

CLIL Module Plan

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School	Liceo B. Russell				
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	Biologia		Topic		Anatomy
CLIL Language	<input checked="" type="radio"/> English			<input type="radio"/> Deutsch	

Personal and social-cultural preconditions of all people involved	<p>The class has 19 students (2 males and 17 females). One student joined the class last year from "Classico" course. All students were born in Italy, but for two of them the mother tongue is not Italian. One is German and the other one is Indian. They have been doing Science in English since the first year of high school, and particularly in CLIL since last year. The class is slightly restless, but they appreciate CLIL methodology, since they prefer doing and thinking than just listening to the teacher. The English level of the class is upper B2, in many cases C1. The average level of the class in this subject is good. In the class there is a LIM, and they can use their mobile if needed or ICT lab. Some activities were carried out in science laboratory. The teacher has a Biology degree and she has been teaching them Science in English using CLIL methodology since last year.</p>
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Students' prior knowledge, skills, competencies	Subject	Language
	<p>Their previous knowledge are based on cells, microscope, genetics, some scientific terminology in biology. Anyway the first unit of this module deals with a general review of these topics. They have already been acquainted with the CLIL methodology, thus they know how to cope with the activities.</p>	<p>WH questions; If clauses type 1,2,and 3; Phrasal verbs; Making hypothesis; Draw conclusion;Passive form; Comparing and contrasting; Relative sub-clauses; All basic tenses; Connectors.</p>

Timetable fit	<input checked="" type="radio"/> Module	Length 18 hours
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Description of teaching and learning strategies

The whole module is structured on task-based activities, starting from simple exercises to verify understanding to problem solving situations. Almost all class activities are organized according to cooperative learning methodology, either in pairs or the whole class. To stimulate their interest in the subject, participation in class work and acceptance of challenges in some activity in class and labs they are evaluated as individuals, pairs or group. You tube videos, ppt have been used together with laboratory experiments and reading comprehension activity.

Overall Module Plan

Unit: 1 Introduction to tissues Unit length: 4h (1 h per lesson)	Lesson 1 Eukaryote cells and levels of cellular organization
	Lesson 2 Structural organization of human body
	Lesson 3 Microscope
	Lesson 4 Test

Unit: 2 Tissues Unit length: 14 (1h per lesson)	Lesson 1 Epithelial Tissue (Part 1)
	Lesson 2 Epithelial Tissue (Part 2)
	Lesson 3 Nervous tissue
	Lesson 4 Brain
	Lesson 5 Oral presentation on nervous system (part 1)
	Lesson 6 Oral presentation on nervous system (part 2)
	Lesson 7 Muscle tissue (Part 1)
	Lesson 8 Muscle tissue (Part 2)
	Lesson 9

Connective tissue

Lesson 10

Bone

Lesson 11

Blood (Part 1)

Lesson 12

Blood type (Part 2)

Lesson 13

General Review before the Final Test

Lesson 14

Final Test

CLIL Lesson Plan

Unit number	1	Lesson number	1	Title	Eukaryote cells and levels of cellular organization
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
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1	30 min	<p>Students (Ss) will be able to: - distinguish the differences and similarities between a prokaryotic and a eukaryotic cell (Step 1) - identify the different types of organelles in eukaryotic cells by their structural features and their functions (Step 1-2-3) - apply their understanding by labelling the cell image (Step 3)</p>	<p>Teacher (T) explains tasks, circulates and monitors, corrects if necessary Ss read the text and list the scientific words (Step 1) Ss solve the crossword using the scientific terms found in the text (Step 2) Ss label the image by using the words given (Step 3) Ss can discuss their answers in pairs and plenary</p>	<p>Skills</p> <table border="1" data-bbox="1144 165 1487 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Eukaryotes prokaryote mitochondrion rough endoplasmic reticulum lysosome cytoskeleton centrioles nucleolus golgi apparatus smooth endoplasmic reticulum nucleus ribosome</p> <p>Communicative structures What do you think about? Can you identify the different part of the cells? Can you explain the function of...? Can you discriminate between prokaryote and eukaryote cell?</p>	L	S	R	W	<p><input type="checkbox"/> Whole class <input type="checkbox"/> Group work <input checked="" type="checkbox"/> Pair work <input type="checkbox"/> Individual work</p>	<ul style="list-style-type: none"> • Unit 1- Lesson 1 Key.pdf • Unit 1- Lesson 1.pdf <p>Lesson 1- Unit 1 Activity 1: Cell (step 1-2-3) Handout containing reading text, crossword to be filled in and labelling a drawing</p>	<p>They discuss the answers in pairs Plenary correction of tasks</p>
L	S	R	W								

2	10 min	Ss will be able to - Identify and comprehend the level of structural organization in the human body	T explains task, circulates and monitors, corrects if necessary Ss match the words given with the drawing Ss sort the drawings by size	<p>Skills</p> <p>L S R W</p> <p>Key vocabulary Atom molecule organ tissue cell organism organ system macromolecule</p> <p>Communicative structures Using comparative and superlative structures and giving explanation The smallest the biggest... because... I agree/disagree What does it look like?</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"> • Unit 1- Lesson 1 Key.pdf • Unit 1- Lesson 1.pdf <p>Lesson 1- Unit 1 Activity 2: Levels of organization in human body Handout with identify and classify drawings</p>	Ss discuss the answers in pairs Plenary correction of task; discussion monitored
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3	10 min	Ss will be able to - assess their understanding of basic scientific terms and functions.	T enquires about students' understanding of task given. Ss match scientific terms with their definitions	<p>Skills</p> <table border="1" data-bbox="1144 165 1487 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary review of key vocabularies of activity 1 and 2</p> <p>Communicative structures What do you think about.. In my opinion I agree/disagree I suppose this means</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	<ul style="list-style-type: none"> • Unit 1- Lesson 1 Key.pdf • Unit 1- Lesson 1.pdf <p>Lesson 1- Unit 1 Activity 3: Peer/self - assessment Handout</p>	<p>Ss match words and definitions individually; they discuss their answers in pairs. Answers are discussed in plenary with a focus on distractors (if they were chosen). Ss can also explain why the distractors are wrong. This is a training activity to make Ss realize the importance of analyzing, distinguishing and inferring in a scientific text.</p>
L	S	R	W								

CLIL Lesson Plan

Unit number	1	Lesson number	2	Title	Structural organization of human body
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	15 min	Ss will be able to: - identify the different types of body systems (step 1-2) - distinguish the different functions of each body system (step 1-2)	T explains task, circulates and monitors, corrects if necessary Ss read the text and list the unknown words Ss match the words with their functions Ss discuss their answers in pairs and plenary	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Endocrine Skeletal Immune Muscular Digestive Respiratory Reproductive Lymphatic Nervous Circulatory Integumentary Urinary</p> <p>Communicative structures Asking WH questions Making hypothesis Expressing opinions</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	<ul style="list-style-type: none"> • Unit 1- Lesson 2 Key.pdf • Unit 1- Lesson 2.pdf <p>Lesson 1- Unit 2 Activity 1: Body system (step 1-2) Handout with the text, and the exercise</p>	Ss discuss the answers in pairs Plenary correction of tasks
L	S	R	W								

2	10 min	Ss will be able to: - identify the different body systems by looking at images	T explains task, circulates and monitors, corrects if necessary Ss match the body system names (learned in activity 1) with the drawings	<p>Skills</p> <p>L S R W</p> <p>Key vocabulary The same of Activity 1</p> <p>Communicative structures Giving reasons for their choices (In my opinion ... matches with ... because) Why did you choose that instead of...? Does this drawing remind you of...?</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"> • Unit 1- Lesson 2 Key.pdf • Unit 1- Lesson 2.pdf <p>Unit 1- Lesson 2 Activity 2: Human body system drawings Handout with drawings</p>	Ss discuss the answers in pairs Plenary correction of task and discussion monitored
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3	15 min	Ss will be able to : - recognize and recall targeted content	T explains task, circulates and monitors, corrects if necessary Ss solve the word puzzle	<p>Skills</p> <p>L S R W</p> <p>Key vocabulary Bone Artery Lymphatic vessel Bone marrow Bladder Skin Esophagus Mouth Ureter Testicle Vagina Scrotum Brain Thymus Pituitary Spinal cord</p> <p>Communicative structures Can you find this term in the puzzle.. How many words have we found yet? How many words do we still have to find?</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"> • Unit 1- Lesson 2 Key.pdf • Unit 1- Lesson 2.pdf <p>Unit 1- Lesson 2- Activity 3: Organs Handout with word puzzle</p>	Ss discuss the answers in pairs Plenary correction of task;
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4	10 min	Ss will be able to: - apply their learned information to combine each body system with the corresponding organs	T explains task, circulates and monitors, corrects if necessary Ss write the names of three organs for each body system (two of them have been learned in the previous activity and the third should be guessed)	<p>Skills</p> <p>L S R W</p> <p>Key vocabulary Review and consolidation of key vocabularies learned through activity 2 and 3</p> <p>Communicative structures Do you know some organs for this body system? Have you got any ideas? Should this organ partake of this system?</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"> • Unit 1- Lesson 2 Key.pdf • Unit 1- Lesson 2.pdf <p>Unit 1- Lesson 2 - Activity 4: Peer-assessment Handout with the exercise</p>	Ss write the correct words; they discuss their answers in pairs. Answers are then discussed in plenary. Ss evaluate their ability of working together, listening to other people's opinions and expressing their own.
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CLIL Lesson Plan

Unit number	1	Lesson number	3	Title	Microscope
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	10 min	Ss will be able to: - Consider the importance of the microscope in scientific field - Distinguish the different types of microscopes and their uses	T explains task, circulates and monitors, corrects if necessary Ss read the text and answer the questions Ss discuss their answers in pairs and plenary	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Light microscope Electron microscope Microscopic scale</p> <p>Communicative structures What is the main difference ... In my opinion..... Agree/disagree What does this diagram show? What is the size of a cell?</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	<ul style="list-style-type: none"> • Unit 1- Lesson 3 Key.pdf • Unit 1- Lesson 3.pdf <p>Lesson 1- Unit 3 Activity 1: Overview of microscope Handout with the text and diagram</p>	<p>Ss discuss the answers in pairs Plenary correction of task</p>
L	S	R	W								

2	20 min	<p>Ss will be able to - show their ability in note taking (Step 1) - Identify and comprehend the parts of a light microscope (Step 2)</p>	<p>T explains task T explains the parts of the microscope Ss take notes (Step 1) Ss check the spelling of the technical terms before doing the matching (Step 1) Ss match the parts of the microscope with their functions and/or description (Step 2)</p>	<p>Skills</p> <table border="1" data-bbox="1144 165 1485 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Stage Coarse adjustment knob Fine adjustment knob Cover slip Nosepiece Stage controls Arm Stage clips</p> <p>Communicative structures Can you repeat, please? What is the correct spelling of this word..? Can you explain again? Do you think that is this one is the correct match for that term? Do you agree with me? What do you think about..?</p>	L	S	R	W	<p><input type="checkbox"/> Whole class <input type="checkbox"/> Group work <input checked="" type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work</p>	<ul style="list-style-type: none"> • Unit 1- Lesson 3 Key.pdf • Unit 1- Lesson 3.pdf <p>Unit 1- Lesson 3 Activity 2: Light microscope Handout with matching</p>	<p>Ss discuss the answers in pairs Plenary correction of task; discussion monitored</p>
L	S	R	W								

3	20 min	<p>Ss will be able to:</p> <ul style="list-style-type: none"> - practise how to use a microscope - understand the function of all its parts by doing 	<p>T explains task, circulates and monitors, corrects if necessary Ss use the microscope to observe plant cells by following the instruction and their own notes</p>	<p>Skills</p> <table border="1" data-bbox="1144 167 1485 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Review of key vocabularies of activity 2</p> <p>Communicative structures Can you help me? Can you explain me how it works? What would happen if...</p>	L	S	R	W	<ul style="list-style-type: none"> <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"> • Unit 1- Lesson 3 Key.pdf • Unit 1- Lesson 3.pdf <p>Unit 1- Lesson 3 Activity 3: Students in action Ss use the handout of activity 2 and their notes Ss use the handout with the instruction of using microscope</p>	<p>Ss are evaluated according to their behaviour and their correct use of the microscope, by using the handout grid</p>
L	S	R	W								

CLIL Lesson Plan

Unit number	1	Lesson number	4	Title	Test
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	50 min	Ss will be able to prove their knowledge and understanding of Unit 1 (Introduction to tissue) create a brief text organizing the data they have studied	T explains the tasks, monitors their work Ss have to fill in a crossword Ss have to do the True and False exercise, and correct the false statements Ss have to do a multiple choice text Ss have to answer three open 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 Review of all unit 1</p> <p>Communicative structures The test doesn't have any communicative task</p>	L	S	R	W	<input type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work	<ul style="list-style-type: none"> • Unit 1- Lesson 4- Key.pdf • Unit 1- Lesson 4.pdf <p>Unit 1- Lesson 4 Activity 1: Test Handout with the test</p>	Each test will be evaluated according to the grid provided.
L	S	R	W								

CLIL Lesson Plan

Unit number	2	Lesson number	1	Title	Epithelial Tissue (Part 1)
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	10 min	Ss will be able: - recall the previous scientific terms connected with microscope parts.	T explains the task Each ss complete the fill in acitivity	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Stage Coarse adjustment knob Fine adjustment knob Cover slip Nosepiece Stage controls Arm Stage clips</p> <p>Communicative structures Since it is a writing assessment they have to do it on their own.</p>	L	S	R	W	<input type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work	<ul style="list-style-type: none"> Unit 2-Lesson 1 key.pdf Unit 2-Lesson 1.pdf <p>Unit 2-Lesson 1 Activity 1: Assessment Handout with microscope image</p>	Ss are evaluated by using the grid present on the sheet
L	S	R	W								

2	15 min	Ss will be able to: - identify different types of epithelial tissue - match the type of tissue slide with the image shown on the handout	T explains the task and monitors the ways students use the microscope Ss observe the different slides on the microscope, recognize and match each peculiar tissue to its image	<p>Skills</p> <table border="1" data-bbox="1155 165 1496 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary No new words, because it is a practical activity</p> <p>Communicative structures How do I recognize it? I don't see any differences Both images look the same to me. Do you think that this slide represents image letter...? Do you agree/disagree? Why is it wrong?</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"> • Unit 2-Lesson 1 key.pdf • Unit 2-Lesson 1.pdf <p>Unit 2-Lesson 1 Activity 2: Observation epithelial tissues Handout with epithelial images</p>	Ss share and check their own answers with the whole class and motivate their choices T gives the correct answer
L	S	R	W								

3	25 min	<p>Ss will be able to: - identify the different types of epithelial tissues, considering the shape and layers; - classify them - memorize the new terms</p>	<p>T explains the task Ss have to read the text, recognize the tissues and write the answer in the grid</p>	<p>Skills</p> <table border="1" data-bbox="1153 167 1498 215"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Squamous Columnar Cuboidal Stratified Pseudostratified Simple Cornified</p> <p>Communicative structures Can you make distinction between... Can you identify the different parts.. What inference can you make? How would you classify this? Can you justify your choice?</p>	L	S	R	W	<p><input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input checked="" type="checkbox"/> Pair work <input type="checkbox"/> Individual work</p>	<ul style="list-style-type: none"> • Unit 2-Lesson 1 key.pdf • Unit 2-Lesson 1.pdf <p>Unit 2-Lesson 1 Activity 3: Tissue classification Handout with the text and grid</p>	<p>Ss share and check their own answers with the whole class and motivate their choices T gives the correct answers and explains the reason</p>
L	S	R	W								

CLIL Lesson Plan

Unit number	2	Lesson number	2	Title	Epithelial Tissue (Part 2)
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	20 min	<p>Step 1 Ss will be able to: -identify and distinguish the different types of epithelial tissue and their cells - illustrate the different functions of the epithelium</p> <p>Step 2 Ss will be able to: - recognize the different cells - explain the differences between the cells</p>	<p>T gives information about the tasks, and make them watch the video. T observes and controls the whole class while they are doing the activity Ss will watch the youtube video about the classification of epithelial tissue (types of cells; types of epithelium and functions): link Ss will answer the questions individually and then in pairs Ss will label the different types of cells shown in the handout and then justify their choices with the partner</p>	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Simple squamous, simple cuboidal, simple columnar, pseudostratified columnar, stratified squamous, stratified cuboidal, stratified columnar, transitional selective absorption; secretion; protection ; sensing</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	<ul style="list-style-type: none"> • Unit 2- Lesson 2 key.pdf • Unit 2- Lesson 2.pdf <p>Unit 2- Lesson 2 Activity 1: Brainstorming and further development Handout with the link of the video and the cells image</p>	<p>Peer assessment; plenary correction of task</p>
L	S	R	W								

Communicative structures

Can you identify the different cells? Can you select..? Can you make a distinction between..?

How do you classify these types of cells?

Which is the best answer?

Agree/Disagree In my opinion What structure would you select to show... Based on what you know, how would you explain...? How would you prove...?

2	30 min	<p>Step 1 Ss will be able to: -identify and distinguish the different layers of the skin - illustrate the different functions of the skin - explain what homeostasis is</p> <p>Step 2 Ss will be able to: - recognize the different strata of the skin - identify the different elements in each layer</p>	<p>T gives information about the tasks, and make them watch the video. T observes and controls the whole class while they are doing the activity Ss will watch the youtube video about the skin (layers; cells and functions): link Ss will answer the questions individually and then in pairs Ss will label the different types of layers and components shown in the image with the proper term</p>	<p>Skills</p> <table border="1" data-bbox="1137 167 1482 215"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Epidermis Keratinocytes Melanocyte Dermis connective tissue sweat glands Hypodermic</p> <p>Communicative structures What is your opinion of...? What choice would you make..? What would you select..? What is the function of the skin?</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 checked="" type="checkbox"/> Individual work</p>	<ul style="list-style-type: none"> • Unit 2-Lesson 2 key.pdf • Unit 2-Lesson 2.pdf <p>Unit 2-Lesson 2 Activity 2: Skin Handout with the link of the video and the image of the skin</p>	<p>Peer assessment; Plenary correction of task</p>
L	S	R	W								

CLIL Lesson Plan

Unit number	2	Lesson number	3	Title	Nervous tissue
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	15 min	Step 1 Ss will be able to: - reorder paragraphs logically - demonstrate basic understanding of facts Step 2 Ss will be able to: - show basic understanding of the text - infer the meaning by looking at the figure	T explains the tasks and checks their correct execution of the tasks Ss have to read the paragraphs and put them in order (Step 1) Ss have to answer the questions either by reading the right sequence of paragraphs or looking at the figure (Step 2)	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Central nervous system Peripheral nervous system Stimulus Sense organs Nerve impulses</p> <p>Communicative structures What facts would you select to show...? How would you organize paragraphs? Which terms can we use to explain the image? What is the meaning of this word? Why is this sequence wrong?</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	<ul style="list-style-type: none"> Unit 2- Lesson 3- Key.pdf Unit 2- Lesson 3.pdf <p>Unit 2- Lesson 3 Activity 1: introduction to nervous system Handout with one text divided into 4 paragraphs and questions with image</p>	Ongoing assessment at the of the unit. Each answer will be checked with the whole class.
L	S	R	W								

2	25 min	Ss will be able to: - comprehend the scientific text proposed by answering the questions related to it	T gives the handout to the students listens to them asking each other questions Ss have to read the text giving the answers orally and writing them down	<p>Skills</p> <p>L S R W</p> <p>Key vocabulary Peripheral system neurons autonomic cell body dendrites axon efferent neurons afferent neurons myelin sensory neurons interneurons motor neuron</p> <p>Communicative structures What does this word mean? Can you explain this part? Can you summarize the text? Can you outline the main part of ...? Can you report the main information you have gathered to me orally?</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"> • Unit 2- Lesson 3- Key.pdf • Unit 2- Lesson 3.pdf <p>Unit 2- Lesson 3 Activity 2: nervous system Handout with the scientific text (Book: Structure and function of the body (Thibodeau-Patton, 14th Edition- Elsevier))and questions</p>	<p>Ongoing assessment at the end of the unit. Each answer will be checked with the whole class and discussed</p>
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3	10 min	Ss will be able to: - interpret the image and infer the right meaning and functions of the terms given	T explains the task Ss have to match the correct statement (by looking at the image) with the two contrasting definitions	<p>Skills</p> <p>L S R W</p> <p>Key vocabulary Parasympathetic Sympathetic</p> <p>Communicative structures What does this statement refer to? Is this another meaning of this word? Do you think this is right? What would you select..? What is your opinion of....?</p>	<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"> • Unit 2- Lesson 3- Key.pdf • Unit 2- Lesson 3.pdf <p>Unit 2- Lesson 3 Activity 3: Autonomic nervous system Handout with the image and the exercise</p>	Each pair gives their answers. T writes them on the board. The results will be interpreted and discussed with the whole class.
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CLIL Lesson Plan

Unit number	2	Lesson number	4	Title	Brain
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
1	25 min	Ss will be able to: - identify the different parts of the brain - match each part with its proper function	T explains the task. Uploads the video and checks out how they interact with one another Ss watch the video Ss individually label the image Ss in pairs fill in the grid	<p>Skills</p> <p>L S R W</p> <p>Key vocabulary Frontal lobe Temporal lobe Cerebellum Cerebrum Occipital lobe Parietal lobe</p> <p>Communicative structures How would you categorise...? Can you make a distinction between...? Which is the best answer...? Can you agree with the outcomes...? How could you determine...?</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"> Unit 2- Lesson 4- Key.pdf Unit 2- Lesson 4.pdf <p>Unit 2- Lesson 4 Activity 1: Parts of the brain Handout with the link of the video: link, the image and the grid</p>	<p>Ongoing assessment</p> <p>The teacher checks answers with the students</p>

2	25 min	<p>Ss will be able to: - identify motives and causes - make hypothesis -presenting and defending opinions by making judgments about possible scenarios (Problem solving activity)</p>	<p>T explains the task, monitors ss In group (3-4 ss each group) have to read the text, answer the questions and motivate them.</p>	<p>Skills</p> <table border="1" data-bbox="1151 165 1491 213"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Same vocabulary of activity 1</p> <p>Communicative structures Why did you chose.... How would you prove/disprove...? What choice have you made..? What information would you use to support your ideas..?</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"> • Unit 2-Lesson 4-Key.pdf • Unit 2-Lesson 4.pdf <p>Unit 2-Lesson 4 Activity 2: Challenge yourself: if you were a doctor... Handout with the text The text has been adapted from link</p>	<p>The activity will be evaluated by a grid The answers will be checked will the whole class</p>
L	S	R	W								

CLIL Lesson Plan

Unit number	2	Lesson number	5	Title	Oral presentation on nervous system (part 1)
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	50 min	Ss will be able to: - produce power points on the nervous system topic - provide explanation - clarify doubts - demonstrate basic understanding of related topic	T divided the class in groups of 3 students each previously. Ss need to have organized their presentation in advance, thus the lesson is given to them as homework. In class Ss have to present their ppt to their classmate. Allotted time to each group (15 to 20 min)	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Depending on the chosen topic</p> <p>Communicative structures Today, we are going to present... Do you have any questions for us.. As you can see in this slide/image The following slide will show.... Can you notice the differences between this.... and that... Do you think there is consistency in ...</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"> Unit 2- Lesson 5.pdf <p>Unit 2- Lesson 5 Activity 1: Students' production Handout with all the instructions to do the oral presentation</p>	Teacher as well as students have to assess the presentation using the same grid that is included in the sheet. (T and Ss assessment)
L	S	R	W								

CLIL Lesson Plan

Unit number	2	Lesson number	6	Title	Oral presentation on nervous system (part 2)
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	50 min	Ss will be able to: - produce power points on the nervous system topic - provide explanation - clarify doubts - demonstrate basic understanding	T divided the class in groups of 3 students each previously. Ss need to have organized their presentation in advance, thus the lesson is given to them as homework. In class ss have to present their ppt Allotted time to each group (15 to 20 min)	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Depending on the chosen topic</p> <p>Communicative structures Today, we are going to present... Do you have any questions for us.. As you can see in this slide/image The following slide will show.... Can you notice the differences between this.... and that... Do you think there is consistency in ...</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"> Unit 2- Lesson 6.pdf <p>Unit 2- Lesson 6 Activity 1: Students' production Handout with all the instructions to do the oral presentation</p>	Teacher as well as students have to assess the presentation using the same grid that is included in the sheet. (T and Ss assessment)
L	S	R	W								

CLIL Lesson Plan

Unit number	2	Lesson number	7	Title	Muscle tissue (Part 1)
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
1	20 min	Ss will be able to: - comprehend what muscle tissue is - detect its different functions - determine the relationship between muscle tissue and nervous system	T explains the task, uploads the video and checks how they work Ss have to watch the video, first individually and then in pairs answer the questions	<p>Skills</p> <p>L S R W</p> <p>Key vocabulary Excitability, contractility, extensibility, elasticity, involuntary, voluntary</p> <p>Communicative structures How would you categorise...? Can you make a distinction between...? Which is the best answer...? Can you agree with the outcomes....? How could you determine....?</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"> Unit 2- Lesson 7- Key.pdf Unit 2- Lesson 7.pdf <p>Unit 2- Lesson 7 Activity 1: Muscle tissue introduction Handout with the link of the video (link) and questions</p>	T with the whole class check the answers.

2	30 min	Ss will be able to: - categorize the different types of muscle cells (Step 1 and 2) - identify their characteristics (Step 1 and 2)	T explains the task and checks how they work together Ss have to read the text (Step 1) Ss in pairs have to label the image and complete the table (Step 2)	<p>Skills</p> <table border="1" data-bbox="1153 167 1491 215"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Myocyte spindle gap junctions cardiac muscle striated muscle smooth muscle sarcoplasmic sarcolemma endoplasmic reticulum</p> <p>Communicative structures Where can you find this characteristic? Where is it written Can you identify the differences in these three images? How does this cell appear?</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	<ul style="list-style-type: none"> • Unit 2-Lesson 7-Key.pdf • Unit 2-Lesson 7.pdf <p>Unit 2-Lesson 7 Activity 2: Types of muscle tissue Handout with the text, images, grid</p>	This activity will be evaluated by following the grid shown in the handout.
L	S	R	W								

CLIL Lesson Plan

Unit number	2	Lesson number	8	Title	Muscle tissue (Part 2)
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
1	20 min	Step 1 Ss will be able to: - operate the microscope - identify the microscope slides with the images on the handout Step 2 Ss will be able to: - categorize the different types of muscle tissue - explain each characteristic of the muscle shown	T explains the task and monitors how they work in the laboratory. Step 1 Ss have to use the microscope properly in order to focus the slides. Ss have to match what they see in the microscope with the image in the handout. Step 2 Ss have to label the image with the proper term Ss have to justify their answers basing them on the characteristics of the muscle tissue	<p>Skills</p> <p>L S R W</p> <p>Key vocabulary They have to use the same vocabulary used in Unit 2 - Lesson 7 : Muscle tissue (Part 1)</p> <p>Communicative structures How can we focus the slide? My microscope doesn't work I cannot distinguish the different muscle tissues Why is the image red and the slide is not? Can we use our previous notes?</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"> Unit 2- Lesson 8- Key.pdf Unit 2- Lesson 8.pdf <p>Unit 2- Lesson 8 Activity 1: Observation muscle tissue Handout with the images.</p>	T will assess ss by using the grid on the handout.

2	30 min	<p>Step 1 Ss will be able to: - understand the skeletal muscle organization by watching the video - learn the different parts of the skeletal muscle by drawing them Step 2 Ss will be able to: - comprehend the relationship between the skeletal muscle and its parts by answering true and false statements</p>	<p>T uploads the video link (which explains the skeletal muscle organization). T pauses the video to allow the ss to draw the main parts. Ss have to watch the video and draw (Step 1) In pairs, ss have to decide whether the statements in the handout are true or false. (Step 2) Ss have to correct the false statements (Step 2)</p>	<p>Skills</p> <p>L S R W</p> <p>Key vocabulary Muscle bundle fascicle muscle fiber myofibril sarcomere myosin actin epimysium</p> <p>Communicative structures Can you please stop the video? Can you give us extra time, please? I cannot draw very well Can I make a sketch? Based on what you know, how would you correct this statement? How could you determine?</p>	<p><input type="checkbox"/> Whole class <input type="checkbox"/> Group work <input checked="" type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work</p>	<ul style="list-style-type: none"> • Unit 2-Lesson 8-Key.pdf • Unit 2-Lesson 8.pdf <p>Unit 2-Lesson 8 Activity 2: Skeletal muscle Handout with the true and false statements</p>	<p>T checks the answers with the whole class, and controls their drawings</p>
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CLIL Lesson Plan

Unit number	2	Lesson number	9	Title	Connective tissue
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	15 min	Ss will be able to: - find the main pieces of information in the text in order to answer the questions - infer information from the drawings - deduce the answer to a question from their knowledge	T explains the task and controls the activity Ss i have to read the text and in pairs answer the 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 Ground substance, fibers specialized cells connective tissue proper specialized connective tissue loose connective tissue dense connective tissue</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	<ul style="list-style-type: none"> • Unit2- Lesson 9- Key.pdf • Unit 2- Lesson 9.pdf <p>Unit 2- Lesson 9 Activity 1: overview of connective tissue Handout with the text and the questions Text Adapted from link</p>	Ongoing assessment
L	S	R	W								

Communicative structures

Where can we find the answer in the text? Why or in what way are these two images different? What do you know about What is your opinion on/of.... Agree/disagree I don't think this is right, what about....

2	35 min	<p>Step 1 Ss will be able to: - deduce the main information from the video in order to fill in the table</p> <p>Step 2 Ss will be able to: - read and understand the concept map of the target content - elaborate the main information from the video and the concept map - summarize all their findings in a complete written text</p>	<p>T uploads the video, and controls how the ss share the information gathered</p> <p>Ss have to watch the video and complete the table Ss in pairs have to read the concept map and to watch the video again in order to write a short text on connective tissue</p>	<p>Skills</p> <table border="1" data-bbox="1153 167 1494 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Areolar adipose reticular elastic fibrous hyaline spongy bone compact bone cartilage</p> <p>Communicative structures Can you stop the video now? What deduction can you make from this table? Would it be better if.... How can you determine... How would you prioritise..? What inference can we make?</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 checked="" type="checkbox"/> Individual work</p>	<ul style="list-style-type: none"> • Unit2- Lesson 9- Key.pdf • Unit 2- Lesson 9.pdf <p>Unit 2- Lesson 9 Activity 2: Connective tissue proper Handout with the link of the video link (general information of connective tissue) and the concept map</p>	<p>T will evaluate the written text by following the grid on the handout</p>
L	S	R	W								

CLIL Lesson Plan

Unit number	2	Lesson number	10	Title	Bone
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
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1	15 min	Ss will be able to: - deduce the main information from the video to answer the questions -understand the functions of bone tissue	T uploads the video link (overview of bone tissue: functions, structure) and explains the task Ss watch the video Ss in pairs answer the questions	<p>Skills</p> <table border="1" data-bbox="1153 167 1494 215"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Long (femur), short (wrist), flat(skull), irregular (vertebrae) compact bone, spongy bone marrow axial skeleton appendicular skeleton</p> <p>Communicative structures What are the main functions of the bone tissue? I think that the video shows.... I understood that there are.... In my opinion the video explains..... I disagree I agree You are right This is wrong</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"> • Unit 2-Lesson 10 key.pdf • Unit 2-Lesson 10.pdf <p>Unit 2-Lesson 10 Activity 1: Introduction to bone tissue Handout with the link of the video and questions</p>	Ongoing assessment at the end of the unit T checks the answers with the whole class
L	S	R	W								

2	15 min	<p>Ss will be able to: - interpret the diagram - understand its organization - infer what the consequences are with low calcium levels in order to complete the task</p>	<p>T explains the task and monitors their work Ss in pairs have to fill in the activity after observing and studying the diagram</p>	<p>Skills</p> <table border="1" data-bbox="1153 204 1498 252"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Parathyroid Gland plasma parathyroid hormone blood stream calcitriol</p> <p>Communicative structures What does this arrow represent? How would you evaluate... What choice would you have made..? What judgement would you make about....? What data would you use to make this decision?</p>	L	S	R	W	<p><input type="checkbox"/> Whole class <input type="checkbox"/> Group work <input checked="" type="checkbox"/> Pair work <input type="checkbox"/> Individual work</p>	<ul style="list-style-type: none"> • Unit 2- Lesson 10 key.pdf • Unit 2- Lesson 10.pdf <p>Unit 2- Lesson 10 Activity 2: Factors that increase the blood calcium levels Handout with the diagram and fill in exercise</p>	<p>T checks the answers with the ss</p>
L	S	R	W								

3	20 min	<p>Step 1 Ss will be able to: - identify the different parts of the compact bone Step 2 Ss will be able to: - understand the function of each part of compact bone and their relations to each other</p>	<p>T uploads the video link (structure of compact bone), explains the task Ss have to watch the video twice Step 1: Ss in pairs have to label the image Step 2: Ss in pairs have to match the part of the bone with its function</p>	<p>Skills</p> <table border="1" data-bbox="1153 167 1494 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Epiphysis diaphysis articular cartilage periosteum endosteum</p> <p>Communicative structures Would it be better if....? How could you determine...? Can you list the part of the bone..? What are the functions..? Can you identify the different parts..?</p>	L	S	R	W	<p><input type="checkbox"/> Whole class <input type="checkbox"/> Group work <input checked="" type="checkbox"/> Pair work <input type="checkbox"/> Individual work</p>	<ul style="list-style-type: none"> • Unit 2-Lesson 10 key.pdf • Unit 2-Lesson 10.pdf <p>Unit 2-Lesson 10 Activity 3: compact bone Handout with the link of the video, the image and the table</p>	<p>Each pair compare their answers with the others. T checks the answers</p>
L	S	R	W								

CLIL Lesson Plan

Unit number	2	Lesson number	11	Title	Blood (Part 1)
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	10 min	Ss will be able to: - interpret and describe the image - identify the different elements in blood - reason on the different percentage of each element	T explains the task and monitors the class Ss in pairs have to describe the image by writing a short text	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Plasma platelets white cells solute red blood</p> <p>Communicative structures How will you interpret this image? What do these percentages stand for? Are you able to read this pie chart? How can we classify these elements?</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"> • Unit 2- Lesson 11- Key.pdf • Unit 2- Lesson 11.pdf <p>Unit 2- Lesson 11 Activity 1: Introduction to blood Handout with the image</p>	T listens to their answers and gives feedback
L	S	R	W								

2	30 min	<p>Step 1 Ss (in group) will be able to: - search the main information for each topic - understand the information they found</p> <p>Step 2 Ss (in group) will be able to: -rework their information -report orally their findings</p>	<p>T explains the tasks and monitors how ss work</p> <p>Step 1 Ss in group (number of students in each group depends on the total number of the class) have to search the information via web and books.</p> <p>Step 2 Each group share their information with the whole class Ss have to take notes while the other students explain their topic</p>	<p>Skills</p> <table border="1" data-bbox="1153 167 1491 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Content topic related</p> <p>Communicative structures How could you determine that...? As you can see from this... In conclusion This topic is related with... The main content of our report deals with... In other words... This information could be used to support the view...</p>	L	S	R	W	<p><input checked="" type="checkbox"/> Whole class</p> <p><input checked="" type="checkbox"/> Group work</p> <p><input type="checkbox"/> Pair work</p> <p><input type="checkbox"/> Individual work</p>	<ul style="list-style-type: none"> • Unit 2-Lesson 11-Key.pdf • Unit 2-Lesson 11.pdf <p>Unit 2-Lesson 11 Activity 2: Blood composition Handout with the topic that they have to choose</p>	Ongoing assessment
L	S	R	W								

3	10 min	<p>Ss will be able to: - collect all the pieces of information - recast their notes -infer some possible connections - create a brief text</p>	<p>T explains the task and monitors the ss Ss have to read their notes Ss have to write a short text about the function of the blood by gathering their notes, inferences and conclusion</p>	<p>Skills</p> <p>L S R W</p> <p>Key vocabulary Content related topic</p> <p>Communicative structures How would you prove....? Based on what we know, how would you explain.... What information should we use to support our view...? In my opinion I agree/disagree Can you infer the function of this element from what you have read... Which statement supports this function?</p>	<p><input type="checkbox"/> Whole class <input checked="" type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work</p>	<ul style="list-style-type: none"> • Unit 2- Lesson 11- Key.pdf • Unit 2- Lesson 11.pdf <p>Unit 2- Lesson 11 Activity 3: Blood function</p>	<p>T evaluates the group work of activity 2 and 3 based on the grid in the handout</p>
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CLIL Lesson Plan

Unit number	2	Lesson number	12	Title	Blood type (Part 2)
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	50 min	Ss will be able to: understand the test (Step 1) comprehend all the steps that need to be performed (Step 2) do the experiment (Step 2) examine and understand the results to complete the task(Step 2)	T explains the activity and monitors how they work in the lab Step 1 Ss have to read the text individually Step 2 In pairs, ss have to perform the experiment in pairs, ss have to do the exercise basing on their previous genetic knowledge	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Agglutination transfusion antigens Rh factor</p> <p>Communicative structures What does this result mean? How can I interpret the result? What conclusion can we draw? Can you propose an alternative? How would we test ...?</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	<ul style="list-style-type: none"> Unit 2-Lesson 12 Key.pdf Unit 2-Lesson 12.pdf <p>Unit 2-Lesson 12 Activity 1: Blood types experiment Handout with the text and the procedures to do the experiment</p>	<p>Ss share and check their own answers with the whole class and motivate their choices</p> <p>T gives the correct answer and explains the reason T evaluates their work basing on the grid shown on the handout</p>
L	S	R	W								

CLIL Lesson Plan

Unit number	2	Lesson number	13	Title	General Review before the Final Test
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
1	10 min	Ss will be able to: - recognize and identify the different types of tissues by labelling the images	T explains the task, monitors how ss work Ss in pairs have to look at the image and match the latter with the terms given	<p>Skills</p> <p>L S R W</p> <p>Key vocabulary Review of whole Unit 2</p> <p>Communicative structures What does this image remind you? Can you recognize the number of layers? Can you identify some structures? Do you remember the name of this particular tissue?</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"> Unit 2-Lesson 13 Key.pdf Unit 2-Lesson 13.pdf <p>Unit 2-Lesson 13 Activity 1: Slides Handout with the images of the tissues</p>	T checks the answers with the students

2	40 min	Ss will be able to: - connect the various elements that belong to each tissue - recognize by the presence of a single term its logical connection to the rest	T explains the task Ss in pairs have to fill in the concept map by using their knowledge and notes	<p>Skills</p> <p>L S R W</p> <p>Key vocabulary Review all the terms in Unit 2</p> <p>Communicative structures Which is the right term to write here? Do you remember how this tissue is divided? What are the functions of this tissue? How do you spell it? I agree/disagree</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"> • Unit 2-Lesson 13 Key.pdf • Unit 2-Lesson 13.pdf <p>Unit 2-Lesson 13 Activity 2: Concept map Handout with the concept map</p>	T checks the fill in with the whole class
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CLIL Lesson Plan

Unit number	2	Lesson number	14	Title	Final Test
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	50 min	Ss will be able to: - distinguish the different types of tissue by observing the slide under the microscope - explain the characteristics and functions of each tissue - comprehend the complex organization of each tissue	T explains the tasks and monitors the ss Ss have to - observe two slides under the microscope and answer the corresponding questions - match each tissue with its functions - do a multiple choice activity related to the topic - select the right technical term by reading the definition	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary The whole terms of unit 2</p> <p>Communicative structures There is no communicative structure because it is a written test</p>	L	S	R	W	<input type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work	<ul style="list-style-type: none"> Unit 2-Lesson 14 Key.pdf Unit 2-Lesson 14.pdf <p>Unit 2-Lesson 14 Activity: Final Test Handout with the questions and tasks</p>	The test will be evaluated by the grid on the handout
L	S	R	W								