not believe that... (because); Just consider... Personally I feel that...As I see it; I am of the opinion that... Sequencing: At first...Then...the next thing that happened was... Late on...After some time... Concluding comments: All things considered... Taking all these points into consideration....

evaluated by:  
1.history content (CONTENT) 2. fluency in English (COMMUNICATION) 3. pertinence of the explanation and the topic required; (COGNITION) 4. Conjunction with the modern issues (CULTURE)

		goodness of the work. Explain in correct language and logical consequence the main aspect of the topic. The class has to evaluate their peers and also to infer other ideas and at last make a judgement of the work.					
3	5 minutes		The teacher collects all rubrics filled out by students and comments the overall performance of the presenters.	<div><b>Skills</b></div> <div><div>L</div><div>S</div><div>R</div><div>W</div></div> <div><b>Key vocabulary</b></div> <div><b>Communicative structures</b></div>	<div><input checked="" type="checkbox"/> Whole class</div> <div><input type="checkbox"/> Group work</div> <div><input type="checkbox"/> Pair work</div> <div><input type="checkbox"/> Individual work</div>		

# CLIL Lesson Plan

<b>Unit number</b>	3	<b>Lesson number</b>	5	<b>Title</b>	Assessment (Students' presentations)
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
1	5 minutes	Recall all information about the topic and prepare themselves for the presentation.	The teacher reminds students the topic of the lesson: there will be the remaining presentations of their classmates works. T hands out the photocopies with the assessment criteria they each person in class should complete during their mates' presentations.	<b>Skills</b> <div> <div>L</div> <div>S</div> <div>R</div> <div>W</div> </div> <b>Key vocabulary</b> See all glossaries of the Module.	<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"> <li>• U3_L3_ALL8 ASSESSMENT CRITERIA.docx</li> <li>• U3_L3_ALL7_RUBRICS.docx</li> </ul>	

2	35 min	<p>Summarize the Module and materials about the topic “Body and movement in ancient Greece”. Speaking in English in front of the class using digital tools. Find a logical consequence of the main important topics learned using learnt vocabulary. Try to find a solution about questions or problems (problem solving) asked by the T. SS have to captivate the class with an interesting</p>	<p>The class listens to the presentations of their fellow students (see example U3_L5_ALL1). The teacher asks questions only at the end of the presentations. T takes notes and observes the presentation of each S and the attention and participation of the class. Ss have to complete the assessment scheme given at the beginning of the lesson. T can walk around to control if everyone is carrying out the task.</p>	<div> <div>Skills</div> <div> <div>L</div> <div>S</div> <div>R</div> <div>W</div> </div> <div> <b>Key vocabulary</b>            See all glossaries of the Module.         </div> </div>	<div> <input type="checkbox"/> Whole class  <input type="checkbox"/> Group work  <input type="checkbox"/> Pair work  <input checked="" type="checkbox"/> Individual work         </div>	<ul style="list-style-type: none"> <li>• U3_L3_ALL8 ASSESSMENT CRITERIA.docx</li> <li>• U3_L4_ALL1 PPT GREECE IOB.pptx</li> <li>• U3_L3_ALL7_RUBRICS.docx</li> </ul>	<p>T collects all the information and observations done during all the Module and during all the lessons and reported in his/her notes. (See rubrics) SS are evaluated by:</p> <ol style="list-style-type: none"> <li>1.history content (CONTENT)</li> <li>2. fluency in english (COMMUNICATION)</li> <li>3. pertinence of the explanation and the topic required; (COGNITION)</li> <li>4. Conjunction with the modern issues (CULTURE)</li> </ol>
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work of their own; convince of the goodness of the work. Explain in correct language and logical consequence the main aspects of the topic. The class has to evaluate the peers and also to infer other ideas and at last make a judgement of the work.

encouraging students. At the end of each presentation, the teacher collects all the peer evaluation sheets.

### **Communicative structures**

Expressing and supporting opinions: It is clear that... We must take into account the fact that... It is important to remember that... This means that...; For example/For instance,... This is largely due to... In other words. I believe/do not believe that... (because); Just consider... Personally I feel that...As I see it; I am of the opinion that... Sequencing: At first...Then...the next thing that happened was... Late on...After some time... Concluding comments: All things considered... Taking all these points into consideration....



3	10 minutes	<p>Give feedback</p> <p>Decide how to continue the class work and give opinion. Support ideas and evaluate the Module and think about other solutions for the T's method and procedure.</p>	<p>The teacher asks students if they could suggest as final assessment any different options to their presentations and feedback about the how the topic of the module was delivered by the teacher. Ss express their opinions and discuss in class. Ss share ideas and opinions thinking about possible topics that could be triggered by this module: They choose for example: - feeding disorders (Social</p>	<div><div><div>Skills</div><div><div>L</div><div>S</div><div>R</div><div>W</div></div><div><div>Key vocabulary</div><div>To develop feedback vs feedforward</div></div><div><div>Communicative structures</div><div>Summarising: All in all, I think that... To sum up, I believe that... In conclusion, the topic we learnt suggests....</div></div></div></div>	<div><div><div><input checked="" type="checkbox"/> Whole class</div><div><input type="checkbox"/> Group work</div><div><input type="checkbox"/> Pair work</div><div><input type="checkbox"/> Individual work</div></div></div>	<p>T collects all ideas and data and give not just a feedback but a feed-forward (how could S continues developing their work...).</p>
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		studies); -Iliad and Odyssey (Literature); - The human body in the space (Physics).				
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