

# CLIL Module Plan

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School	I.C. Isera-Rovereto – Scuola Primaria “Flli Filzi” Borgo Sacco						
School Grade	<input checked="" type="radio"/> Primary			<input type="radio"/> Middle		<input type="radio"/> High	
School Year	<input type="radio"/> 1	<input type="radio"/> 2		<input type="radio"/> 3		<input type="radio"/> 4	<input checked="" type="radio"/> 5
Subject	Geografia		Topic		Italy and its regions		
CLIL Language	<input checked="" type="radio"/> English				<input type="radio"/> Deutsch		

<b>Personal and social-cultural preconditions of all people involved</b>	<p>The Istituto Comprensivo Isera-Rovereto is composed by one Middle School and two Primary Schools (Borgo Sacco and Isera). The school has implemented a CLIL program, which will be fully realised in the 2019-2020 school year. The plan is organized as follows: 3 hours of CLIL in English in first and second grade (Geography and Music), 5 hours of CLIL in third, fourth and fifth grade, of which 3 hours in English (Geography and Science) and 2 hours in German (Music and Art). In the middle school, the subjects taught in CLIL are Geography and Citizenship. The emphasis of CLIL is on Geography in English, as the discipline is developed in English from first to eight grade. The class involved in the experimentation of the module is a fifth-grade class composed by 21 students, 12 boys and 9 girls. The group is heterogeneous and presents 2 children with special needs (both dyslexic) and one autistic child (the child is seldom in class, follows separate programs and usually does not participate to group works, although sometimes he seats in one of the groups). In the class are not present children with migratory background. The class has been learning English since first grade and Geography in English since fourth grade. The proficiency level in L2 is not even: a small group of children is close to an A1 level, as the majority has got slightly lower language skills. A group of two/three students always needs support in understanding and perform tasks in L2. The class is familiar with pair and group work, cooperative learning methodologies and task-based learning. The three teachers involved in the project teach English, Geography, Science, Art and Music. In third grade (English, Geography, Science), fourth grade (English, Geography, Art) and fifth grade (English, Geography, Music). The teachers plan all the work in team, but have not got the possibility of co-teaching.</p>
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<b>Students' prior knowledge, skills, competencies</b>	
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Subject	Language
<p> <b>knowledges:</b> the necessary knowledges to undertake this project are: - cardinal points; - general features of maps (reduction, symbols, use of colour, orientation,...); - different types of maps (political, physical, thematic); - physical and human elements of a territory; - Italian landscapes; - Italian climatic zones; - the three sectors of economy; - aspects of political, physical, economic, climatic, cultural features of a territory.           <b>skills:</b> the necessary skills to undertake this project are: - basic orienteering skills; - map reading skills (physical, political, thematic); - graph and tables reading skills (cross-curricular skill); - recognise and describe different types of landscapes.           <b>competences:</b> - organize and connect the information retrieved from maps, graphs, tables, texts and images (e.g. complete a mind map) – this competence is developed to a basic level and it is to be further developed and improved in the course of the project.           <b>competences (cross-curricular):</b> - group- and pair-work competences (respect of roles, organization and subdivision of work, reciprocal help and support).         </p>	<p> <b>knowledges:</b> - numbers over 1000; - L2 vocabulary related to prior subject knowledges (cardinal points, different types of maps, landscapes, climate, economic sectors, features of a territory); - present simple tense, affirmative/negative/ interrogative sentence structures, personal pronouns, possessive adjectives, comparatives and superlatives.           <b>skills:</b> - listen/read and understand a simple text on the subject; - ask for help, when needed; - answer to simple questions on the subject (oral and written production); - use of dictionary.           <b>competences:</b> - use of L2 for basic classroom and group-work interaction.         </p>

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<b>Timetable fit</b>	© Module	Length 20 lessons, 21 hours
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<b>Description of teaching and learning strategies</b>	<p>The project is organised on task-based and cooperative-learning strategies, methodologies and activities. Task-based activities allow a full involvement of the students and promote autonomy, a more active learning and the development of planning, decision-making and problem-solving strategies. Every task is designed on the needs of the group of learners, so it follows a specific order starting from a basic level and progressively adding more requests. Cooperative learning methodologies and pair-work activities provide the students with opportunities for developing quality team-working skills. In addition, for less able students are also planned different tests, adapted on their level and skills. Teachers always monitor the activity, helping children in needs with scaffolding strategies. The attention is not only focused on the final product but especially on the learning process. This allows the teacher to observe the progress of children and, if necessary, to revise and adjust the tasks assigned. Students are encouraged in the activity by on-going feedback on how well they are progressing. Teachers offer language and content inputs to promote the interaction and communication among students. Some of the scaffolding strategies employed are (e.g. lists of key words or word banks to provide vocabulary, pictures, worksheets specifically designed with chunks of language). Technology also plays an important role. Students use the computer for searching specific material to enrich their knowledge. The whiteboard offers a valuable support for showing images and videos to the class. Specific software and tools, such as Edpuzzle, allow teachers to modify videos by cutting and adding some questions. Every unit presents a different model for the region studied. In this way, students can experiment and measure themselves with a plurality of ways to organise knowledge. At the same time, teachers can test and observe strengths and weaknesses of each model.</p>
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# Overall Module Plan

<b>Unit: 1</b> Italy ID <b>Unit length:</b> 4 hours	<b>Lesson 1</b> Lexis review
	<b>Lesson 2</b> Political and Physical ID
	<b>Lesson 3</b> Italy in tables
	<b>Lesson 4</b> Summative assessment
<b>Unit: 2</b> Veneto <b>Unit length:</b> 6 hours	<b>Lesson 1</b> Maps review: labelling exercise
	<b>Lesson 2</b> Veneto: political and physical features – cloze texts (political and physical maps)
	<b>Lesson 3</b> Veneto: economic activities and curiosities – cloze text and true/false activity (thematic maps)
	<b>Lesson 4</b> Summary of the information acquired – mind map
	<b>Lesson 5</b> Group presentations, self-evaluation and feedback/discussion
	<b>Lesson 6</b> Summative assessment

<b>Unit: 3</b>  Lazio  <b>Unit length: 6</b> hours	<b>Lesson 1</b>  Understand the general meaning of a text about Lazio
	<b>Lesson 2</b>  Presentation of the texts and completion of mind map
	<b>Lesson 3</b>  Guide questions
	<b>Lesson 4</b>  Check and self-evaluation
	<b>Lesson 5</b>  Summative assessment

<b>Unit: 4</b>  Sicily  <b>Unit length: 5</b> hours	<b>Lesson 1</b>  Picture classification
	<b>Lesson 2</b>  Realisation of captions
	<b>Lesson 3</b>  Final version of captions
	<b>Lesson 4</b>  Mind map
	<b>Lesson 5</b>  Summative assessment

# CLIL Lesson Plan

<b>Unit number</b>	1	<b>Lesson number</b>	1	<b>Title</b>	Lexis review
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
1	15 m.	RECALL the political features of a territory.	Teacher shows the students a series of flashcards representing political features. Students recall the correct term to identify each picture. Teacher sticks the flashcards on a poster, writing the corresponding word to each of the images, so to realize a model of ID card concerning the political features of a territory.	<b>Skills</b> <div> <div>L</div> <div>S</div> <div>R</div> <div>W</div> </div> <b>Key vocabulary</b> political features, borders, region, provinces, capital city, flag, population, surface, statute, currency,...  <b>Communicative structures</b> This is... This picture represents... A political map shows... The political features of a territory are...	<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>• U1_L1_ALL1.docx</li> </ul> Flashcards/Pictures for the poster: political features (U1_L1_ALL1) Poster	

2	15 m.	RECALL the physical features of a territory.	Teacher shows the students a series of flashcards representing landforms and bodies of water. Students recall the correct term to identify each picture. Teacher sticks the flashcards on a poster, writing the corresponding word to each of the images, so to realize a model of ID card concerning the physical features of a territory.	<div data-bbox="1014 92 1323 129">Skills</div> <div data-bbox="1014 165 1355 210"> <div>L</div> <div>S</div> <div>R</div> <div>W</div> </div> <div data-bbox="1014 247 1355 483"> <b>Key vocabulary</b>  territory, physical features, plain, hills, mountain, volcano, island, lake, sea, river, ... </div> <div data-bbox="1014 520 1355 794"> <b>Communicative structures</b>  This is... This picture represents... A physical map shows... The physical features of a territory are... </div>	<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>• U1_L1_ALL2.docx</li> </ul> Flashcards/Pictures for the poster: physical features (U1_L1_ALL2) Poster	
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3	10 m.	WATCH and UNDERSTAND a video on Italy's physical and political features. ANSWER questions about the video.	Teacher shows a video about the physical and political features of Italy. (The original video has been modified with EDPuzzle, so to include a series of questions to keep the attention of the students on the content and to check their comprehension of the text).	<div>Skills</div> <div>L S R W</div> <div>Key vocabulary Italy, surface, borders, peninsula, Vatican City, Catholic church, Pope, Mediterranean Sea, Adriatic Sea, Tyrrhenian Sea, Ionian Sea, island, land, rivers, Alps, mountains, Apennines, peaks, slopes, Mount Bianco, glacier, river, Po, Arno, Florence, Tiber, L. Como, L. Garda, L. Maggiore.</div> <div>Communicative structures Italy is... The borders are... The capital is... The seas are... The largest island is... The Apennines are... The highest mountain of Italy and Europe is... The longest river is... The Po empties... The Arno flows... The Tiber travels... These lakes are...</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>	original video ( <a href="#">link</a> ) video modified with EDPuzzle ( <a href="#">link</a> )	
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4	15 m.	RECALL other important features of a territory, related to human activities and other interesting facts.	Teacher recalls with a brainstorming activity the words to describe the other important features to be included in the geographical study of a territory, related to human activities, such as economic features and other interesting facts. Students participate to the activity remembering all the features and information to be included in the study of a territory. Teacher sticks the flashcards on a poster, writing the corresponding word to each of the images, so to realize a model of ID card concerning the human activities and other features of a territory.	<div><div><div>Skills</div><div><div>L</div><div>S</div><div>R</div><div>W</div></div></div><div><div>Key vocabulary</div><div>economy, sectors, farming, agriculture, livestock, fishing, mining, manufacturing, industry, handicraft, banking, transport, healthcare, leisure, retail, tourism, art, curiosities, typical dishes,...</div></div><div><div>Communicative structures</div><div>The main economic activities of men on a territory are... The activities belonging to the primary/secondary/tertiary sectors are... On a territory we can find the following types of tourism... In our study we can include... This picture represents ...</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>	<div><div><div>• U1_L1_ALL3.docx</div><div>Flashcards/Pictures for the poster: human activities - economy (U1_L1_ALL3) Poster</div></div></div>
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# CLIL Lesson Plan

<b>Unit number</b>	1	<b>Lesson number</b>	2	<b>Title</b>	Political and Physical ID
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
1	10 m.	LISTEN AND UNDERSTRAND the instructions. ASK for clarifications if needed.	Teacher introduces the worksheets about the lexis for physical and political features of a territory. Students listen to the teacher and read the worksheets.	<b>Skills</b> <div>L S R W</div> <b>Key vocabulary</b> mountain, hill, plain, river, sea, lake,... borders, region, flag,... (see above)	<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>• U1_L2_ALL1.docx</li> <li>• U1_L2_ALL2.docx</li> </ul> Lexis – political features (U1_L2_ALL1) Lexis – physical features (U1_L2_ALL2)	
				<b>Communicative structures</b> These are the terms related to physical/political features of a territory. Look at the pictures and words. What does... mean? Could you repeat?			

2	15 m.	<p>READ a political map. RETRIEVE information from the textbook. COMPLETE Italy's ID card – political features.</p>	<p>Teacher gives the instructions to complete Italy's ID card – political features, with the support of a political map and of the textbook. Students complete Italy's ID card – political features.</p>	<div> <div><b>Skills</b></div> <div> <div>L</div> <div>S</div> <div>R</div> <div>W</div> </div> <div> <b>Key vocabulary</b>  position, borders, capital city, important cities,... (see above) </div> <div> <b>Communicative structures</b>  Italy is ... It borders with ... The capital city is ... Other important cities are ... The official language is... Its surface is... Its population is... Italy's in divided in... regions. The flag is... The official religion is... Italy is part of the EU since... </div> </div>	<div> <input type="checkbox"/> Whole class  <input type="checkbox"/> Group work  <input checked="" type="checkbox"/> Pair work  <input type="checkbox"/> Individual work </div>	<div> <ul style="list-style-type: none"> <li>• U1_L2_ALL1.docx</li> <li>• U1_L2_ALL3.docx</li> </ul> Lexis – political features (U1_L2_ALL1)  Italy's ID card – political features (U1_L2_ALL3)  Textbook </div>	<p>formative – written assessment (ID)</p>
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3	15 m.	<p>READ a physical map. RETRIEVE information from the textbook. COMPLETE Italy's ID card – physical features.</p>	<p>Teacher gives the instructions to complete Italy's ID card – physical features, with the support of a physical map and of the textbook. Students complete Italy's ID card – physical features.</p>	<div> <div><b>Skills</b></div> <div> <div>L</div> <div>S</div> <div>R</div> <div>W</div> </div> <div> <b>Key vocabulary</b>  territory, mountain ranges, highest mount, volcanoes, hills... (see above) </div> <div> <b>Communicative structures</b>  The territory of Italy is covered by... The mountain ranges/most important hilly areas/major plains are... The highest mount is... The major volcanoes are... The longest rivers are... The biggest lakes are... The seas are... The largest islands are... </div> </div>	<div> <input type="checkbox"/> Whole class  <input type="checkbox"/> Group work  <input checked="" type="checkbox"/> Pair work  <input type="checkbox"/> Individual work </div>	<ul style="list-style-type: none"> <li>• U1_L2_ALL2.docx</li> <li>• U1_L2_ALL4.docx</li> </ul> <p>Lexis – physical features (U1_L2_ALL2)  Italy's ID card – physical features (U1_L2_ALL4)  Textbook</p>	<p>formative – written assessment (ID)</p>
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4	20 m.	CHECK and COMPARE Italy's ID cards – political and physical features.	Teacher asks the students how they completed the ID cards and writes on the board the answers given by the students. Students compare and check their works. In case of disagreements, students and teacher discuss to find and correct mistakes. Students assign 1 point to each correct answer. At the end of the check, pairs count the points obtained and results are commented by the class.	<div data-bbox="1014 92 1323 124"><b>Skills</b></div> <div data-bbox="1014 167 1355 209"> <div>L</div> <div>S</div> <div>R</div> <div>W</div> </div> <div data-bbox="1014 247 1323 320"> <b>Key vocabulary</b>  see activities 2 and 3 </div> <div data-bbox="1014 359 1355 751"> <b>Communicative structures</b>  Questions/answers on Italy's political and physical features: see activities 2 and 3 Check the information on the map/book. Do you agree? I agree I don't agree </div>	<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>• U1_L2_ALL3.docx</li> <li>• U1_L2_ALL4.docx</li> </ul> Italy's ID card – political features (U1_L2_ALL3) Italy's ID card – physical features (U1_L2_ALL4)	
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# CLIL Lesson Plan

<b>Unit number</b>	1	<b>Lesson number</b>	3	<b>Title</b>	Italy in tables
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
1	10 m.	LISTEN to the teacher's instructions and ASK for clarifications if necessary.	Teacher gives the instruction to complete the tables and divides the students into 5 groups. Students listen to the teacher and arrange their desks in order to form the groups.	<b>Skills</b> <div>L S R W</div> <b>Key vocabulary</b> table, data, reorder, decreasing order, graph, information  <b>Communicative structures</b> Look at the table's data Look at the column Could you repeat? What does... mean?	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	• U1_L3_ALL1.docx  Italy in tables (U1_L3_ALL1)	

2	10 m.	COLLECT, COMPARE and REORDER data.	Students collect, compare and reorder the data. Each group collects and reorders the data of the column assigned (surface, population, mountain, hill, plain). Teacher monitors the activity and helps the students in difficulty. Teacher also helps student to check their work.	<div><b>Skills</b></div> <div> <div>L</div> <div>S</div> <div>R</div> <div>W</div> </div> <div><b>Key vocabulary</b> population, surface, mountain, hill, plain, region, numbers...</div> <div><b>Communicative structures</b> The region with the most extended surface is... The biggest/smallest region is... ...is bigger/smaller than... ...comes before/after... The most populated region is... The less populated region is... ...is more/less populated than... ... has the... % of mountain/hill/plain ... has more/less mountain/hill/plain than...</div>	<input type="checkbox"/> Whole class <input checked="" type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	• U1_L3_ALL1.docx  Italy in tables (U1_L3_ALL1)	formative – written assessment (reordered data)
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3	35 m.	<p>PRESENT reordered data in front of the whole class. COMPLETE a given model of a graph with the information collected and reordered.</p>	<p>Groups take turns presenting their part of the reordered data and complete the graph on the whiteboard (given model). The groups not involved in the presentation complete the same model (paper version), checking the accuracy of their classmates' work. Teacher monitors the group presentation and supports groups in need.</p>	<div><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 activity 2</div><div><b>Communicative structures</b> see activity 2</div></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><ul style="list-style-type: none"><li>• U1_L3_ALL1.docx</li><li>• U1_L3_ALL2.docx</li></ul></div><div>Table (U1_L3_ALL1) Table model to be completed (U1_L3_ALL2)</div></div>	<div>formative – oral assessment (presentation)</div>
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4	5 m.	ASSIGN homework.	Teacher presents the guide questions on political and physical features of Italy and explains the students the homework task: answer to the question in preparation for the summative assessment and complete the cloze texts for the political and physical features of Italy. Students listen and ask questions if needed.	<div>Skills</div> <div>L   S   R   W</div> <div>Key vocabulary see unit</div> <div>Communicative structures see unit</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>• U1_L3_ALL4.docx</div><div>• U1_L3_ALL3.docx</div></div> <div>Guide questions (U1_L3_ALL3) Italy's political and physical features cloze texts (U1_L3_ALL4)</div>	
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# CLIL Lesson Plan

<b>Unit number</b>	1	<b>Lesson number</b>	4	<b>Title</b>	Summative assessment
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
1	10 m.	IDENTIFY and CORRECT mistakes.	Homework check. Teacher asks questions to check homework. Students answer the questions, check and correct mistakes. They assign 1 point to each correct answer and hand homework to the teacher.	<b>Skills</b> <div> <div>L</div> <div>S</div> <div>R</div> <div>W</div> </div> <b>Key vocabulary</b> see unit <b>Communicative structures</b> see unit	<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>U1_L3_ALL4.docx</li> </ul> Italy's political and physical features cloze texts (U1_L3_ALL4)	formative – written assessment

2	5 m.	LISTEN to the teacher's instruction. ASK for clarifications if needed.	Teacher gives the instruction to complete the test. Students listen to the instruction and ask for clarifications if necessary.	<b>Skills</b> <div> <div>L</div> <div>S</div> <div>R</div> <div>W</div> </div> <b>Key vocabulary</b> test, multiple choice, 3 options, questions  <b>Communicative structures</b> I don't understand ... Could you repeat? What does... mean? Can you help me?	<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>• U1_L4_ALL1.docx</li> <li>• U1_L4_ALL2.docx</li> </ul> Test – Multiple choice (U1_L4_ALL1) Test – Multiple choice (children with special needs) (U1_L4_ALL2)	
3	45 m.	REMEMBER, ORGANISE and USE the information acquired about Italy to complete the test.	Students complete the test and the self-assessment. Teacher monitors and explains again the task if it necessary. He/she reads aloud questions and answers to the students needing help.	<b>Skills</b> <div> <div>L</div> <div>S</div> <div>R</div> <div>W</div> </div> <b>Key vocabulary</b> see unit  <b>Communicative structures</b> see unit	<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"> <li>• U1_L4_ALL1.docx</li> <li>• U1_L4_ALL2.docx</li> <li>• U1_L4_ALL3.docx</li> </ul> Test – Multiple choice (U1_L4_ALL1) Test – Multiple choice (children with special needs) (U1_L4_ALL2) Self-assessment (U1_L4_ALL3)	Summative assessment (U1_L4_ALL1) (U1_L4_ALL2) (U1_L4_ALL3)

# CLIL Lesson Plan

<b>Unit number</b>	2	<b>Lesson number</b>	1	<b>Title</b>	Maps review: labelling exercise
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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	20 m.	<p>RECALL previous knowledge and vocabulary related to different types of maps, their features and uses.</p> <p>RECOGNISE the features of different types of maps.</p>	<p>Flashcards activity and poster. Teacher divides class in groups and shows pictures of different types of maps. Students, in groups, name the type of map and give a description of the main features. Teacher assigns points to the groups on the board for correct answer and completes a poster with the information collected.</p>	<div><div>Skills</div><div><div>L</div><div>S</div><div>R</div><div>W</div></div><div><p><b>Key vocabulary</b></p><p>map, physical, political, thematic, colour, border, city, province, region, country, continent, mountain, hill, plain, river, lake, sea, theme, climate, resource, economic activities, roads, monuments,...</p><p><b>Communicative structures</b></p><p>In this map I can see ...</p><p>It is a ... map because there is/there are ...</p><p>This symbol means ...</p><p>The main features of this map are ...</p><p>Language for classroom interaction.</p></div></div>	<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></div>	<div><div>• U2_L1_ALL1.doc</div><div>Flashcards: types of maps (U2_L1_ALL1)</div><div>Materials for poster</div></div>	<p>Formative – oral review (groups receive points for correct answer).</p>
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2	20 m.	IDENTIFY the features of a political and physical map of Veneto. LABEL them correctly.	Teacher briefly explains the task (labelling exercise). Students, in pairs, are given a political map and a physical map of Veneto, on which they have to label the indicated features with the correct terms (to be chosen from a given list of terms). Teacher monitors and helps students checking their work.	<div data-bbox="1025 92 1377 132"> <b>Skills</b> </div> <div data-bbox="1025 164 1377 212"> <div>L</div> <div>S</div> <div>R</div> <div>W</div> </div> <div data-bbox="1025 244 1377 579"> <b>Key vocabulary</b>            province, borders, capital city, North of Italy, highest mount, hill, plain, river, lake, Venice lagoon, Adriatic sea (list of words given) see above         </div> <div data-bbox="1025 595 1377 882"> <b>Communicative structures</b>            Look at the map ... This is ... I agree/ I don't agree because ...            Language for classroom interaction.         </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>• U2_L1_ALL2.doc</li> <li>• U2_L1_ALL3.doc</li> </ul> Labelling exercise- political features (U2_L1_ALL2): worksheet and list of words. Labelling exercise- physical features (U2_L1_ALL3): worksheet and list of words.	Formative – written (labelling exercise)
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3	10 m.	UNDERSTAND and REMEMBER the given instructions. ASK for clarifications if necessary.	Teacher explains the procedure and shows the materials for the following activities on region Veneto, giving all the instructions needed to complete the tasks. Teacher presents a poster with all the steps. Students listen to the explanation and, if necessary, ask for clarifications.	<div><b>Skills</b></div> <div><div>L</div><div>S</div><div>R</div><div>W</div></div> <div><b>Key vocabulary</b> cloze text, true/false activity, mind map; map-related vocabulary; vocabulary related to political and physical features of Veneto; vocabulary related to economic activities, curiosities, culture and traditions.</div> <div><b>Communicative structures</b> I don't understand Could you repeat? What does ... mean? Language for classroom interaction.</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>• U2_L1_ALL4.doc</div><div>Poster with the procedure to be followed to complete the task (U2_L1_ALL4). Envelopes with materials for next lesson's task, one for each group: political, physical and thematic maps; cloze texts, true/false exercises; mind-map models; group presentation guide.</div></div>	
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# CLIL Lesson Plan

<b>Unit number</b>	2	<b>Lesson number</b>	2	<b>Title</b>	Veneto: political and physical features – cloze texts (political and physical maps)
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	15 m.	ORGANISE the material and the group work. ASK for clarifications if necessary.	Teacher recalls the instructions for the task and reads aloud the cloze texts. Teacher helps students organizing the material for the activity. Students listen to the teacher, select and organize the material necessary for the task. They assign turns for the roles and agree on the procedure. Roles are: map-reader, writer, time-keeper, facilitator.	<b>Skills</b>	<input checked="" type="checkbox"/> Whole class <input checked="" type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	• U2_L2_ALL1.doc  Envelope with material for the unit: maps, cloze texts, true/false exercises, mind-map models, group presentation guide Cards – Cooperative learning roles (U2_L2_ALL1)					
				<table><tr><td>L</td><td>S</td><td>R</td><td>W</td></tr></table>				L	S	R	W
				L				S	R	W	
<b>Key vocabulary</b> envelope, cloze text, information, map, find, write, check, pay attention, group work, discuss, agree, check, ask, see above  <b>Communicative structures</b> I don't understand Could you repeat? What does ... mean? Language for classroom interaction.											
2	35 m.	READ a political and physical map	Students complete the cloze texts on political and physical features of	<b>Skills</b>	<input type="checkbox"/> Whole class	• U2_L2_ALL2.doc • U2_L2_ALL3.doc	Formative – written (cloze texts)				

		to RETRIEVE the requested information. COMPLETE a cloze text.	Veneto, collecting the information from the given maps. The speaker of each group is responsible for asking help if needed. Teacher monitors and helps students.	<table><tr><th>L</th><th>S</th><th>R</th><th>W</th></tr><tr><td colspan="4"><b>Key vocabulary</b> North-East, borders, capital city, province, flag, capital city, surface, population, ordinary statute, language, territory, mountain, hill, plain, river, lake, sea, lagoon, highest, longest, biggest,...</td></tr><tr><td colspan="4"><b>Communicative structures</b> Where is Veneto? What are its borders? What are its surface and population? What is the capital city? How many provinces has it got? How is the statute? How is the flag? How is the territory? What are the highest mountains/most important hills/plains/longest rivers/biggest lakes...? Is there a lagoon in Veneto? Language for classroom interaction.</td></tr></table>	L	S	R	W	<b>Key vocabulary</b> North-East, borders, capital city, province, flag, capital city, surface, population, ordinary statute, language, territory, mountain, hill, plain, river, lake, sea, lagoon, highest, longest, biggest,...				<b>Communicative structures</b> Where is Veneto? What are its borders? What are its surface and population? What is the capital city? How many provinces has it got? How is the statute? How is the flag? How is the territory? What are the highest mountains/most important hills/plains/longest rivers/biggest lakes...? Is there a lagoon in Veneto? Language for classroom interaction.				<div><input checked="" type="checkbox"/> Group work</div> <div><input type="checkbox"/> Pair work</div> <div><input type="checkbox"/> Individual work</div>	Political map of Veneto and Cloze text: Veneto political features (U2_L2_ALL2) Physical map of Veneto and Cloze text: Veneto physical features (U2_L2_ALL3)	
L	S	R	W																
<b>Key vocabulary</b> North-East, borders, capital city, province, flag, capital city, surface, population, ordinary statute, language, territory, mountain, hill, plain, river, lake, sea, lagoon, highest, longest, biggest,...																			
<b>Communicative structures</b> Where is Veneto? What are its borders? What are its surface and population? What is the capital city? How many provinces has it got? How is the statute? How is the flag? How is the territory? What are the highest mountains/most important hills/plains/longest rivers/biggest lakes...? Is there a lagoon in Veneto? Language for classroom interaction.																			



3	10 m.	<p>COMPARE and CHECK the answers given in the cloze texts.</p> <p>DISCUSS in case of disagreement.</p>	<p>Students collaborate in a 2-group activity to check and compare the answers given. Teacher monitors and gives feedback.</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 above </div> <div> <b>Communicative structures</b>  Can you tell me...?  What did you write...? I agree/don't agree. Let's check. Could you help us? Language for classroom interaction. </div> </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>• U2_L2_ALL2.doc</li> <li>• U2_L2_ALL3.doc</li> </ul> <p>Political map of Veneto and Cloze text: Veneto political features (U2_L2_ALL2)</p> <p>Physical map of Veneto and Cloze text: Veneto physical features (U2_L2_ALL3)</p>	
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# CLIL Lesson Plan

<b>Unit number</b>	2	<b>Lesson number</b>	3	<b>Title</b>	Veneto: economic activities and curiosities – cloze text and true/false activity (thematic maps)
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
1	40 m.	READ thematic maps and RETRIEVE the requested information. COMPLETE a cloze text and true/false task.	Teacher recalls the instructions. Students complete the cloze text on the economic activities and the true/false task on cultural aspects of Veneto, retrieving the information from the given map. One student per group is chosen as a speaker. Teacher monitors and helps students.	Skills	<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>• U2_L3_ALL1.doc</li><li>• U2_L3_ALL2.doc</li></ul> <p>Thematic map: economic activities of Veneto and Cloze Text (U2_L3_ALL1)</p> <p>Thematic map: curiosities of Veneto and True and False activity (U2_L3_ALL2)</p>	Formative – written (cloze text and true/false activity)
				L   S   R   W			
				Key vocabulary economy, agriculture (and products), livestock (and animals raised), industry (and types of industry), tourism, art city, monument, bridge, castle, abbey, palace,...			

				<b>Communicative structures</b> What products are cultivated/animals are raised/types of industries are there/activities are practiced in this area? What are the most important monuments of this city/province? It is true/false because ... Do you agree? I agree/don't agree Language for classroom interaction.		
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2	15 m.	COMPARE and CHECK the answers given in the cloze text and true/false activity. DISCUSS in case of disagreement.	Students take turns in guiding the check. The rest of the class collaborates in checking and comparing the answers given. Teacher provides support, if necessary.	<b>Skills</b> <div> <div>L</div> <div>S</div> <div>R</div> <div>W</div> </div> <b>Key vocabulary</b> see above <b>Communicative structures</b> Can you tell me...? What did you write...? I agree/don't agree. Let's check. Could you help us? Language for classroom interaction	<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_L3_ALL1.doc</li> <li>• U2_L3_ALL2.doc</li> </ul> Thematic map: economic activities of Veneto and Cloze Text (U2_L3_ALL1) Thematic map: curiosities of Veneto and True and False activity (U2_L3_ALL2)
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# CLIL Lesson Plan

<b>Unit number</b>	2	<b>Lesson number</b>	4	<b>Title</b>	Summary of the information acquired – mind map
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	30 m.	RETRIEVE and ORGANISE information. FILL OUT a review mind map in order to promote an efficient study method.	Teacher gives instructions to complete the task and hands out the material. Students listen to the instructions and familiarize with the materials. Students fill out the mind maps retrieving the information from the cloze texts and true/false activity previously completed. Teacher monitors and helps students.	<b>Skills</b>	<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>• U2_L4_ALL1.doc</li><li>• U2_L4_ALL2.doc</li></ul> Envelope with mind-map models and interview guide. Mind-map: Physical and political features (U2_L4_ALL1) Mind-map: Economic activities and Curiosities (U2_L4_ALL2) Cloze texts and True/false activity completed during the previous tasks.					
				<table><tr><td>L</td><td>S</td><td>R</td><td>W</td></tr></table>				L	S	R	W
				L				S	R	W	
<b>Key vocabulary</b> mind map, physical features, political features, economic activities, curiosities,... See lessons 2 and 3											
				<b>Communicative structures</b> Where is this information? Find this information. I can't find the information. Could you help us? See lessons 2 and 3. Language for classroom interaction.							

2	30 m.	<p>READ the presentation guide.</p> <p>ORGANISE presentation (ASSIGN roles and SUBDIVIDE text in parts – one part for each student of the group).</p> <p>PRACTISE for the oral presentation.</p>	<p>Students, in groups, read aloud the presentation guide filling the spaces with the information retrieved from the mind maps. NOTE: the presentation will be further practiced at home, as homework assignment.</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 previous lessons.            See presentation guide.         </div> <div> <b>Communicative structures</b>            See presentation guide.            Language for classroom interaction.         </div> </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>	<div> <ul style="list-style-type: none"> <li>• U2_L4_ALL1.doc</li> <li>• U2_L4_ALL2.doc</li> <li>• U2_L4_ALL3.doc</li> </ul> </div> <div>           Mind-map: Physical and political features (U2_L4_ALL1) Mind-map: Economic activities and Curiosities (U2_L4_ALL2) Scaffolding strategies for group presentation: Group-presentation guide (U2_L4_ALL3)         </div>	
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# CLIL Lesson Plan

<b>Unit number</b>	2	<b>Lesson number</b>	5	<b>Title</b>	Group presentations, self-evaluation and feedback/discussion
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
1	10 m.	LISTEN to the instruction for the task. UNDERSTAND and REMEMBER the instruction for the task. READ and UNDERSTAND an assessment rubric.	Teacher gives instructions to complete the task and hands out the material. Students listen to the instructions and familiarize with the materials: peer-assessment rubric.	<b>Skills</b> <div> <div>L</div> <div>S</div> <div>R</div> <div>W</div> </div> <b>Key vocabulary</b> presentation, assessment, assessment rubric. See presentation guide. See assessment rubric.	<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_L5_ALL1.doc</li> <li>• U2_L5_ALL2.doc</li> </ul> Peer assessment rubric (U2_L5_ALL1) Teacher assessment rubric (U2_L5_ALL2)	
				<b>Communicative structures</b> I don't understand ... What do we have to do? Could you repeat? Language for classroom interaction.			

2	40 m.	PRESENT – TELL ABOUT the region Veneto. LISTEN to the oral presentations given by the groups. COMPLETE an assessment rubric.	Students, one group at a time give an oral presentation of the region Veneto, following the given guide. The rest of the students listen to the presentations and complete an assessment rubric for each presentation (group work). Teacher listens to the presentations and gives help if needed; completes teacher assessment rubric and evaluation grid.	<b>Skills</b>	<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>• U2_L4_ALL3.doc</li> <li>• U2_L5_ALL1.doc</li> <li>• U2_L5_ALL2.doc</li> </ul> Presentations: presentation guide (U2_L4_ALL3) Peer assessment rubric (U2_L5_ALL1) Teacher assessment rubric (U2_L5_ALL2)	Formative - oral (peer-assessment and teacher assessment)
				<div> <div>L</div> <div>S</div> <div>R</div> <div>W</div> </div>			
				<b>Key vocabulary</b> See presentation guide. See assessment rubric. See above.			
				<b>Communicative structures</b> See presentation guide. What do you think? I think... Do we agree? Check the box... Language for classroom interaction.			

3	10 m.	DISCUSS the outcome of the final task and the work of the whole unit.	Teacher asks questions to stimulate the students' discussion on the results of the work done. Students answer the questions and express their opinions on the work done. NOTE: homework assignment - review everything at home for test.	<b>Skills</b>	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work		
				<div> <div>L</div> <div>S</div> <div>R</div> <div>W</div> </div>			
				<b>Key vocabulary</b> learn, understand,...			
				<b>Communicative structures</b> In my opinion ... It was easy because ... It was difficult because ... Language for classroom interaction.			

# CLIL Lesson Plan

<b>Unit number</b>	2	<b>Lesson number</b>	6	<b>Title</b>	Summative assessment
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
1	15 m.	UNDERSTAND the texts and all requests of the test.	Teacher explains the composition of the test and reads aloud for the students all parts of it. Students listen to the teacher and read the test, they ask questions if needed.	<b>Skills</b> <div>L S R W</div> <b>Key vocabulary</b> test, questions, requests, answer, indicate, complete,... See test.	<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_L6_ALL1.doc</li> <li>• U2_L6_ALL2.doc</li> </ul> Assessment (U2_L6_ALL1) Assessment for children with special needs (U2_L6_ALL2)	
				<b>Communicative structures</b> I don't understand Could you repeat? What does ... mean? Language for classroom interaction.			



2	45 m.	<p>REMEMBER information collected during the work done in the previous tasks.</p> <p>UNDERSTAND the requests of a written test.</p> <p>COMPLETE the test on Veneto.</p>	<p>Students complete the written test on Veneto. Teacher monitors and helps students in need.</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 test.         </div> <div> <b>Communicative structures</b>            See test.         </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>	<div> <ul style="list-style-type: none"> <li>• U2_L6_ALL1.doc</li> <li>• U2_L6_ALL2.doc</li> <li>• U2_L6_ALL3.doc</li> </ul> <p>Assessment (U2_L6_ALL1)</p> <p>Assessment for children with special needs (U2_L6_ALL2)</p> <p>Teacher evaluation grid (U2_L6_ALL3)</p> </div>	<p>Summative - written (test)</p>
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# CLIL Lesson Plan

<b>Unit number</b>	3	<b>Lesson number</b>	1	<b>Title</b>	Understand the general meaning of a text about Lazio
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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	20 m.	LISTEN to and FOLLOW the teacher's instructions. UNDERSTAND and REMEMBER the given instructions. ASK for clarifications, if necessary.	Teacher explains the task. Teacher divides the students into 5 different groups and assigns a role to each member. Teacher shows and hands out the materials to each group, explaining how to approach it. (Each group receives one text). Students listen to the teacher. They ask for clarifications, if necessary. Then they arrange the desks for group work, receive the role cards and organize the assigned material.	<div>Skills</div> <div><div>L</div><div>S</div><div>R</div><div>W</div></div> <div>Key vocabulary</div> <div>text, read, understand, instructions, task, political features, physical features, economy, curiosity, tourism, attractions, traditions, groups, cooperation, roles, reader, writer, facilitator, time keeper</div> <div>Communicative structures</div> <div>I have got a question... I don't understand... Can you repeat please? What does... mean? What is my group/role? Can I change group/role? Language for classroom interaction.</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><ul style="list-style-type: none"><li>• U3_L1_ALL1.doc</li><li>• U3_L1_ALL2.doc</li><li>• U3_L1_ALL3.doc</li><li>• U3_L1_ALL4.doc</li><li>• U3_L1_ALL5.doc</li><li>• U3_L1_ALL6.doc</li></ul></div><div>Role-cards for cooperative learning (U3_L1_ALL1) Text - political features of Lazio (U3_L1_ALL2) Text - physical features of Lazio (U3_L1_ALL3) Text - economy of Lazio (U3_L1_ALL4) Text - tourism and tradition in Lazio (U3_L1_ALL5) Text - Rome (U3_L1_ALL6)</div></div>
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2	30 m.	<p>READ and UNDERSTAND the general meaning of a text. ASK for clarifications, if necessary. USE a dictionary.</p>	<p>Students read the text carefully and try to understand as much as possible, asking the teacher for help or using a dictionary, if necessary. Teacher helps the groups in need.</p>	<div> <div>Skills</div> <div> <div>L</div> <div>S</div> <div>R</div> <div>W</div> </div> <div> <p><b>Key vocabulary</b></p> <p>borders, provinces, capital city, flag, surface, population, highest peak, river, volcanic, lake, flat, plain, hill, archipelago, climate, economy, agriculture, livestock, industries, tourism, communication routes, tourism, culture, art, traditions, attractions, typical dishes, monuments, artistic attractions, Vatican city.</p> </div> <div> <p><b>Communicative structures</b></p> <p>Look at the texts...            What does... mean?            Can you tell me the meaning of...? Look up in the dictionary. Ask the teacher. Language for classroom interaction.</p> </div> </div>	<div> <input type="checkbox"/> Whole class  <input checked="" type="checkbox"/> Group work  <input type="checkbox"/> Pair work  <input type="checkbox"/> Individual work         </div>	<ul style="list-style-type: none"> <li>• U3_L1_ALL2.doc</li> <li>• U3_L1_ALL3.doc</li> <li>• U3_L1_ALL4.doc</li> <li>• U3_L1_ALL5.doc</li> <li>• U3_L1_ALL6.doc</li> </ul> <p>Text – political features of Lazio (U3_L1_ALL2) Text – physical features of Lazio (U3_L1_ALL3) Text - economy of Lazio (U3_L1_ALL4) Text – tourism and tradition in Lazio (U3_L1_ALL5) Text – Rome (U3_L1_ALL6) Dictionaries (1 for each group)</p>	
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3	5 m.	<p>LISTEN to the teacher's instructions. UNDERSTAND and REMEMBER the instructions given. HOMEWORK: READ and UNDERSTAND a written text. SELECT KEYWORDS. FIND and SELECT more pictures, images, headlines related to the keywords.</p>	<p>Teacher assigns homework. Students write assigned homework in their planner. HOMEWORK: Homework consists in reading the text, underling the keywords and finding some pictures, related to the keywords underlined, on the internet or on newspapers/magazines. (Each student only receives the text assigned to his/her group).</p>	<div> <div>Skills</div> <div> <div>L</div> <div>S</div> <div>R</div> <div>W</div> </div> <div> <b>Key vocabulary</b>  homework, read, underline, select, keyword, picture, newspaper, magazine, internet </div> <div> <b>Communicative structures</b>  I have a question... I don't understand, can you repeat? Language for classroom interaction. </div> </div>	<div> <input type="checkbox"/> Whole class <input checked="" type="checkbox"/> Group work <input type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work </div>	<ul style="list-style-type: none"> <li>• U3_L1_ALL2.doc</li> <li>• U3_L1_ALL3.doc</li> <li>• U3_L1_ALL4.doc</li> <li>• U3_L1_ALL5.doc</li> <li>• U3_L1_ALL6.doc</li> </ul> <p>Text – political features of Lazio (U3_L1_ALL2) Text – physical features of Lazio (U3_L1_ALL3) Text - economy of Lazio (U3_L1_ALL4) Text – tourism and tradition in Lazio (U3_L1_ALL5) Text – Rome (U3_L1_ALL6)</p>	
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# CLIL Lesson Plan

<b>Unit number</b>	3	<b>Lesson number</b>	2	<b>Title</b>	Presentation of the texts and completion of mind map
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
1	25 m.	COMPARE and CONTRAST the underlined keywords and pictures, images, headlines selected at home. DISCUSS on the best choices for keywords and images.	In each group, students check and compare homework, then share the pictures and discuss on what are the best choices for keywords and pictures. Teacher helps groups in checking their homework and making the best choices.	<b>Skills</b> <div>L S R W</div> <b>Key vocabulary</b> keywords, pictures, meaning, compare, contrast, underline.	<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>• U3_L1_ALL2.doc</li> <li>• U3_L1_ALL3.doc</li> <li>• U3_L1_ALL4.doc</li> <li>• U3_L1_ALL5.doc</li> <li>• U3_L1_ALL6.doc</li> </ul> Text - political features of Lazio (U3_L1_ALL2) Text - physical features of Lazio (U3_L1_ALL3) Text - economy of Lazio (U3_L1_ALL4) Text - tourism and tradition in Lazio (U3_L1_ALL5) Text - Rome (U3_L1_ALL6)	
				<b>Communicative structures</b> What are the keywords? What did you underline? Why? I underlined ... I agree ... I don't agree ... What pictures did you select? Why? I selected this picture, because ... This is the best picture. I don't like this picture. Language for classroom interaction.			

2	10 m.	APPLY the knowledge acquired from the text to find the correct answers.	Teacher hands out the true and false activity for each group and briefly explains how to complete the task. Students complete the true and false activity.	<div data-bbox="1023 122 1379 169">Skills</div> <div data-bbox="1023 188 1379 264"> <div>L</div> <div>S</div> <div>R</div> <div>W</div> </div> <div data-bbox="1023 284 1379 499"> <b>Key vocabulary</b>  true and false,  right/wrong answer,  complete, fill, gap,  comprehension. </div> <div data-bbox="1023 518 1379 922"> <b>Communicative structures</b>  Is it true or false? Is it the right/wrong answer? In my opinion... I agree, because... I don't agree, because...  Language for classroom interaction. </div>	<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>• U3_L2_ALL1.doc</li> <li>• U3_L2_ALL2.doc</li> <li>• U3_L2_ALL3.doc</li> <li>• U3_L2_ALL4.doc</li> <li>• U3_L2_ALL5.doc</li> </ul> <p>True and false - Political features of Lazio (U3_L2_ALL1)  True and false - Physical features of Lazio (U3_L2_ALL2)  True and false - Economy of Lazio (U3_L2_ALL3)  True and false - Tourism and traditions in Lazio (U3_L2_ALL4)  True and false - Rome (U3_L2_ALL5)</p>	formative - written (true/false activity)
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3	25 m.	<p>CHOOSE and SELECT the information necessary to complete the notes model. ORGANISE the information and complete the mind map model – each group completes only the part relative to the topic assigned.</p>	<p>Teacher briefly explains the task and hands out notes models and mind maps. Students complete the task by extracting the information needed to fill the notes model from their underlined texts. Students fill the mind map with the information selected and transferred from the texts to the notes model (each group completes the mind map only for the part which competes to them).</p>	<div> <div>Skills</div> <div> <div>L</div> <div>S</div> <div>R</div> <div>W</div> </div> <div> <p><b>Key vocabulary</b> notes model, mind map, information, texts, where, borders, surface, population, flag, province, capital city, statute, territory, mountains, hills, plains, rivers, lakes, seas, climate, agriculture, livestock, industries, tourism, traditions, typical dishes, attractions, monuments,...</p> <p><b>Communicative structures</b> Where can we find this information? Where do we write this information? Look at the text... Can you find...? Can you tell me...? Language for classroom interaction.</p> </div> </div>	<div> <input type="checkbox"/> Whole class  <input checked="" type="checkbox"/> Group work  <input type="checkbox"/> Pair work  <input type="checkbox"/> Individual work </div>	<div> <ul style="list-style-type: none"> <li>• U3_L2_ALL6.doc</li> <li>• U3_L2_ALL7.doc</li> </ul> <p>Notes models (U3_L2_ALL6) Mind-map model (U3_L2_ALL7)</p> </div>	
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4	40 m.	PRESENT the information acquired from the text to the rest of the class. COMPLETE the mind-map model with the information presented by the other groups.	Teacher briefly introduces the new task. Students (one group at a time) present the information acquired from their text in front of the whole class, while the non-presenting groups fill the empty map with the information presented (note: each group has already completed the part of mind map which relates to the text assigned). During the presentations teacher helps groups in need.	Skills				<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>• U3_L2_ALL6.doc</li><li>• U3_L2_ALL7.doc</li><li>• U3_L2_ALL8.doc</li></ul> Notes model (U3_L2_ALL6) Mind-map model (U3_L2_ALL7) Assessment rubric for group presentation (U3_L2_ALL8)	formative - oral (group presentation)
				L	S	R	W			
				Key vocabulary see above						
				Communicative structures Our text talks about... see above Language for classroom interaction.						

5	20 m.	CHOOSE the right answers. COMPARE answers. ASK for clarifications, if necessary.	Teacher gives the instructions to complete formative assessment and self-assessment. Then hands out the assessment worksheets. Students complete the assessments in pairs and then check their answer (two-pairs group). If they need it, they can check the completed mind map.	<div data-bbox="1025 92 1377 132"> <b>Skills</b> </div> <div data-bbox="1025 164 1377 212"> <div>L</div> <div>S</div> <div>R</div> <div>W</div> </div> <div data-bbox="1025 244 1377 459"> <b>Key vocabulary</b>  assessment, multiple choice, formative and self-assessment, compare, see above </div> <div data-bbox="1025 483 1377 754"> <b>Communicative structures</b>  In my opinion... I agree, because... I don't agree, because...  Language for classroom interaction. </div>	<div data-bbox="1400 92 1585 379"> <input type="checkbox"/> Whole class  <input checked="" type="checkbox"/> Group work  <input checked="" type="checkbox"/> Pair work  <input type="checkbox"/> Individual work </div>	<div data-bbox="1608 92 1928 268"> <ul style="list-style-type: none"> <li>• U3_L2_ALL9.doc</li> </ul> Formative and self assessment (U3_L2_ALL9) </div>	formative - written (assessment and self-assessment)
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# CLIL Lesson Plan

<b>Unit number</b>	3	<b>Lesson number</b>	3	<b>Title</b>	Guide questions
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	15 m.	EXPRESS an opinion about the formative assessment. REASON and DISCUSS about the formative assessment. ASK for clarifications, if necessary.	Teacher asks for a feedback about the formative assessment. If necessary, she/he repeats or clarifies non-acquired or incorrectly acquired content. Students, answering to the teacher’s questions, give a feedback on the formative assessment.	<b>Skills</b>	<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_L2_ALL9.doc</li></ul> Formative and self-assessment (U3_L2_ALL9)	formative – oral feedback				
				<table><tr><td>L</td><td>S</td><td>R</td><td>W</td></tr></table>				L	S	R	W
				L				S	R	W	
<b>Key vocabulary</b> assessment, option, discussion, opinion, feedback, see above.											
				<b>Communicative structures</b> The assessment was... In my opinion... Can you repeat/explain...? Working in pair was... Language for classroom interaction.							

2	25 m.	ASK and ANSWER questions. IDENTIFY and CORRECT mistakes.	Teacher briefly explains the new task and hands out the worksheets. Students listen to the teacher and ask for clarifications, if needed. Students ask and answer questions in pairs, helping themselves with the physical and political maps of Lazio. Teacher monitors the activity and helps students in need.	<div data-bbox="1025 92 1379 129">Skills</div> <div data-bbox="1032 165 1373 209"> <div>L</div> <div>S</div> <div>R</div> <div>W</div> </div> <div data-bbox="1025 245 1379 639"> <b>Key vocabulary</b>  questions, pairs, ask, borders, provinces, capital city, flag, peaks, river, lake, plains, hills, agriculture, livestock, industry, tourism, typical dishes, Rome, monuments, attractions, see above. </div> <div data-bbox="1025 676 1379 831"> <b>Communicative structures</b>  see worksheet (U3_L3_ALL1) </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>• U3_L3_ALL1.doc</li> </ul> Guide questions (U3_L3_ALL1)	formative - oral (in pairs)
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3	10 m.	RECOGNISE difficulties. ASK for clarifications, if necessary.	Teacher asks for a feedback on the previous activity and gives clarifications, if necessary. Students, answering the teacher's questions, give a feedback on the activity.	<div data-bbox="1025 92 1379 129">Skills</div> <div data-bbox="1032 167 1373 210"> <div>L</div> <div>S</div> <div>R</div> <div>W</div> </div> <div data-bbox="1025 248 1379 400"> <b>Key vocabulary</b>            difficulties, feedback, questions, answer, pair work.         </div> <div data-bbox="1025 438 1379 751"> <b>Communicative structures</b>            In my opinion it was... It was easy because... It was difficult/easy, because... It was useful/useless, because...         </div>	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work		formative – oral (feedback)
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4	10 m.	<p>LISTEN to the teacher's instructions.</p> <p>UNDERSTAND and REMEMBER the instructions given.</p> <p>HOMEWORK: READ and UNDERSTAND a written text.</p> <p>RECALL previously acquired knowledge.</p> <p>EVALUATE and CHOOSE the best word to fill the gap and to complete the text correctly.</p>	<p>Teacher briefly explains the new task and hands out the cloze texts.</p> <p>Students listen to the teacher and ask for clarifications.</p> <p>HOMEWORK</p> <p>Students complete the task at home (cloze texts).</p>	<div> <div>Skills</div> <div> <div>L</div> <div>S</div> <div>R</div> <div>W</div> </div> <div> <b>Key vocabulary</b>  cloze text, listen, ask, clarification, recall, choose, evaluate, see above. </div> <div> <b>Communicative structures</b>  I didn't understand...  Can you repeat...? Can you give me an example? </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>• U3_L3_ALL2.doc</li> <li>• U3_L3_ALL3.doc</li> <li>• U3_L3_ALL4.doc</li> <li>• U3_L3_ALL5.doc</li> <li>• U3_L3_ALL6.doc</li> <li>• U3_L3_ALL7.doc</li> </ul> <p>Political and physical maps (U3_L3_ALL2)</p> <p>Cloze text – political features of Lazio (U3_L3_ALL3)</p> <p>Cloze text – physical features of Lazio (U3_L3_ALL4)</p> <p>Cloze text – economy of Lazio (U3_L3_ALL5)</p> <p>Cloze text – Tourism and traditions in Lazio (U3_L3_ALL6)</p> <p>Cloze text – Rome (U3_L3_ALL7)</p>	
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# CLIL Lesson Plan

<b>Unit number</b>	3	<b>Lesson number</b>	4	<b>Title</b>	Check and self-evaluation
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
1	30 m.	COMPARE the given answers. FIND incorrect answers. CORRECT mistakes. ASK for help, if necessary.	Teacher briefly explains the task. Students check their homework (cloze texts) to find incorrect choices and correct mistakes (group work). Teacher asks the students for the correct answers (whole class - one text per group).	<b>Skills</b> <div> <div>L</div> <div>S</div> <div>R</div> <div>W</div> </div> <b>Key vocabulary</b> see above <b>Communicative structures</b> Which is the correct word to fill this gap? Why? What word do we need? What do you think? Do you agree? The correct word is... In my opinion/I think... because... I agree/don't agree. Language for classroom interaction.	<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>• U3_L3_ALL2.doc</li> <li>• U3_L3_ALL3.doc</li> <li>• U3_L3_ALL4.doc</li> <li>• U3_L3_ALL5.doc</li> <li>• U3_L3_ALL6.doc</li> <li>• U3_L3_ALL7.doc</li> </ul> Political and physical maps of Lazio (U3_L3_ALL2) Cloze text - political features of Lazio (U3_L3_ALL3) Cloze text - physical features of Lazio (U3_L3_ALL4) Cloze text - economy of Lazio (U3_L3_ALL5) Cloze text - Tourism and traditions in Lazio (U3_L3_ALL6) Cloze text - Rome (U3_L3_ALL7)	formative - oral (correction and feedback)



2	15 m.	SELF-EVALUATION of the group's work.	Teacher briefly explains the task and its aims, then hands out the group-work self-evaluation rubric. Students complete the evaluation rubric in groups.	<div data-bbox="945 75 1321 151"> <b>Skills</b> </div> <div data-bbox="945 151 1321 228"> <div>L</div> <div>S</div> <div>R</div> <div>W</div> </div> <div data-bbox="945 228 1321 461"> <b>Key vocabulary</b>  self-evaluation, group work, content, language, see evaluation sheet. </div> <div data-bbox="945 461 1321 928"> <b>Communicative structures</b>  see self-evaluation rubric What do you think about...? In my opinion/I think... Who worked...? Do you agree? I agree/don't agree, because... I think... Language for classroom interaction. </div>	<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>• U3_L4_ALL1.doc</li> </ul> Group work self-evaluation rubric (U3_L4_ALL1)	
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3	15 m.	DISCUSS the group work with the whole class. EXPRESS personal opinions.	Teacher asks questions about working in group. Students express their opinions.	<div data-bbox="945 75 1319 248"> <b>Skills</b> <div> <div>L</div> <div>S</div> <div>R</div> <div>W</div> </div> </div> <div data-bbox="945 248 1319 483"> <b>Key vocabulary</b>  opinion, advantage, disadvantage, organise, perform, assign, role, comment. </div> <div data-bbox="945 483 1319 1032"> <b>Communicative structures</b>  I liked/did not like working in group. The advantages/disadvantages are... It was/wasn't easy to... (organise the work, respect roles, perform the task...) Yes, it was/No, it wasn't. I think... </div>	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work		
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# CLIL Lesson Plan

<b>Unit number</b>	3	<b>Lesson number</b>	5	<b>Title</b>	Summative assessment
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
1	50 m.	UNDERSTAND a written text on well-known content. ORGANISE and USE the information acquired about Lazio to COMPLETE A TEST presenting different types of tasks.	Teacher hands out the test, explains the composition of test and self-assessment, then reads them aloud. Students ask questions if they don't understand the instructions or some of the language of the test/self-assessment. Students complete the test. Teacher monitors students.	<b>Skills</b>	<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"> <li>• U3_L5_ALL1.doc</li> <li>• U3_L5_ALL2.doc</li> <li>• U3_L5_ALL3.doc</li> </ul> Lazio: test and self-assessment (U3_L5_ALL1) Lazio: test and self-assessment for children with special needs (U3_L5_ALL2) Assessment Rubric (teacher) (U3_L5_ALL3)	summative - written test and self assessment
				<div>L</div> <div>S</div> <div>R</div> <div>W</div>			
				<b>Key vocabulary</b> listen, test, exercise, ask, clarifications, unit vocabulary see test.			
				<b>Communicative structures</b> see test I don't understand this question ... Teacher, could you help me?			

# CLIL Lesson Plan

<b>Unit number</b>	4	<b>Lesson number</b>	1	<b>Title</b>	Picture classification
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
1	15 m.	WATCH and COMMENT a video on Sicily.	Teacher presents selections of a video on Sicily.	<b>Skills</b> <div> <div>L</div> <div>S</div> <div>R</div> <div>W</div> </div> <b>Key vocabulary</b> Sicily, island, sea, Europe, monument, city, history, food, temple, mount, lifestyle, people, coast, ...	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	video "The Best of Sicily": <a href="#">link</a>	
				<b>Communicative structures</b> I have been/have never been to Sicily. I visited... I know... My family comes from Sicily. I like/don't like the video.			

2	20 m.	<p>LISTEN to the teacher's instructions. UNDERSTAND and REMEMBER the given instructions. ASK for clarifications, if necessary. SORT OUT and CLASSIFY the pictures of Sicily into different groups according to their use (pictures representing political features, physical features, economy, tourism, art cities, typical dishes).</p>	<p>Teacher presents the unit with its materials, forms groups, assigns roles and hands out the material for each group (each group is given an envelope with mixed pictures to be sorted out and classified – each picture has got a keyword written on the back). Students listen to the teacher instructions and ask for clarifications, if necessary, then sort out and classify the different pictures of Sicily into different groups. They keep the pictures that belong to their group/topic and bring the others to the stations to which they belong.</p>	<div> <div>Skills</div> <div> <div>L</div> <div>S</div> <div>R</div> <div>W</div> </div> <div> <b>Key vocabulary</b>            role, reader, writer, facilitator, time keeper, picture, caption, political features, physical features, economy, tourism, art cities, typical dishes, sort out, classify, choice, criteria.         </div> <div> <b>Communicative structures</b>            What is a caption? Can you repeat, please? Can I be time keeper/ facilitator/...? Can I be in the physical features/tourism/... group? Make a choice. Where do we put this picture? Do you agree? I agree ... I don't agree ... What do you think? I think... Vocabulary for basic classroom interactions.         </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>	<div> <ul style="list-style-type: none"> <li>• U4_L1_ALL1.doc</li> <li>• U4_L1_ALL2.doc</li> </ul>           Cards with roles (U4_L1_ALL1)            Pictures of Sicily (U4_L1_ALL2)         </div>	
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3	25 m.	CHECK the pictures.	<p>Students come in front of the class, one group at a time, to show the group of pictures collected. Together they discuss if each picture is appropriate for the topic assigned to the group. If one or more pictures are not appropriate, they are given to the group they belong to. Teacher leads and monitors the discussion to compare the pictures.</p>	<div>Skills</div> <div> <div>L</div> <div>S</div> <div>R</div> <div>W</div> </div> <div> <b>Key vocabulary</b>            pictures, physical features, political features, economy, tourism, art cities, typical dishes, appropriate.         </div> <div> <b>Communicative structures</b>            This picture belongs to... Do you agree? I agree/don't agree. I think... This is appropriate/not appropriate...            Vocabulary for basic classroom interactions.         </div>	<div> <input checked="" type="checkbox"/> Whole class           <input checked="" type="checkbox"/> Group work           <input type="checkbox"/> Pair work           <input type="checkbox"/> Individual work         </div>	<div>           • U4_L1_ALL2.doc             Pictures of Sicily (U4_L1_ALL2)         </div>	
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# CLIL Lesson Plan

<b>Unit number</b>	4	<b>Lesson number</b>	2	<b>Title</b>	Realisation of captions
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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	45 m.	<p>LISTEN to the teacher's instructions. UNDERSTAND and REMEMBER the given instructions. ASK for clarifications, if necessary. PLAN and REALISE captions starting from pictures.</p>	<p>Teacher presents the format for the captions and shares the content of the observation grid with the students. Students listen to the teacher instructions and ask for clarifications, if necessary. Students write captions for all the pictures assigned to their group. If necessary, they look up in the internet for more information. Teacher monitors the group activity, guides the search for information and, if necessary, supports the groups in need.</p>	<div> <div>Skills</div> <div> <div>L</div> <div>S</div> <div>R</div> <div>W</div> </div> <div> <p><b>Key vocabulary</b> position, borders, capital city, provinces, statute,... territory, climate,... economic sectors, agriculture, livestock, fishing, industry, tourism, archeological site, castles, beach resorts, agritourism, art cities, typical dishes, ...and related vocabulary</p> <p><b>Communicative structures</b> How do you say...? How do you write/spell...? Can we use the dictionary? Do you agree...? We need more information. Can we use the computer...? Vocabulary for basic classroom interactions.</p> </div> </div>	<div> <input checked="" type="checkbox"/> Whole class         <input checked="" type="checkbox"/> Group work         <input type="checkbox"/> Pair work         <input type="checkbox"/> Individual work       </div>	<div> <ul style="list-style-type: none"> <li>• U4_L1_ALL3.doc</li> <li>• U4_L2_ALL1.doc</li> </ul> <p>Caption formats (U4_L1_ALL3) Paper Teacher observation/evaluation rubric for group work (U4_L2_ALL1)</p> </div>	Formative – Observation of group work
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2	15 m.	CHECK the captions.	Students check the captions. Teacher monitors the group activity and, if necessary, supports the students in need. Teacher takes captions home for corrections.	<b>Skills</b>	<input type="checkbox"/> Whole class <input checked="" type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	• U4_L2_ALL1.doc  Teacher observation/evaluation rubric for group work (U4_L2_ALL1)	
				<div>L</div> <div>S</div> <div>R</div> <div>W</div>			
				<b>Key vocabulary</b> see above  <b>Communicative structures</b> Do you agree? I think... Check... Correct... Vocabulary for basic classroom interactions.			

# CLIL Lesson Plan

<b>Unit number</b>	4	<b>Lesson number</b>	3	<b>Title</b>	Final version of captions
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	20 m.	WRITE final version of captions paying attention to correct spelling.	Feedback: teacher gives back captions with corrections. Students check corrections and ask for clarifications, if needed. Students realise final version of captions (for poster).	Skills	<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>• U4_L2_ALL1.doc</li></ul> Teacher observation/evaluation rubric for group work (U4_L2_ALL1) Cardboard	Formative – Feedback on captions Formative – Observation of group work				
				<table><tr><td>L</td><td>S</td><td>R</td><td>W</td></tr></table>				L	S	R	W
				L				S	R	W	
				Key vocabulary see above							
Communicative structures see above											

2	30 m.	ASSEMBLE the materials (pictures and captions) in a poster.	Teacher explains how to realise a poster with pictures and captions (1 poster for each group/topic) Students listen to the instructions and ask for clarifications, if necessary. Students realise their posters. Teacher monitors the group activity and help students in need to create the poster.	<b>Skills</b>	<input type="checkbox"/> Whole class <input checked="" type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	• U4_L2_ALL1.doc  Posters Captions and pictures Teacher observation/evaluation rubric for group work (U4_L2_ALL1)	Formative - Posters Formative - Observation of group work
				<div>L</div> <div>S</div> <div>R</div> <div>W</div>			
				<b>Key vocabulary</b> see above			
				<b>Communicative structures</b> see above			
3	10 m.	SELF EVALUATE the group work.	Teacher explains how to complete the self-evaluation rubric. Students complete the self-evaluation grid.	<b>Skills</b>	<input type="checkbox"/> Whole class <input checked="" type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	• U4_L3_ALL1.doc  Group-work self-evaluation rubric (U4_L3_ALL1)	Formative - Self-evaluation of group work
				<div>L</div> <div>S</div> <div>R</div> <div>W</div>			
				<b>Key vocabulary</b> members, contribute, support, respect, needs, roles, complete.			
				<b>Communicative structures</b>			

# CLIL Lesson Plan

<b>Unit number</b>	4	<b>Lesson number</b>	4	<b>Title</b>	Mind map
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	40 m.	LISTEN to the teacher’s instructions. UNDERSTAND and REMEMBER the given instructions. ASK for clarifications, if necessary. SUMMARIZE the information gathered in the posters in a mind map.	Teacher presents the new task. Students listen to the teacher instructions and ask for clarifications, if necessary. Students present their posters and collect the information in a mind map.	<b>Skills</b>	<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>• U4_L4_ALL1.doc</li><li>• U4_L4_ALL2.doc</li></ul> Posters Mind map model (U4_L4_ALL1) Evaluation rubric for presentations (U4_L4_ALL2)	Formative, Oral - Presentation				
				<table><tr><td>L</td><td>S</td><td>R</td><td>W</td></tr></table>				L	S	R	W
				L				S	R	W	
				<b>Key vocabulary</b> see above							
<b>Communicative structures</b> see above											

2	15 m.	REMEMBER INFORMATION and ANSWER QUESTIONS on Sicily.	Teacher explains the task. Students complete the formative assessment. Teacher monitors and gives help, if needed.	<b>Skills</b>	<input type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work	• U4_L4_ALL3.doc  Formative assessment: “choose the right options” (U4_L4_ALL3)	Formative - Choose the right options				
				<table><tr><td>L</td><td>S</td><td>R</td><td>W</td></tr></table>				L	S	R	W
				L				S	R	W	
				<b>Key vocabulary</b> see above							
<b>Communicative structures</b> see above											

3	5 m.	LISTEN to the teacher's instructions for the homework. ASK for clarifications, if necessary.	Teacher explains and assigns the homework. Students listen to the teacher instructions and ask for clarification if necessary.	<b>Skills</b>	<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>• U4_L4_ALL4.doc</li></ul> Homework – true and false (U4_L4_ALL4)	Formative – True and false
				<div><div>L</div><div>S</div><div>R</div><div>W</div></div>			
				<b>Key vocabulary</b> see above			
				<b>Communicative structures</b> see above			

# CLIL Lesson Plan

<b>Unit number</b>	4	<b>Lesson number</b>	5	<b>Title</b>	Summative assessment
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	50 m.	LISTEN to the teacher’s instructions. UNDERSTAND and REMEMBER the given instructions. ASK for clarifications, if necessary. UNDERSTAND a simple written text and questions about Sicily. ELABORATE/PROCESS the information acquired during the previous work to complete the requirements of the summative test.	Teacher introduces, presents and reads aloud the summative assessment. Students listen to the teacher instructions and ask for clarifications, if necessary. Students complete the summative assessment. Teacher monitors the activity.	<b>Skills</b>	<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"><li>• U4_L5_ALL1.doc</li><li>• U4_L5_ALL2.doc</li><li>• U4_L5_ALL3.doc</li></ul> Summative assessment (U4_L5_ALL1) Summative assessment for children with special needs (U4_L5_ALL2) Teacher evaluation rubric (U4_L5_ALL3)	Summative - Final test				
				<table><tr><td>L</td><td>S</td><td>R</td><td>W</td></tr></table>				L	S	R	W
				L				S	R	W	
				<b>Key vocabulary</b> see above							
<b>Communicative structures</b> see above											