

# CLIL Module Plan

|                      |  |                         |                              |                                    |                                       |
|----------------------|--|-------------------------|------------------------------|------------------------------------|---------------------------------------|
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| <b>School</b>        | Liceo Scientifico "Da Vinci" Trento            |                         |                              |                                    |                                       |
| <b>School Grade</b>  | <input type="radio"/> Primary                  |                         | <input type="radio"/> Middle |                                    | <input checked="" type="radio"/> High |
| <b>School Year</b>   | <input type="radio"/> 1                        | <input type="radio"/> 2 | <input type="radio"/> 3      | <input checked="" type="radio"/> 4 | <input type="radio"/> 5               |
| <b>Subject</b>       | Chimica  | <b>Topic</b>            |                              | ABC: Acid-Base-pH Calc             |                                       |
| <b>CLIL Language</b> | <input checked="" type="radio"/> English       |                         |                              | <input type="radio"/> Deutsch      |                                       |

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| <b>Personal and social-cultural preconditions of all people involved</b> | <p>The scientific high school "Leonardo da Vinci" is one of the historical "Liceo" of the Province of Trento. Nowadays the "Leonardo da Vinci" high school proposes two curricula, foreseen by the reform of the high school, the ordinary scientific curriculum and the applied sciences scientific curriculum. A typical 3th grade class consists of 25 students. There are students of foreign origin, but normally perfectly integrated into the class; there are no or few SEN students. The classroom is rather small and the available space is therefore limited. The position of the desks is the classic one (in pairs). The narrow space is a factor to consider when planning activities that require movement or different allocation of the desks. A PC, an interactive whiteboard (IWB) and a blackboard are available in the class. Although the students are particularly bright, their average behavior is polite and participating. The class is generally close-knit and collaborative. The class presents on average linguistic competence level B1+. The motivation and enthusiasm are high. The teacher, who will carry out the CLIL module, teaches Science and Environmental education and she/he is the main teacher. She/he has a C1 English level certification. She/he is planning Science-CLIL modules in collaboration with some colleagues of her/his disciplinary Department.</p> |
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| <b>Students' prior knowledge, skills, competencies</b> | <b>Subject</b>  | <b>Language</b>  |
|  | <ul style="list-style-type: none"> <li>● Chemistry nomenclature</li> <li>● Definition of mole and stoichiometry calculation about mole, molecular weight.</li> <li>● Definition of atom, molecule, ions and compound</li> <li>● Lewis' structure</li> <li>● The Law of Mass action</li> <li>● Principles of logarithmic calculation</li> <li>● Behaviour's rule in chemistry lab</li> <li>● Basic lab procedure: use of burette, ability of dilute, measure of liquid volume</li> </ul> | <p>Present, past, future, modal verbs, conditional forms; Reporting verbs; Scientific basic vocabulary related to lab equipment and chemistry procedure (see "glossary"); To be able to listen and understand the main concepts/meaning of a new video/speech. To be able to read and understand the main concepts/meaning of a new text. To be able to express an opinion. To take notes while listening. To simply answer open questions</p> |

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|----------------------|----------|-----------|
| <b>Timetable fit</b> | ◎ Module | Length 10 |
|----------------------|----------|-----------|

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| <b>Description of teaching and learning strategies</b> | <p>All this unit is prepared using a slide presentation and so there is a file called "ABC: Acid-Base-pH Calc.ppt" with pictures, texts and useful slides to use . There is also a folder with all the handouts to print. At the beginning of the unit we are going to start with an introductory lab using household materials and a natural indicator. The next step involves the description of acid-base theories ( Arrhenius, Brønsted and Lewis) and some examples on balanced ionic equations. Then in lab we are going to use acid or base dilution and pH-indicator. Afterwards we are going to come back to the class for studying the meaning of Kw and pH. We will use a video clip and students are going to practice some exercises about pH. Last step regards the titration methodology in the lab and the drawing of a titration-plot. At the end students are invited to reflect about an environmental issue (acidification of oceans). Using some videos from youtube, students can be guided how to work in the lab. Students have also to make some homework like using wordcloud to write some sentences or to review some topics or exercises. In general, the learning and teaching objectives aim at highlighting disciplinary-specific cognitive processes, considering at the same time transversal and communicative outcomes. The lessons have been designed to encourage the development of creative thoughts and ideas; transversal skills as critical thinking and problem solving; the comprehension and production (in both verbal and written form) of the language of intercommunication and the micro-language related to the specific topic.</p> |
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# Overall Module Plan

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| <b>Unit: 1</b><br>ABC Acid-Base-pH Calc<br><b>Unit length:</b> 10 | <b>Lesson 1</b><br>Lab with red cabbage                                    |
|   | <b>Lesson 2</b><br>ACIDS and BASES : Arrhenius theory and Broensted theory |
|   | <b>Lesson 3</b><br>ACIDS and BASES theory: Conjugate acids and bases       |
|   | <b>Lesson 4</b><br>ACIDS and BASES: Lewis theory                           |
|   | <b>Lesson 5</b><br>dilutions and acid-base scale                           |
|   | <b>Lesson 6</b><br>What is Kw What is pH What is pKw Exercises on pH       |
|   | <b>Lesson 7</b><br>lab on tritiation                                       |
|   | <b>Lesson 8</b><br>9 expand your knowledge: ocean acidification            |
|   | <b>Lesson 9</b><br>ASSESSMENT  |

# CLIL Lesson Plan

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|--------------------|---|----------------------|---|--------------|----------------------|
| <b>Unit number</b> | 1 | <b>Lesson number</b> | 1 | <b>Title</b> | Lab with red cabbage |
|--------------------|---|----------------------|---|--------------|----------------------|

| Activity | Timing   | Learning Outcomes  | Activity Procedure   | Language   | Interaction | Materials | Assessment |   |   |   |      |
|----------|----------|--|--|--|-------------|-----------|------------|---|---|---|------|
| 1        | 50'      | To compare the precision and validity of an indicator. To distinguish between an acid and a base by using an indicator. To discuss the properties of common household chemicals based on their pH. How to compare the acidity and alkalinity of a solution using pH value Now they should know the pH values of some common substances | t's role: Watch the video clip: <a href="#">link</a> Lab activity<br>S's role: Watch the video clip To bring from home household material to use into the lab To work in chemistry lab with Handout 1<br>To complete lab sheet on <a href="#">handout1</a> | <p><b>Skills</b></p> <table border="1"> <tr> <td>L</td> <td><b>S</b></td> <td><b>R</b></td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b><br/>Acidic/ basic (alkaline) properties. Taste sour/ bitter, feel slippery. PH scale, acid-base indicator, common household liquids.</p> <p><b>Communicative structures</b><br/>ake a look at the procedure... Feel free to ask questions, to intervene, to ask for explanations...</p> | L           | <b>S</b>  | <b>R</b>   | W | <input checked="" type="checkbox"/> Whole class<br><input checked="" type="checkbox"/> Group work<br><input type="checkbox"/> Pair work<br><input type="checkbox"/> Individual work | <ul style="list-style-type: none"> <li>1 handout reb cabbage.doc.docx</li> </ul> chemistry lab handout<br>1 household material ( 50 ml: detergents, salt, rain water soda water, soap, aspirin , shampoo, wine, beer, milk, Coca-Cola, ammonia, vinegar, lemon juice) file: Acids and bases video: <a href="#">link</a> | none |
| L        | <b>S</b> | <b>R</b>   | W  |  |             |           |            |   |   |   |      |

# CLIL Lesson Plan

|                    |   |                      |   |              |   |
|--------------------|---|----------------------|---|--------------|---|
| <b>Unit number</b> | 1 | <b>Lesson number</b> | 2 | <b>Title</b> | ACIDS and BASES : Arrhenius theory and Broensted theory |
|--------------------|---|----------------------|---|--------------|---|

| Activity | Timing | Learning Outcomes  | Activity Procedure  | Language   | Interaction | Materials | Assessment |   |   |   |           |
|----------|--------|--|---|--|-------------|-----------|------------|---|---|---|-----------|
| 1        | 25     | To describe the Arrhenius model for acids and bases. To determine whether a given chemical substance is an Arrhenius acid or an Arrhenius base (or neither). Be able to complete and balance simple acid-base reactions. | T'S ROLE: to complete the first part of handout 2 collect handout 2 to correct the second part S'S ROLE: To listen to teacher explanation and to listen to the solution of the example. Then they work in pairs on second part of handout 2. (fill in the gaps) | <p><b>Skills</b></p> <table border="1"> <tr> <td>L</td> <td>S</td> <td><b>R</b></td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b><br/>dissociate/dissolve/ionize; neutral compounds; hydrogen chloride; Arrhenius acid; Arrhenius base; neutralize.</p> <p><b>Communicative structures</b><br/>Comm. structures: meaning of? Which is the main point of this sentence? Did you understand...? The right pronunciation is....Try again.</p> | L           | S         | <b>R</b>   | W | <input type="checkbox"/> Whole class<br><input type="checkbox"/> Group work<br><input type="checkbox"/> Pair work<br><input type="checkbox"/> Individual work | <ul style="list-style-type: none"> <li>• ABC_Acid-Base-pH Calc.pptx</li> <li>• 2 handout_Arrhenius definition A _ B students.docx</li> <li>• 3.1 handout Broensted definition of A _ B student.docx</li> <li>• 3 Broensted definition of A _ B teacher.docx</li> <li>• 2 Arrhenius definition A _ B teacher.docx</li> </ul> <p>2 handout: Arrhenius definition A &amp; B students</p> | FORMATIVE |
| L        | S      | <b>R</b>   | W   |  |             |           |            |   |   |   |           |

|   |     |  |   |   |   |   |          |   |   |  |           |
|---|-----|--|---|---|---|---|----------|---|---|--|-----------|
| 2 | 25' | <p>Know the theories of acids and bases, especially the Brønsted Theory. To describe the Brønsted-Lowry model for acids and bases. To be able to identify and name acids and bases. To be able to complete and balance simple acid-base reactions.</p> | <p>T'S ROLE: complete the first part handout 3.1 collect handout 3 to correct the second part S'S ROLE: To listen to teacher explanation and to listen to the solution of the example. Complete the second part of handout 3.1 as homework handout 3.2 write some sentences</p> | <p><b>Skills</b></p> <table border="1" data-bbox="1014 167 1379 212"> <tr> <td>L</td> <td>S</td> <td><b>R</b></td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b><br/>Brønsted-Lowry, model; acids are hydrogen-ion donors or proton donors. Brønsted bases are hydrogen-ion acceptors or proton acceptors; pairs of nonbonding valence electrons.</p> <p><b>Communicative structures</b><br/>What's the meaning of? Which is the main point of this sentence? Did you understand...? The right pronunciation is....Try again</p> | L | S | <b>R</b> | W | <ul style="list-style-type: none"> <li><input type="checkbox"/> Whole class</li> <li><input type="checkbox"/> Group work</li> <li><input type="checkbox"/> Pair work</li> <li><input type="checkbox"/> Individual work</li> </ul> | <ul style="list-style-type: none"> <li>• 3.1 handout Brønsted definition of A _ B student.docx</li> <li>• 3.2 handout wordcloud.docx</li> <li>• 3 Brønsted definition of A _ B teacher.docx</li> </ul> <p>3.1 handout: The Brønsted Definition of Acids and Bases<br/>3.2 handout-homework wordcloud</p> | FORMATIVE |
| L | S   | <b>R</b>   | W   |   |   |   |          |   |   |  |           |

# CLIL Lesson Plan

|                    |   |                      |   |              |   |
|--------------------|---|----------------------|---|--------------|---|
| <b>Unit number</b> | 1 | <b>Lesson number</b> | 3 | <b>Title</b> | ACIDS and BASES theory: Conjugate acids and bases |
|--------------------|---|----------------------|---|--------------|---|

| Activity | Timing | Learning Outcomes  | Activity Procedure   | Language  | Interaction | Materials | Assessment |   |  |   |      |
|----------|--------|--|--|---|-------------|-----------|------------|---|--|---|------|
| 1        | 50'    | To describe the relationship between "H+ (aq)" and "H3O+ (aq)". To describe an "amphoteric" substance. To identify the chemical species that function as the Bronsted acid, the Bronsted base, the conjugate acid and the conjugate base from the molecular equation for an acid-base reaction. To identify conjugate acid-base pairs. | T'S ROLE: check homework from handout 3.1 and 3.2 work with the whole class and complete handout 4 S'S ROLE: check homework To listen to teacher explanation and to listen to the solution of the example and complete handout 4 | <p><b>Skills</b></p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b></p> <p><b>Communicative structures</b></p> | L           | S         | R          | W | <input checked="" type="checkbox"/> Whole class<br><input type="checkbox"/> Group work<br><input checked="" type="checkbox"/> Pair work<br><input checked="" type="checkbox"/> Individual work | <ul style="list-style-type: none"> <li>• ABC_Acid-Base-pH Calc.pptx</li> <li>• 4 handout Acid-Base Pairs - STUDENT.docx</li> <li>• 4 Conjugate Acid-Base Pairs - TEACHER.docx</li> </ul> <p>wordcloud handout 3.2 4 handout Acid-Base Pairs - STUDENT AND TEACHER</p> | NONE |
| L        | S      | R  | W  |   |             |           |            |   |  |   |      |

# CLIL Lesson Plan

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|--------------------|---|----------------------|---|--------------|-------------------------------|
| <b>Unit number</b> | 1 | <b>Lesson number</b> | 4 | <b>Title</b> | ACIDS and BASES: Lewis theory |
|--------------------|---|----------------------|---|--------------|-------------------------------|

| Activity | Timing | Learning Outcomes  | Activity Procedure  | Language   | Interaction | Materials | Assessment |   |   |  |  |
|----------|--------|--|---|--|-------------|-----------|------------|---|---|--|--|
| 1        | 50'    | To write Lewis structures in particular, for acids and bases. To illustrate electron reorganization in an acid-base reaction by using Lewis structures and "arrow-pushing". To know and recognize the concept of nucleophilic and electrophilic. | T'S ROLE: check running dictation and explain some contents S'S ROLE: running dictation | <p><b>Skills</b></p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b><br/>as in the previous activities; conjugate acid-base pairs; stem meaning "joined together"; neutral molecules, positive ions, or negative ions.</p> | L           | S         | R          | W | <input type="checkbox"/> Whole class<br><input type="checkbox"/> Group work<br><input type="checkbox"/> Pair work<br><input type="checkbox"/> Individual work | <ul style="list-style-type: none"> <li>• ABC_Acid-Base-pH Calc.pptx</li> </ul> file ABC_Acid-Base-pH Calc.pptx slide 6 5 handout lewis running dictation |  |
| L        | S      | R  | W   |  |             |           |            |   |   |  |  |



**Communicative structures**

Have a look on the cloud...do you recognize any sentence? Could you build a meaningful sentence? Do you want to try ...? Do you remember this word/concept? Recall that phras

# CLIL Lesson Plan

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|--------------------|---|----------------------|---|--------------|-------------------------------|--|--|
| <b>Unit number</b> | 1 | <b>Lesson number</b> | 5 | <b>Title</b> | dilutions and acid-base scale |  |  |
|--------------------|---|----------------------|---|--------------|-------------------------------|--|--|

| <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> |
|-----------------|---------------|--------------------------|---------------------------|-----------------|--------------------|------------------|-------------------|
|-----------------|---------------|--------------------------|---------------------------|-----------------|--------------------|------------------|-------------------|

|   |      |   |   |   |   |   |   |   |   |   |      |
|---|------|---|---|---|---|---|---|---|---|---|------|
| 1 | 100' | <p>Students should recognize the relationship between pH value and the hydrogen ion concentration. They should understand why solution with pH less than 7 is acidic while that with pH above 7 is basic.</p> | <p>T'S ROLE: during warm-up activity ask to answer to the multiple choice in the slide 9 lab activity with handout 6 discuss the lab-sheet with the class S'S ROLE: work in chemistry lab with Handout 6 complete lab sheet</p> | <p><b>Skills</b></p> <table border="1" data-bbox="1048 167 1393 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b><br/>dilutions and acid-base scale; increasing alkalinity/acidity; Set up a serial dilution; indicators behave as...interaction with universal indicator; distilled water, pipette; test-tubes; tube rack; indicator paper.</p> <p><b>Communicative structures</b><br/>If questions/conditional forms; Compare the color of... Take a look at the procedure... Feel free to ask questions, to intervene, to ask for explanations...</p> | L | S | R | W | <p><input checked="" type="checkbox"/> Whole class<br/><input checked="" type="checkbox"/> Group work<br/><input type="checkbox"/> Pair work<br/><input type="checkbox"/> Individual work</p> | <ul style="list-style-type: none"> <li>• 6 handout acid-base dilution scale.docx</li> <li>• 4 Conjugate Acid-Base Pairs - TEACHER.docx</li> </ul> <p>chemistry lab file ABC_Acid-Base-pH Calc.pptxslide 9 handout 6</p> | NONE |
| L | S    | R   | W   |   |   |   |   |   |   |   |      |

# CLIL Lesson Plan

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|--------------------|---|----------------------|---|--------------|---|
| <b>Unit number</b> | 1 | <b>Lesson number</b> | 6 | <b>Title</b> | What is Kw What is pH What is pKw Exercises on pH |
|--------------------|---|----------------------|---|--------------|---|

| Activity | Timing | Learning Outcomes  | Activity Procedure  | Language  | Interaction   | Materials  | Assessment |
|----------|--------|--|---|---|---|--|------------|
| 1        | 50'    | To write the equilibrium reaction for the dissociation of pure water to produce $H_3O^+$ and $OH^-$ ions. To write the equilibrium constant expression for the dissociation of pure water (Kw). To describe a "p function" and to calculate the value of pH. To find To describe pH and pOH. To calculate the pKw and its relation with pH and pOH To calculate pH, pOH, $[H_3O^+]_{tot}$ and/or $[OH^-]_{tot}$ for a solution . | T'S ROLE: After the video give further explanation and revise the content by using slides from 13 to 18 assign homework S'S ROLE: take notes during the video and during the teacher explanation work with exercices from handout 7.5 homework : finish handout 7.5 and 7.6 | <p><b>Skills</b></p> <p>L S R W</p> <p><b>Key vocabulary</b><br/>as in the previous activities; <math>H^+</math> concentration is...what is the pH? Ion Product Constant of Water, kW.</p> <p><b>Communicative structures</b><br/>If questions/conditional forms; Modal verbs; Passive forms; future tense; Listen to the video... Try to catch the meaning; let's have a look at the exercises...do you want to try?</p> | <input type="checkbox"/> Whole class<br><input type="checkbox"/> Group work<br><input checked="" type="checkbox"/> Pair work<br><input checked="" type="checkbox"/> Individual work | <ul style="list-style-type: none"> <li>• ABC_Acid-Base-pH Calc.pptx</li> <li>• 7.5-7.6 handout table on pH.docx</li> </ul> <p><a href="#">link</a> file ABC_Acid-Base-pH Calc.pptx slide 13-18 handout 7.5-7.6</p> | NONE       |

# CLIL Lesson Plan

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|--------------------|---|----------------------|---|--------------|------------------|
| <b>Unit number</b> | 1 | <b>Lesson number</b> | 7 | <b>Title</b> | lab on titration |
|--------------------|---|----------------------|---|--------------|------------------|

| Activity | Timing | Learning Outcomes   | Activity Procedure   | Language  | Interaction | Materials | Assessment |   |   |   |      |
|----------|--------|---|--|---|-------------|-----------|------------|---|---|---|------|
| 1        | 100'   | The difference ways for measuring the pH of a solution The neutralization titration with the use of acid-base indicators for the determination of end-point. To sketch the general shapes of acid-base titration curves . To identify the equivalence point and calculate the volume of titrant required to reach the equivalence point during titration of a strong acid with a strong base. | T'S ROLE: check handout 7.6 lab activity with handout 8 discuss the lab-sheet with the class or assign the conclusion of lab-sheet as homework S'S ROLE: check homework from handout 7.6 work in chemistry lab with Handout 8 complete lab sheet | <p><b>Skills</b></p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b><br/>           titration, unknown/known concentration; solution; stop-cock valve, control the delivery of the titrant, burette, graduation. pHmeter, pH electrodes, calibration standards, Phenolphthalein, stir plate, endpoint, equivalence point.</p> | L           | S         | R          | W | <input checked="" type="checkbox"/> Whole class<br><input checked="" type="checkbox"/> Group work<br><input type="checkbox"/> Pair work<br><input type="checkbox"/> Individual work | <ul style="list-style-type: none"> <li>• ABC_Acid-Base-pH Calc.pptx</li> <li>• 7.5-7.6 handout table on pH.docx</li> <li>• 8 titration phmeter.docx</li> </ul> <p>ABC_Acid-Base-pH Calc.pptx<br/>           chemistry lab handout 7.5-7.6 handout 8</p> | NONE |
| L        | S      | R   | W  |   |             |           |            |   |   |   |      |

**Communicative structures**

If questions/conditional forms; Take a look at the procedure... Feel free to ask questions, to intervene, to ask for explanations...follow the instructions precisely; be careful; what is the color of the solution above/below...?Do you prefer monitoring a titration with a pH probe or an indicator? Explain your choice. .

# CLIL Lesson Plan

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|--------------------|---|----------------------|---|--------------|--|
| <b>Unit number</b> | 1 | <b>Lesson number</b> | 8 | <b>Title</b> | 9 expand your knowledge: ocean acidification |
|--------------------|---|----------------------|---|--------------|--|

| Activity | Timing | Learning Outcomes  | Activity Procedure  | Language  | Interaction | Materials | Assessment |   |   |  |           |
|----------|--------|--|---|---|-------------|-----------|------------|---|---|--|-----------|
| 1        | 50'    | Describe human activities that increase carbon in the atmosphere Describe the relationship between dissolved carbon dioxide and ocean pH. Explain how ocean acidification affects marine life. | T'S ROLE: To use video collect answers sheet S'S<br>ROLE: To listen to the clip and answer to the FAQ on a piece of paper | <p><b>Skills</b></p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b><br/>ocean acidification, fisheries, human activities, impacts, greenhouse gases, climate change, driving force</p> <p><b>Communicative structures</b><br/>Listen to the video...<br/>Try to catch the meaning; let's have a look at the main concepts...what do you think about? feel free to express your opinion on....which impacts do you consider most....?</p> | L           | S         | R          | W | <input type="checkbox"/> Whole class<br><input type="checkbox"/> Group work<br><input checked="" type="checkbox"/> Pair work<br><input checked="" type="checkbox"/> Individual work | <ul style="list-style-type: none"> <li>• ABC_Acid-Base-pH Calc.pptx</li> </ul> ABC_Acid-Base-pH Calc.pptx<br>video: <a href="#">link</a> | FORMATIVE |
| L        | S      | R  | W   |   |             |           |            |   |   |  |           |

# CLIL Lesson Plan

|                    |   |                      |   |              |            |
|--------------------|---|----------------------|---|--------------|------------|
| <b>Unit number</b> | 1 | <b>Lesson number</b> | 9 | <b>Title</b> | ASSESSMENT |
|--------------------|---|----------------------|---|--------------|------------|

| Activity | Timing | Learning Outcomes | Activity Procedure | Language  | Interaction | Materials | Assessment |   |   |  |           |
|----------|--------|-------------------|--------------------|---|-------------|-----------|------------|---|---|--|-----------|
| 1        | 50'    |                   |                    | <p><b>Skills</b></p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b></p> <p><b>Communicative structures</b></p> | L           | S         | R          | W | <input type="checkbox"/> Whole class<br><input type="checkbox"/> Group work<br><input type="checkbox"/> Pair work<br><input type="checkbox"/> Individual work | <ul style="list-style-type: none"> <li>• ASSESSMENT-solutions.docx</li> <li>• ASSESSMENT-students.docx</li> <li>• Griglie di valutazione Acid and bases.doc.docx</li> </ul> <p>ASSESSMENT-students ASSESSMENT-students.docx Griglie di valutazione Acid and bases.doc.docx</p> | SUMMATIVE |
| L        | S      | R                 | W                  |   |             |           |            |   |   |  |           |