

CLIL Module Plan

Author(s)	Giada Saltori				
School	Artigianelli				
School Grade	<input type="radio"/> Primary		<input type="radio"/> Middle		<input checked="" type="radio"/> High
School Year	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input checked="" type="radio"/> 4	<input type="radio"/> 5
Subject	Altro - Comunicazione		Topic		Book Covers
CLIL Language	<input checked="" type="radio"/> English			<input type="radio"/> Deutsch	

Personal and social-cultural preconditions of all people involved	<p>Students groups and classes in both educational institutions are rather heterogeneous as regards linguistic competences, both in their mother tongue and in the English and German language. Levels vary from class to class and we can generally say that in both schools involved they go from A1-2 (mainly in the first year) until B1 (in the second and third years) or even above (B2-C1) in the fifth year. In the previous years all groups involved have shown interest in CLIL modules, positively responding to the activities proposed, showing appreciation for a more active way of teaching and learning. In terms of commitment to learning and motivation they are very different and slightly less motivated than technical or grammar school students, because their main goal is to get trained and find a job. The students' technical abilities and skills grow higher over the 4-5 years of study and they all get on-the-job training in the 3rd and 4th year. Some of them have their internships abroad, mainly in the UK but also in Germany and Austria. Our educational institutions are both vocational schools, that is, they are mainly oriented to training students to become responsible professionals in their specific field of expertise. In the last few years, though, the curriculum has changed to cover more academic subjects like History, Maths, History of Art, English and German and is now offering the opportunity to complete the course of study with a final 5th year, that also prepares students to go on to further or academic education. The teachers involved in the CLIL modules are almost all teachers who are long established in the Institution, with the exception of 2 newly arrived young colleagues. Their command of English varies but their motivation to implement CLIL modules has grown from the beginning of the project. The way we have worked is not based on co-teaching, but co-teaching has been put in place only for the teachers who were working on a CLIL module for the first time.</p>
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Students' prior knowledge, skills, competencies	Subject	Language
	Graphic design Graphical software Methods of research (Benchmarking)	Technical vocabulary Grammar A2/B1 Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.

Timetable fit	⊙ Lesson	Length 20hours
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Description of teaching and learning strategies	Methodological approaches (for example Task-Based Learning, Project-Based Learning, Cooperative Learning, Flipped Classroom, etc) Choices and strategies to promote interaction and communication during the lesson involving students, teachers and group work o Learning activities connected to expected learning outcomes o Content and language input o ICT learning tools o Choice of media o Materials to support content and language scaffolding o Time managing o Differentiating measures and additional forms of consolidation of outcomes o Design task.
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Overall Module Plan

Unit: 1 Launch activity Unit length: 2h	Lesson 1 What are we going to do?
	Lesson 2 What are we going to do part2?
Unit: 2 Benchmarking Unit length: 3h	Lesson 1 Discover the market
	Lesson 2 Through the centuries
	Lesson 3 Different cultures
Unit: 3 Development Unit length: 4h	Lesson 1 Digital and paper
	Lesson 2 Communication efficiency
Unit: 4 How to present Unit length: 3h	Lesson 1 Watching good examples
	Lesson 2 Brainstorming
	Lesson 3 Put it on the stage

Unit: 5 To present Unit length: 3h	Lesson 1 Present the work
	Lesson 2 Present the work 2
	Lesson 3 Present the work 3

Unit: 6 Feedback time Unit length: 2h	Lesson 1 What should I keep? What should I "cut down"?
	Lesson 2 What should I keep? What should I "cut down" part2?

CLIL Lesson Plan

Unit number	1	Lesson number	1	Title	What are we going to do?
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	10minutes	analyze basic graphical elements of a book cover Thinking skills: analyzing, connecting, remembering. Critical and divergentThinking	A lot of books on the tables: students must look at the books: Which one would they buy? They have to choose one book	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary covers descriptive adjectives colours shapes objects verbs</p> <p>Communicative structures Show understanding Give information Give reasons Ask questions Discuss</p>	L	S	R	W	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	books	none
L	S	R	W								

2	15 minutes	Be able to give reasons Analyse communicative structures of book covers Thinking skills: analyzing, connecting, generating. Critical, creative and divergent thinking	Write on post-its the reasons why you have chosen that book and put them on a poster. Students must think and explain why they've chosen that particular book.	<p>Skills</p> <table border="1" data-bbox="1093 167 1433 215"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary covers descriptive adjectives colours shapes objects verbs</p> <p>Communicative structures Show understanding Give information Give reasons Ask questions Discuss</p>	L	S	R	W	<input type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work	post it pens books	Observe the way students interact
L	S	R	W								

3	15 minutes	Be able to discuss Understant different perceptions of communicative aspects Understand the way costumers may perceive book covers Be able to give reasons Thinking skills: analyzing, connecting, generating. Critical, creative and divergent thinking	Students discuss with classmates about the reasons they have given/written on post its about their choice/s	<p>Skills</p> <table border="1" data-bbox="1093 892 1433 940"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary covers descriptive adjectives colours shapes objects verbs</p> <p>Communicative structures Show understanding Give information Give reasons Ask questions Discuss</p>	L	S	R	W	<input type="checkbox"/> Whole class <input checked="" type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	<ul style="list-style-type: none"> Peer assessment grid.pdf 	How students interact
L	S	R	W								

4	15 minutes	<p>Be able to discuss Be able to negotiate</p> <p>Ask/answer questions</p> <p>Analyse communicative structures of book covers</p> <p>Thinking skills: analyzing, connecting, generating, organizing.</p> <p>Critical, creative and divergent thinking</p>	<p>Students create a poster listing the elements that make a good book cover. They must discuss organizing ideas, exchanging opinions, asking questions and explanations to their classmates.</p>	<p>Skills</p> <table border="1" data-bbox="1093 167 1433 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary covers descriptive adjectives colours shapes objects verbs</p> <p>Communicative structures Show understanding Give information Give reasons Ask questions Discuss</p>	L	S	R	W	<p><input checked="" type="checkbox"/> Whole class</p> <p><input type="checkbox"/> Group work</p> <p><input type="checkbox"/> Pair work</p> <p><input type="checkbox"/> Individual work</p>	<p>Posters pens post it</p>	<p>none</p>
L	S	R	W								

CLIL Lesson Plan

Unit number	1	Lesson number	2	Title	What are we going to do part2?
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	15 minutes	Analyze basic graphical elements of a book covers Learning communicative strategies Be able to give reasons Analyze communicative structures of book covers Thinking skills: analyzing, connecting, generating, evaluating Critical, creative and divergent thinking	Discuss about graphical and communicative features of book covers. Teacher introduces the topic and help students in discussing about the topic	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary covers descriptive adjectives colours shapes objects graphical vocabulary verbs</p> <p>Communicative structures Show understanding Give information Give reasons Ask questions Discuss</p>	L	S	R	W	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	<ul style="list-style-type: none"> Book coversa unit2.pptx book covers slide video pc	
L	S	R	W								

2	20 minutes	Be able to give reasons Compare ideas and technical opinions Thinking skills: analyzing, connecting, compiling. Critical, creative and divergent thinking	Discuss in groups about book shops and library organization. Think of personal experiences in book shops and libraries. Teachers goes around and speak with students (moreover if groups have difficulties)	<p>Skills</p> <table border="1" data-bbox="1025 165 1361 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary covers descriptive adjectives colours shapes objects verbs</p> <p>Communicative structures Show understanding Give information Give reasons Ask questions Discuss</p>	L	S	R	W	<input type="checkbox"/> Whole class <input checked="" type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	<ul style="list-style-type: none"> • Class activities Observation grid_assessment grid_w.docx papers pens 	Observe the way students interact
L	S	R	W								

3	15 minutes	<p>Be able to discuss Be able to create a speech Be able to give reasons Thinking skills: analyzing, connecting, generating, evaluating. Critical and divergent thinking</p>	<p>Present to the class the ideas of the group. Each group presents to the class the ideas they have discussed about</p>	<p>Skills</p> <table border="1" data-bbox="1025 167 1361 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary covers descriptive adjectives colours shapes objects verbs technical vocabulary</p> <p>Communicative structures Show understanding Give information Give reasons Ask questions Discuss</p>	L	S	R	W	<p><input checked="" type="checkbox"/> Whole class <input checked="" type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work</p>	<ul style="list-style-type: none"> • Peer assessment grid.pdf • Class activities Observation grid_assessment grid_w.docx • Presentation Observation grid_assessment grid_w.docx <p>slide</p>	<p>Observe the way students interact</p>
L	S	R	W								

4	5 minutes	Be able to collect the ,main points of a topic Ask/answer questions Thinking skills: analyzing, connecting, generating. Critical thinking	Sum up the points collected till now	<p>Skills</p> <p>L S R W</p> <p>Key vocabulary covers descriptive adjectives colours shapes objects verbs</p> <p>Communicative structures Show understanding Give information Give reasons Ask questions Discuss</p>	<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"> • Book coversa unit2.pptx • Peer assessment grid.pdf <p>posters pens post it slide</p>	Questions
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CLIL Lesson Plan

Unit number	2	Lesson number	1	Title	Discover the market
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	30 minutes	analyze examples understand technical elements Thinking skills: focusing, organizing, analyzing, connecting Critical and creative thinking	Look at some examples and analyse them using the features studied in the previous lessons. Students must discuss the most important points of the process of designing a book cover. They must find examples (some will be given by the teacher) and analyse them.	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary covers descriptive adjectives colours shapes objects graphical vocabulary verbs</p> <p>Communicative structures Show understanding Give information Give reasons Ask questions Discuss</p>	L	S	R	W	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	<ul style="list-style-type: none"> Book coversa unit2.pptx Class activities Observation grid_assessment grid_w.docx <p>book covers slide video pc</p>	none
L	S	R	W								

2	15 minutes	Be able to collect and select examples and ideas Thinking skills: integrating, evaluating, generating Convergent and analytical thinking.	Create a perfect shelf: collect good examples. Students must create an example of good shelf collecting well done book covers (from internet or their books)	Skills	<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"> • Book covers unit2.pptx <p>papers pens pc photos</p>	
				<table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table>			
L	S	R	W				

3	10 minutes	Be able to discuss Be able to create a speech Thinking skills: focusing, gathering, connecting	Present to the class "the perfect shelf" in few seconds	Skills	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work	Slide	Observe students way of communicating
				<table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table>			
L	S	R	W				

CLIL Lesson Plan

Unit number	2	Lesson number	2	Title	Through the centuries
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	15 minutes	analyze examples collect ideas	Analyse the development of book covers through the years. The teacher show some examples and explain the historical developments.	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary covers descriptive adjectives colours shapes objects graphical vocabulary verbs</p> <p>Communicative structures Show understanding Give information Give reasons Ask questions Discuss</p>	L	S	R	W	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	<ul style="list-style-type: none"> • Through the centuries.pptx • Notetaking.doc <p>book covers slide video pc</p>	
L	S	R	W								

2	20 minutes	Be able to give reasons Research information	Find different covers of the same book and prepare the "Timeline game": students must look for examples of the same book in different ages using internet. In this way students are preparing the game "Timeline": other students must put in the right time order the pictures their classmates found.	<p>Skills</p> <p>L S R W</p> <p>Key vocabulary covers descriptive adjectives colours shapes objects verbs</p> <p>Communicative structures Show understanding Give information Give reasons Ask questions Discuss</p>	<input type="checkbox"/> Whole class <input type="checkbox"/> Group work <input checked="" type="checkbox"/> Pair work <input type="checkbox"/> Individual work	<ul style="list-style-type: none"> • Through the centuries.pptx <p>papers pens pc photos</p>	
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3	20 minutes	Be able to discuss Remember Make researches	"Timeline game" (the game has been prepared and explained in the previous lesson)	<p>Skills</p> <p>L S R W</p> <p>Key vocabulary covers descriptive adjectives colours shapes objects verbs technical vocabulary</p> <p>Communicative structures Show understanding Give information Give reasons Ask questions Discuss</p>	<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"> • Through the centuries.pptx • Class activities Observation grid_assessment grid_w.docx <p>Slide</p>	Observe students interaction
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CLIL Lesson Plan

Unit number	2	Lesson number	3	Title	Different cultures
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	15 minutes	analyze understand differences Thinking skills: gathering, focusing, integrating, remembering Creative thinking	Look for a book cover in different countries:using slides and examples students start to understand the way the cultures influence the style of a book cover	Skills <table border="1" data-bbox="1025 651 1366 694"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> Key vocabulary covers descriptive adjectives colours shapes objects graphical vocabulary verbs Communicative structures Show understanding Give information Give reasons Ask questions Discuss	L	S	R	W	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	<ul style="list-style-type: none"> • CULtures.pptx • Class activities Observation grid_assessment grid_w.docx book covers slide video pc	
L	S	R	W								

2	15 minutes	Be able to give reasons Discuss Ask questions Thinking skills: analyzing, gathering, connecting	What can we understand? How much does a culture effect a book cover? Students discuss about these two questions in groups	<p>Skills</p> <table border="1" data-bbox="1025 165 1361 209"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary covers descriptive adjectives colours shapes objects verbs</p> <p>Communicative structures Show understanding Give information Give reasons Ask questions Discuss</p>	L	S	R	W	<input type="checkbox"/> Whole class <input checked="" type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	<ul style="list-style-type: none"> • CULtures.pptx <p>papers pens pc</p>	
L	S	R	W								

3	15 minutes	Make researches Collect ideas Build a speech Thinking skills: analyzing, gathering, connectin, focusing	Prepare a short presentation of a continent/ area features considering the elements studied	<p>Skills</p> <table border="1" data-bbox="1025 860 1361 903"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary covers descriptive adjectives colours shapes objects verbs technical vocabulary</p> <p>Communicative structures Show understanding Give information Give reasons Ask questions Discuss</p>	L	S	R	W	<input checked="" type="checkbox"/> Whole class <input checked="" type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	<ul style="list-style-type: none"> • Book coversa unit2.pptx • Through the centuries.pptx • CULtures.pptx <p>slide papers pens</p>	
L	S	R	W								

4	10 minutes	<p>Talk in front of people Ask/answer questions Thinking skills: analyzing, gathering, connectin, integrating, evaluating Analytical Thinking</p>	Present to the class the work done	<p>Skills</p> <table border="1" data-bbox="1025 167 1361 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary covers descriptive adjectives colours shapes objects verbs</p> <p>Communicative structures Show understanding Give information Give reasons Ask questions Discuss</p>	L	S	R	W	<p><input checked="" type="checkbox"/> Whole class <input checked="" type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work</p>	<ul style="list-style-type: none"> • CUltures.pptx • Peer assessment grid.pdf • Presentation Observation grid_assessment grid_w.docx <p>posters pens slide pc slide</p>	Questions and discussion
L	S	R	W								

CLIL Lesson Plan

Unit number	3	Lesson number	1	Title	Digital and paper
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	40 minutes	analyze understand differences Creative and critical thinking Thinking skills: analyzing, gathering, connecting	Look at some examples of paper and digital book covers and analyse them	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary covers descriptive adjectives colours shapes objects graphical vocabulary verbs</p> <p>Communicative structures Show understanding Give information Give reasons Ask questions Discuss</p>	L	S	R	W	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	<ul style="list-style-type: none"> • Book coversa unit2.pptx • Book covers uni2 part2.pptx <p>book covers slide video pc</p>	
L	S	R	W								

2	15 minutes	<p>Be able to give reasons Discuss Ask questions Creative and critical thinking</p> <p>Thinking skills: analyzing, gathering, connecting</p>	<p>students must discuss about the topic with a classmate</p>	<p>Skills</p> <table border="1" data-bbox="1025 167 1361 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary covers descriptive adjectives colours shapes objects verbs</p> <p>Communicative structures Show understanding Give information Give reasons Ask questions Discuss</p>	L	S	R	W	<p><input type="checkbox"/> Whole class</p> <p><input type="checkbox"/> Group work</p> <p><input checked="" type="checkbox"/> Pair work</p> <p><input type="checkbox"/> Individual work</p>	<ul style="list-style-type: none"> • Book covers unit2.pptx • Book covers uni2 part2.pptx • Class activities Observation grid_assessment grid_w.docx 	Interaction
L	S	R	W								

CLIL Lesson Plan

Unit number	3	Lesson number	2	Title	Communication efficiency
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	25 minutes	analyze understand differences Creative thinking	Launch the project: Choose a book cover and start preparing the ground for the project: "Create a personal cover"	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary covers descriptive adjectives colours shapes objects graphical vocabulary verbs</p> <p>Communicative structures Show understanding Give information Give reasons Ask questions Discuss</p>	L	S	R	W	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	<ul style="list-style-type: none"> • Project.pptx • Notetaking.doc book covers slide video pc	
L	S	R	W								

2	30 minutes	Be able to give reasons Discuss Analyze Sum up Ask questions	students must find a book that they want to work on and sum up the points that they want to communicate through the cover	<p>Skills</p> <table border="1" data-bbox="1014 167 1355 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary covers descriptive adjectives colours shapes objects verbs</p> <p>Communicative structures Show understanding Give information Give reasons Ask questions Discuss</p>	L	S	R	W	<input type="checkbox"/> Whole class <input checked="" type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	<ul style="list-style-type: none"> • Book covers unit2.pptx • Through the centuries.pptx • CUltures.pptx • Book covers uni2 part2.pptx • Project.pptx <p>papers pens pc</p>	Ask questions
L	S	R	W								

3	15 minutes	analyze understand differences Creative thinking	Students discuss with a partner about the points tehey've chosen to put on the cover	<p>Skills</p> <table border="1" data-bbox="1014 861 1355 906"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary covers descriptive adjectives colours shapes objects graphical vocabulary verbs</p> <p>Communicative structures Show understanding Give information Give reasons Ask questions Discuss</p>	L	S	R	W	<input type="checkbox"/> Whole class <input type="checkbox"/> Group work <input checked="" type="checkbox"/> Pair work <input type="checkbox"/> Individual work	<ul style="list-style-type: none"> • Peer assessment grid.pdf • Class activities Observation grid_assessment grid_w.docx • Presentation Observation grid_assessment grid_w.docx <p>papers pens</p>	
L	S	R	W								

4	40 minutes	Be able to give reasons Discuss Ask questions	Students discuss with the teacher about the points they've chosen to put on the cover	<p>Skills</p> <p>L S R W</p> <p>Key vocabulary covers descriptive adjectives colours shapes objects verbs</p> <p>Communicative structures Show understanding Give information Give reasons Ask questions Discuss</p>	<input type="checkbox"/> Whole class <input type="checkbox"/> Group work <input checked="" type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work	<ul style="list-style-type: none"> • Project.pptx • Class activities Observation grid_assessment grid_w.docx <p>papers pens pc</p>	Ask questions
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5	30 minutes	analyze understand differences Creative thinking Collect ideas Remember Put together different skills	Work on the project	<p>Skills</p> <p>L S R W</p> <p>Key vocabulary covers descriptive adjectives colours shapes objects graphical vocabulary verbs</p> <p>Communicative structures Show understanding Give information Give reasons Ask questions Discuss</p>	<input type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work	<ul style="list-style-type: none"> • Book coversa unit2.pptx • Through the centuries.pptx • CULTures.pptx • Book covers uni2 part2.pptx • Project.pptx <p>pc</p>	Observe students developments asking questions
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6	25 minutes	Be able to give reasons Discuss Ask questions	Discuss with the teacher about the project	<p>Skills</p> <table border="1" data-bbox="1014 204 1352 252"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary covers descriptive adjectives colours shapes objects verbs</p> <p>Communicative structures Show understanding Give information Give reasons Ask questions Discuss</p>	L	S	R	W	<input type="checkbox"/> Whole class <input type="checkbox"/> Group work <input checked="" type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work		
L	S	R	W								

CLIL Lesson Plan

Unit number	4	Lesson number	1	Title	Watching good examples
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	40 minutes	analyze understand differences Creative thinking Creative and critical thinking Thinking skills: analyzing, gathering, connecting	Look at some examples of good speakers	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary covers descriptive adjectives colours shapes objects graphical vocabulary verbs</p> <p>Communicative structures Show understanding Give information Give reasons Ask questions Discuss</p>	L	S	R	W	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	<ul style="list-style-type: none"> Book covers uni2 part2.pptx book covers slide video (youtube.com) pc	
L	S	R	W								

2	15 minutes	<p>Be able to give reasons Discuss Collect ideas Creative and critical thinking Thinking skills: analyzing, gathering, connecting</p>	<p>Discuss about verbal and non-verbal communication skills</p>	<p>Skills</p> <table border="1" data-bbox="1115 167 1451 215"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary covers descriptive adjectives colours shapes objects verbs</p> <p>Communicative structures Show understanding Give information Give reasons Ask questions Discuss</p>	L	S	R	W	<p><input type="checkbox"/> Whole class <input checked="" type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work</p>	<p>papers pens pc Video (youtube.com)</p>	<p>Observe the way students interact</p>
L	S	R	W								

CLIL Lesson Plan

Unit number	4	Lesson number	2	Title	Brainstorming
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	20 minutes	analyze understand differences Creative thinking Remember Making researches	Write on a post it words and expressions useful for a presentation	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary covers descriptive adjectives colours shapes objects graphical vocabulary verbs</p> <p>Communicative structures Show understanding Give information Give reasons Ask questions Discuss</p>	L	S	R	W	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work	pc paper post it pens	Collect the material
L	S	R	W								

2	10 minutes	Be able to give reasons Discuss Ask questions Creative and critical thinking Thinking skills: gathering, connecting	Select the post it	Skills <table border="1" data-bbox="1189 165 1532 209"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> Key vocabulary covers descriptive adjectives colours shapes objects verbs Communicative structures Show understanding Give information Give reasons Ask questions Discuss	L	S	R	W	<input type="checkbox"/> Whole class <input checked="" type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	papers pens pc	Observe the way students interact
L	S	R	W								

3	25 minutes	Make researches Collect ideas Build a speech Creative and critical thinking Thinking skills: analyzing, gathering, connecting, evaluating	Discuss with the class about the words and expressions	Skills <table border="1" data-bbox="1189 860 1532 903"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> Key vocabulary covers descriptive adjectives colours shapes objects verbs technical vocabulary Communicative structures Show understanding Give information Give reasons Ask questions Discuss	L	S	R	W	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	slide papers pens Video	
L	S	R	W								

CLIL Lesson Plan

Unit number	4	Lesson number	3	Title	Put it on the stage
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	45 minutes	analyze understand differences Support ideas	presentation of a topic given by the teacher supporting the ideas, giving reasons, answering questions.	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary covers descriptive adjectives colours shapes objects graphical vocabulary verbs</p> <p>Communicative structures Show understanding Give information Give reasons Ask questions Discuss</p>	L	S	R	W	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work	slide pc pens papers	Ask questions
L	S	R	W								

2	10 minutes	Ask questions Understand feedback Give reasons Support own ideas	Feedback from the teacher and classmates	<p>Skills</p> <table border="1" data-bbox="1189 167 1532 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary covers descriptive adjectives colours shapes objects verbs</p> <p>Communicative structures Show understanding Give information Give reasons Ask questions Discuss</p>	L	S	R	W	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work	Observe the way students interact and respond to the feedback
L	S	R	W							

CLIL Lesson Plan

Unit number	5	Lesson number	1	Title	Present the work
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	55 minutes	analyze understand differences Support ideas Creative and critical thinking Thinking skills: analyzing, gathering, connecting, evaluating	Present the Project "Personal cover"	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary covers descriptive adjectives colours shapes objects graphical vocabulary verbs</p> <p>Communicative structures Show understanding Give information Give reasons Ask questions Discuss</p>	L	S	R	W	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work	<ul style="list-style-type: none"> • Toso_book_cover.pdf • fontana_book cover.jpg • drive-download-20180629T115924Z-001.zip • WrinkleTime.pdf • Gadler_Book_Cover.pdf <p>slide pc pens papers</p>	Ask questions
L	S	R	W								

2	10 minutes	<p>Ask questions Understand feedback Give reasons Support own ideas Creative and critical thinking Thinking skills: analyzing, gathering, connecting, evaluating</p>	<p>Feedback from the teacher and classmates</p>	<p>Skills</p> <table border="1" data-bbox="936 167 1272 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary covers descriptive adjectives colours shapes objects verbs</p> <p>Communicative structures Show understanding Give information Give reasons Ask questions Discuss</p>	L	S	R	W	<p><input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work</p>	<p>• Project.pptx Slide</p>	<p>Observe the way students interact and respond to the feedback</p>
L	S	R	W								

CLIL Lesson Plan

Unit number	5	Lesson number	2	Title	Present the work 2
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	55 minutes	analyze understand differences Support ideas	Present the Project "Personal cover"	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary covers descriptive adjectives colours shapes objects graphical vocabulary verbs</p> <p>Communicative structures Show understanding Give information Give reasons Ask questions Discuss</p>	L	S	R	W	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work	slide pc pens papers	Ask questions
L	S	R	W								

2	10 minutes	Ask questions Understand feedback Give reasons Support own ideas	Feedback from the teacher and classmates	<p>Skills</p> <table border="1" data-bbox="1122 165 1462 209"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary covers descriptive adjectives colours shapes objects verbs</p> <p>Communicative structures Show understanding Give information Give reasons Ask questions Discuss</p>	L	S	R	W	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work	Slide	Observe the way students interact and respond to the feedback
L	S	R	W								

CLIL Lesson Plan

Unit number	5	Lesson number	3	Title	Present the work 3
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	55 minutes	analyze understand differences Support ideas	Present the Project "Personal cover"	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary covers descriptive adjectives colours shapes objects graphical vocabulary verbs</p> <p>Communicative structures Show understanding Give information Give reasons Ask questions Discuss</p>	L	S	R	W	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work	slide pc pens papers	Ask questions
L	S	R	W								

2	10 minutes	Ask questions Understand feedback Give reasons Support own ideas	Feedback from the teacher and classmates	<p>Skills</p> <table border="1" data-bbox="1122 165 1462 209"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary covers descriptive adjectives colours shapes objects verbs</p> <p>Communicative structures Show understanding Give information Give reasons Ask questions Discuss</p>	L	S	R	W	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work	Slide	Observe the way students interact and respond to the feedback
L	S	R	W								

CLIL Lesson Plan

Unit number	6	Lesson number	1	Title	What should I keep? What should I "cut down"?
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	20 minutes	Support ideas Give opinion Ask questions Creative and critical thinking Thinking skills: analyzing, gathering, connecting, evaluating	Discuss with a classmate the project and give feedback	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary covers descriptive adjectives colours shapes objects graphical vocabulary verbs</p> <p>Communicative structures Show understanding Give information Give reasons Ask questions Discuss</p>	L	S	R	W	<input type="checkbox"/> Whole class <input type="checkbox"/> Group work <input checked="" type="checkbox"/> Pair work <input type="checkbox"/> Individual work	<ul style="list-style-type: none"> • Book coversa unit2.pptx • Through the centuries.pptx • CULtures.pptx • Book covers uni2 part2.pptx • Project.pptx • Peer assessment grid.pdf <p>slide books pc pens papers</p>	
L	S	R	W								

2	45 minutes	Ask questions Understand feedback Give reasons Support own ideas Creative and critical thinking Thinking skills: analyzing, gathering, connecting, evaluating	Teacher's feedback	<p>Skills</p> <table border="1" data-bbox="1055 165 1397 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary covers descriptive adjectives colours shapes objects</p> <p>Communicative structures Show understanding Give information Give reasons Ask questions Discuss</p>	L	S	R	W	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input checked="" type="checkbox"/> Pair work <input type="checkbox"/> Individual work	slide	Observe the way students interact and respond to the feedback
L	S	R	W								

CLIL Lesson Plan

Unit number	6	Lesson number	2	Title	What should I keep? What should I "cut down" part2?
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	20 minutes	Support ideas Give opinion Ask questions Think different Creative and critical thinking Thinking skills: analyzing, gathering, connecting, evaluating	What would I change now? Work again on your covers after listening to the feedbacks	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary covers descriptive adjectives colours shapes objects graphical vocabulary verbs</p> <p>Communicative structures Show understanding Give information Give reasons Ask questions Discuss</p>	L	S	R	W	<input type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work	slide books pc pens papers	
L	S	R	W								

2	45 minutes	Ask questions Understand feedback Give reasons Support own ideas	Present the changes to the class	<p>Skills</p> <table border="1" data-bbox="1189 167 1532 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary covers descriptive adjectives colours shapes objects verbs</p> <p>Communicative structures Show understanding Give information Give reasons Ask questions Discuss</p>	L	S	R	W	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work	Observe the way students interact and respond to the feedback
L	S	R	W							