

CLIL Module Plan

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School	CFP Centromoda Canossa					
School Grade	○ Primary		○ Middle		● High	
School Year	○ 1	● 2	○ 3	○ 4	○ 5	
Subject	Altro - Scienze Applicate (Applied Science)		Topic		Labelling rules and Manmade fibres	
CLIL Language	● English			○ Deutsch		

Personal and social-cultural preconditions of all people involved	<p>Students groups and classes are rather heterogeneous as regards linguistic competences, both in their mother tongue and in the English language. Levels vary from class to class and we can generally say that they go from A1-2 (mainly in the first year) until B1 (in the second and third years). 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 thane main goal is to get trained and find a job. Our educational institutions is a 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, Math's, 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. CMC: students come from all over the Region, as this is the only school for fashion design in Trentino, some spend an hour to go back home. This doesn't leave them much time for homework or study. There are many students with migratory background at CMC, especially from but the Institution is very inclusive and supports students with special educational needs in many different ways throughout the various activities in class and outside. 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 ins not based on co-teaching.</p>
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Students' prior knowledge, skills, competencies	Subject	Language
	Students must know the main characteristics of the textile fibres and the classification criteria. They must also handle the scientific classification criteria. Knowledge of the characteristics of natural fibres is an advantage.	The prior knowledge of the students covers what has been learned in the primary and middle school. We can say for the first years it is very basic with a few exceptions. They need to have at least good A2 level.

Timetable fit	⦿ Module	Length 20 hours
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Description of teaching and learning strategies	<p>Methodological approaches: Task-Based Learning, Project-Based Learning, Cooperative Learning. Choices and strategies to promote interaction and communication during the lesson involving students: pair work, group work, plenary share. During the whole length of the module the teacher provides personal support to each student who needs it, and the support becomes even stronger when there are moments of co-teaching. Learning activities connected to expected learning outcomes: class works are oriented towards the progressive growth of the students' personal skills in order to achieve the expected learning outcomes. Content and language input: the focus of the input is on authentic materials. Every activity is designed so that it can meet both a lower and a higher level of competence. The goal is to avoid boredom of more proficient students and over challenging tasks for special needs kids. Materials to support content/procedure/pedagogical/language scaffolding: games and activities contains procedural scaffolding such as timing for each activity, clearly written instructions, so that special needs kids are guided throughout the process to prevent confusion lack of information.</p>
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Overall Module Plan

Unit: 1 Textile care symbols Unit length: 10	Lesson 1 Knowledge Creation
	Lesson 2 Knowledge first Evaluation
	Lesson 3 Team Building
	Lesson 4 Textile Care Cards Game
Unit: 2 Manmade Fibres Unit length: 10	Lesson 1 Artificial Fibres
	Lesson 2 Synthetic Fibres
	Lesson 3 Guess what? First part
	Lesson 4 Guess what? The ultimate experience

CLIL Lesson Plan

Unit number	1	Lesson number	1	Title	Knowledge Creation
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
1	2 hours	Learners should know: • that international labelling rules exist for textiles; • the symbols used and their meanings. Learners should be able to: • promote problem-solving and collaboration towards a common goal; • promote critical thinking, through	Explanation of the different families of symbols using LIM and whiteboard. Taught lesson: teacher explains while students take notes. A copy of Ginetex TEXTILE CARE SYMBOLS file (Textile care symbols en.pdf) is sent to students for further	Skills <div> <div>L</div> <div>S</div> <div>R</div> <div>W</div> </div> Key vocabulary Basic vocabulary referring to textile care labelling: Labelling, Care, Textile, Temperature, Wash, Washing machine, Mild/Normal, process, Bleach, non-chlorine, Tumble dryer, to Dry, Line, Flat, Drip, Shade, Iron, Iron plate, Professional dry cleaning.	<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"> • Textile_care_symbols_en.pdf • General Observation Assessment grid.pdf Ginetex TEXTILE CARE SYMBOLS file (Textile care symbols en.pdf). The scaffolding provided to the students is mainly of two kinds: individual personal and pedagogical, provided by the teacher during classwork or group work and procedural, in the sense that students are supported in their work by a guided procedure that makes it easy for everyone to follow the different activities.	The purpose of the lesson is to give students the basic knowledge for the following lessons/ activities that are designed to confirm that knowledge and investigate the learning outcomes. Rubrics with criteria for success have been discussed and

through established procedures and materials; • manage textile care terminology; • recognize the different symbols; • correlate symbols and descriptions in English. Learners should be aware of: • the importance of textile labelling; • the use of the target language throughout the activity.

reference. The scaffolding provided to the students is mainly of two kinds: individual personal and pedagogical, provided by the teacher during classwork or group work. But it is also procedural, in the sense that students are supported in their work by a guided procedure that makes it easy for everyone to follow the different activities.

Communicative structures

Interrogative form to ask teacher information. e.g. Could you please repeat that? I didn't understand what you meant by...

and developed by the team of teachers; they are then shared with the students at the beginning of the module in the launch session or in the session immediately after that. In terms of language use, these are the common criteria: “rarely uses the language required; sometimes uses the language required; always uses the language required” The same assessment and observation grids and assessment

criteria have been used as a team resource during all the activities in each module, so that different tools are used in the same way and shared among all of us. The same applies to scaffolding and differentiation strategies, which have been discussed as a team and shared. Teacher can also observe how students participate and whether or not they can answer the questions.

CLIL Lesson Plan

Unit number	1	Lesson number	2	Title	Knowledge first Evaluation
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	2 hours	Learners should know: • that international labelling rules exist for textiles; • the symbols used and their meanings. Learners should be able to: • promote problem-solving and collaboration towards a common goal; • promote critical	All students receive two Domino Cards (see uploaded file). The goal is to complete the line, matching each card with the correct meaning/symbol. Every card has a SYMBOL part and a DEFINITION part so students have to know both the symbols and their meaning. This activity is designed to evaluate whether students have the basic	Skills	<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">• Tex_Care_Domino_BACK.pdf• Tex_Care_Domino_FRONT.pdf• General Observation Assessment grid.pdf• Peer assessment grid.pdf <p>34 cards are provided (2 for each student) Content of the two files: - Tex_Care_Domino_FRONT.pdf (Front of the cards) - Tex_Care_Domino_BACK.pdf (Back of the cards) All material was assembled by the author and is copyleft. The scaffolding provided to the students is mainly of two kinds: individual personal and pedagogical, provided by the teacher during classwork or group work. But it is also procedural, in the sense that students are supported in their work by a guided procedure that makes it easy for everyone to follow the different activities.</p>	Rubrics with criteria for success have been discussed and developed by the team of teachers; they are then shared with the students at the beginning of the module in the launch session or in the session immediately after that. In terms of language use these are the common				
				<table><tr><td>L</td><td>S</td><td>R</td><td>W</td></tr></table>				L	S	R	W
				L				S	R	W	
Key vocabulary Basic vocabulary referring to textile care labelling: Labelling, Care, Textile, Temperature, Wash, Washing machine, Mild/Normal, process, Bleach, non-chlorine, Tumble dryer, to Dry, Line, Flat, Drip, Shade, Iron, Iron plate, Professional dry cleaning.											

critical thinking, through established procedures and materials; • manage textiles care terminology; • recognize the different symbols; • correlate symbols to English descriptions; • interact with other students in the proper way (giving each student a chance to speak and speaking quietly). Learners should be aware of: • the importance of textile labelling; • the use of the target

the basic knowledge to proceed in the following scheduled activities. The teacher explains the rules of the game and, after the game has started, observes what students do to check whether the required level of knowledge has been reached. The students play Domino and learn by simply having fun!

Communicative structures

Language supporting students' interactions. e.g. Could you please show me your card?

common criteria: "rarely uses the language required; sometimes uses the language required; always uses the language required" The same assessment and observation grids and assessment criteria have been used as a team resource during all the activities in each module, so that different tools are used in the same way and shared among all of us. The same applies to scaffolding and differentiation strategies,

language
throughout
the activity.

which have
been
discussed as
a team and
shared.
During the
activity, the
teacher can
directly
evaluate
each
student's
level of
knowledge.
Teacher can
also observe
how students
participate,
whether they
give each
other the
chance to
speak and
whether they
can answer
the
questions.
The activity
helps the
students
collaborate
and achieve a
satisfactory
level of
peer/self-
assessment.

2	0,5 hours	SAME AS UNIT PLUS Learners should know: • what was expected during previous activities. Learners should be able to: • self-evaluate their learning; • evaluate an activity. Learners should be aware of: • the importance of evaluation; • how evaluation can improve the teachers' work; • their difficulties.	The teacher gives the students the assessment grid. The aim is to evaluate both activity and learning outcomes in a pleasurable way. It is made clear to students that they won't be formally evaluated (they won't be given any grades), just tested on the efficiency of the activity.	<div>Skills</div> <div><table><tr><td>L</td><td>S</td><td>R</td><td>W</td></tr></table></div> <div>Key vocabulary Basic vocabulary referring to textile care labelling: Labelling, Care, Textile, Temperature, Wash, Washing machine, Mild/Normal, process, Bleach, non-chlorine, Tumble dryer, to Dry, Line, Flat, Drip, Shade, Iron, Iron plate, Professional dry cleaning.</div> <div>Communicative structures Interrogative form to ask teacher information. e.g. Could you please explain? I didn't understand what you meant by...</div>	L	S	R	W	<div><input type="checkbox"/> Whole class</div> <div><input type="checkbox"/> Group work</div> <div><input type="checkbox"/> Pair work</div> <div><input checked="" type="checkbox"/> Individual work</div>	<div><ul style="list-style-type: none">• Assessment of Activity.pdf• General Observation Assessment grid.pdf</div> <div>Activity assessment grid (the same for all the activities in the module) and General Observation Assessment grid. The scaffolding provided to the students is mainly of two kinds: individual personal and pedagogical, provided by the teacher during classwork or group work. But it is also procedural, in the sense that students are supported in their work by a guided procedure that makes it easy for everyone to follow the different activities.</div>	Formative assessment. Rubrics with criteria for success have been discussed and developed by the team of teachers; they are then shared with the students at the beginning of the module in the launch session or in the session immediately after that. In terms of language use, these are the common criteria: “rarely uses the language required; sometimes uses the language
L	S	R	W								

required;
always uses
the language
required” The
same
assessment
and
observation
grids and
assessment
criteria have
been used as
a team
resource
during all the
activities in
each module,
so that
different tools
are used in
the same way
and shared
among all of
us. The same
applies to
scaffolding
and
differentiation
strategies,
which have
been
discussed as
a team and
shared. The
teacher also
observes how
students

							students participate and whether students can answer the questions.
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CLIL Lesson Plan

Unit number	1	Lesson number	3	Title	Team Building
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
1	2 hours	Learners should know: • that international labelling rules exist for textiles; • the symbols used and their meanings. Learners should be able to: • promote problem-solving and collaboration towards a common goal; • promote critical	See file Instructions, 1st Activity (Tex Care Cards INSTRUCTIONS.pdf) for a complete description. Here’s a short extract: Split the class into two groups. Give the first group Symbol Cards and the second group the corresponding Meaning Cards. Taking turns, students with Meaning Cards read their cards out loud. The student with the matching Symbol Card puts his hand up. If nobody puts	Skills	<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">• Tex_Care_Cards_BACK.pdf• Tex_Care_Cards_TABLE.pdf• General Observation Assessment grid.pdf• Peer assessment grid.pdf• Tex_Care_Cards FRONT MEANINGS.pdf• Tex_Care_Cards FRONT SYMBOLS.pdf• Tex_Care_Cards INSTRUCTIONS.pdf <p>A set of 68 cards is provided</p> <p>Content of the 7 files • Tex Care Cards FRONT MEANINGS.pdf (Front of the cards with meanings) • Tex_Care Cards FRONT SYMBOLS.pdf (Front of the cards with symbols) • Tex_Care Cards BACK.pdf (Back of the cards) • Tex_Care Cards TABLE.pdf (Table with correlation symbols/meanings) • Tex_Care Cards</p>	Rubrics with criteria for success have been discussed and developed by the team of teachers; they are then shared with the students at the beginning of the module in the launch session or in the session immediately after that. In terms of language use, these are the
				L S R W			
				Key vocabulary Basic vocabulary referring to textile care labelling: Labelling, Care, Textile, Temperature, Wash, Washing machine, Mild/Normal, process, Bleach, non-chlorine, Tumble dryer, to Dry, Line, Flat, Drip, Shade, Iron, Iron plate, Professional dry cleaning.			

critical thinking, through established procedures and materials; • manage textile care terminology; • recognize the different symbols; • correlate symbols and description in English. Learners should be aware of: • the importance of textile labelling; • the use of the target language throughout the activity.

up. If nobody puts his hand up as the Meaning Card is read out, it's the next student's turn. The teacher manages each phase of the activity and makes sure that everything is done properly.

Communicative structures

Language supporting students' interactions. e.g. Could you please read me your card?

INSTRUCTIONS.pdf (Complete instructions for the activity) • General Observation Assessment grid.pdf • Peer assessment grid.pdf All material was assembled by the author and is copyleft. The scaffolding provided to the students is mainly of two kinds: individual personal and pedagogical, provided by the teacher during classwork or group work. But it is also procedural, in the sense that students are supported in their work by a guided procedure that makes it easy for everyone to follow the different activities.

are the common criteria: "rarely uses the language required; sometimes uses the language required; always uses the language required" The same assessment and observation grids and assessment criteria have been used as a team resource during all the activities in each module, so that different tools are used in the same way and shared among all of us. The same applies to scaffolding and differentiation

							<p>strategies, which have been discussed as a team and shared. The teacher observes how students participate, whether they give each other a chance to speak and whether they can answer the questions. Both reading and listening skills are thoroughly assessed. Also, some peer/self-assessment is possible as there is only one correct answer.</p>
2	0,5 hours	SAME AS UNIT PLUS Learners	The teacher gives the students the assessment grid.	Skills	<input type="checkbox"/> Whole class	<ul style="list-style-type: none"> • Assessment of Activity.pdf • General Observation Assessment grid.pdf 	Formative assessment. Rubrics with

should know: • what was expected during previous activities. Learners should be able to: • self-evaluate their learning; • evaluate an activity. Learners should be aware of: • the importance of evaluation; • how evaluation can improve the teachers' work; • their difficulties.

The aim is to evaluate both activity and learning outcomes in a pleasurable way. It is made clear to students that they won't be formally evaluated (they won't be given any grades), just tested on the efficiency of the activity.

L	S	R	W
Key vocabulary Basic vocabulary referring to textile care labelling: Labelling, Care, Textile, Temperature, Wash, Washing machine, Mild/Normal, process, Bleach, non-chlorine, Tumble dryer, to Dry, Line, Flat, Drip, Shade, Iron, Iron plate, Professional dry cleaning.			
Communicative structures Interrogative form to ask teacher information. e.g. Could you please explain? I didn't understand what you meant by...			

- ☐ Group work
- ☐ Pair work
- ☒ Individual work

Activity assessment grid (the same for all the activities in the module) and General Observation Assessment grid. The scaffolding provided to the students is mainly of two kinds: individual personal and pedagogical, provided by the teacher during classwork or group work. But it is also procedural, in the sense that students are supported in their work by a guided procedure that makes it easy for everyone to follow the different activities.

criteria for success have been discussed and developed by the team of teachers; they are then shared with the students at the beginning of the module in the launch session or in the session immediately after that. In terms of language use, these are the common criteria: "rarely uses the language required; sometimes uses the language required; always uses the language required" The same

assessment and observation grids and assessment criteria have been used as a team resource during all the activities in each module, so that different tools are used in the same way and shared among all of us. The same applies to scaffolding and differentiation strategies, which have been discussed as a team and shared. The teacher also observes how students participate and whether students can answer the questions

CLIL Lesson Plan

Unit number	1	Lesson number	4	Title	Textile Care Cards Game
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
1	3 hours	Learners should know: • that international labelling rules exist for textiles; • the symbols used and their meanings. Learners should be able to: • promote problem-solving and collaboration towards a common goal; • promote critical	See file Instructions, 2nd Activity (Tex_Care_Cards INSTRUCTIONS.pdf) for a complete description. Here's a short extract: Put Meaning Cards and Symbol Cards in the same pack and shuffle it. Give each group a Game Board (making sure that each group has a different one) and 4 cards. Put the pack in the middle. The aim of the game is to complete the Game Board, with the missing cards	Skills <div> <div>L</div> <div>S</div> <div>R</div> <div>W</div> </div> Key vocabulary Basic vocabulary referring to textile care labelling: Labelling, Care, Textile, Temperature, Wash, Washing machine, Mild/Normal, process, Bleach, non-chlorine, Tumble dryer, to Dry, Line, Flat, Drip, Shade, Iron, Iron plate, Professional dry cleaning.	<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"> • Tex_Care_Cards_BACK.pdf • Tex_Care_Cards_BOARD.pdf • Tex_Care_Cards_TABLE.pdf • General Observation Assessment grid.pdf • Peer assessment grid.pdf • Tex_Care_Cards FRONT MEANINGS.pdf • Tex_Care_Cards FRONT SYMBOLS.pdf • Tex_Care_Cards INSTRUCTIONS.pdf <p>A full set of the “Textile Care Cards Game” is provided (68 cards and 12 boards) Content of the 8 files • Tex_Care_Cards FRONT MEANINGS.pdf (Front of the cards with meanings) • Tex_Care_Cards FRONT SYMBOLS.pdf (Front of the cards with symbols) • Tex_Care_Cards_BACK.pdf (Back of the cards) •</p>	Rubrics with criteria for success have been discussed and developed by the team of teachers; they are then shared with the students at the beginning of the module in the launch session or in the session immediately after that. In terms of language use these are the common

critical thinking, through given procedures and materials; • manage textile care terminology; • recognize the different symbols; • correlate symbols to English descriptions; • interact with other students in the proper way (giving each other a chance to speak and speaking quietly). Learners should be aware of: • the importance of textile labelling; • the use of the target language

the missing cards, as soon as possible. When it's their turn, each player takes one card from the pack and discards one. The teacher manages each phase of the activity and makes sure that everything is done properly.

Communicative structures
Language supporting students' interactions. e.g. Could you please pass me the cards?

Tex_Care_Cards_BOARD.pdf (Game Boards) • Tex_Care_Cards_TABLE.pdf (Table with correlation symbols/meanings) • Tex_Care_Cards_INSTRUCTIONS.pdf (Complete instructions for the activity) • General Observation Assessment grid.pdf • Peer assessment grid.pdf All material was assembled by the author and is copyleft. The scaffolding provided to the students is mainly of two kinds: individual personal and pedagogical, provided by the teacher during classwork or group work. But it is also procedural, in the sense that students are supported in their work by a guided procedure that makes it easy for everyone to follow the different activities.

Common criteria: "rarely uses the language required; sometimes uses the language required; always uses the language required" The same assessment and observation grids and assessment criteria have been used as a team resource during all the activities in each module, so that different tools are used in the same way and shared among all of us. The same applies to scaffolding and differentiation strategies,

		throughout the activity.					which have been discussed as a team and shared. The teacher observes how students participate, whether they give each other a chance to speak and whether they follow the rules. Both reading and listening skills are thoroughly assessed. Also, some peer/self-assessment is possible as there is only one correct answer.
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2	0,5 hours	SAME AS UNIT PLUS Learners should know: •	The teacher gives the students the assessment grid. The aim is to evaluate both	<div>Skills</div> <div> <div>L</div> <div>S</div> <div>R</div> <div>W</div> </div>	<input type="checkbox"/> Whole class <input type="checkbox"/> Group work	<ul style="list-style-type: none"> Assessment of Activity.pdf General Observation Assessment grid.pdf Activity assessment grid (the	Formative assessment: Rubrics with criteria for success have
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	<p>what was expected during previous activities. Learners should be able to:</p> <ul style="list-style-type: none"> • self-evaluate their learning; • evaluate an activity. <p>Learners should be aware of:</p> <ul style="list-style-type: none"> • the importance of evaluation; • how evaluation can improve the teachers' work; • their difficulties. 	<p>activity and learning outcomes in a pleasurable way. It should be made clear to students that they won't be formally evaluated (they won't be given any grades), just tested on the efficiency of the activity.</p>	<p>Key vocabulary Basic vocabulary referring to textile care labelling: Labelling, Care, Textile, Temperature, Wash, Washing machine, Mild/Normal, process, Bleach, non-chlorine, Tumble dryer, to Dry, Line, Flat, Drip, Shade, Iron, Iron plate, Professional dry cleaning.</p> <p>Communicative structures Interrogative form to ask teacher information. e.g. Could you please explain? I didn't understand what you meant by...</p>	<p><input type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work</p>	<p>same for all the activities in the module) and General Observation Assessment grid. The scaffolding provided to the students is mainly of two kinds: individual personal and pedagogical, provided by the teacher during classwork or group work. But it is also procedural, in the sense that students are supported in their work by a guided procedure that makes it easy for everyone to follow the different activities.</p>	<p>been discussed and developed by the team of teachers; they are then shared with the students at the beginning of the module in the launch session or in the session immediately after that. In terms of language use, these are the common criteria: "rarely uses the language required; sometimes uses the language required; always uses the language required" The same assessment and</p>
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						observation grids and assessment criteria have been used as a team resource during all the activities in each module, so that different tools are used in the same way and shared among all of us. The same applies to scaffolding and differentiation strategies, which have been discussed as a team and shared. The teacher also observes how students participate and whether the students can answer the questions.
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CLIL Lesson Plan

Unit number	2	Lesson number	1	Title	Artificial Fibres
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
1	2 hours	Learners should know: • the characteristics of Natural fibres; • the characteristics of Artificial fibres; • the peculiarity of Artificial fibres. Learners should be able to: • promote problem-solving and collaboration towards a common goal; • promote critical thinking	Explanation of the different Artificial fibres using LIM and whiteboard. Taught lesson: teacher explains while students take notes. A copy of the Artificial fibres file (GuessWHAT FS Artificial.pdf) is sent to students for further reference	Skills	<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"> • GuessWHAT_FS_Artificial.pdf • General Observation Assessment grid.pdf <p>Artificial fibres file (GuessWHAT FS Artificial.pdf) and General observation Assessment grid (General Observation Assessment grid.pdf) The scaffolding provided to the students is mainly of two kinds: individual personal and pedagogical, provided by the teacher during classwork or group work. But it is also procedural, in the sense that students are supported in their work by a guided procedure that makes it easy for everyone to follow the different activities.</p>	The purpose of the lesson to give students the basic knowledge for the following lessons/activities that are designed to confirm that knowledge and investigate the learning outcomes. Rubrics with criteria for success have been discussed and developed by the team of teachers; they are then shared with the students at the
				<div>L S R W</div> <p>Key vocabulary Absorbent, Acetate, Acrylic, Antistatic, Aramid, Bathing Costumes, Bead, Beech Wood, Blended, Breathability, Breathable, Brightness, Brittle, Care, Cellulose, Copolymer, Cotton Linters, Cupro, Damask, Decortication, Dimensional Stability, Disposable Devices, Draping, Elasticity, Elongation At</p>			

	<p>thinking, through pre-determined procedures and materials;</p> <ul style="list-style-type: none"> • distinguish between the various Artificial fibres; • distinguish between the Artificial fibres and Natural fibres. <p>Learners should be aware of:</p> <ul style="list-style-type: none"> • the use of the target language throughout the activity; • the uses of Artificial fibres; • the importance of Manmade fibres in modern fashion. 	<p>REFERENCE:</p> <p>Break, Features, Fibre, Fire Resistance, Fireproof, Flame Behaviour, Flame Retardant, Flaws, Full Covering, Glossy, Heat, Homopolymer, Hygroscopicity, Hypoallergenic, Insulating, Lightness, Linings, Lumpy, Matt, Moisture, Moth, Nappies, Neutral Detergent, Opaque, Padding, Petroleum, Physical Properties, Physical Treatments, Pilling, Polyamide, Polyester, Polypropylene, Polyurethane, Porous, Quilt, Rayon, Refined Hand, Resistance, Resistance To Wear, Rough Hand, Sanitary Napkins, Scraps, Sensitive, Shiny, Silky Hand, Soft Draping, Soft Hand, Softness, Specific Weight,</p>		<p>Students at the beginning of the module in the launch session or in the session immediately after that. In terms of language use, these are the common criteria: “rarely uses the language required; sometimes uses the language required; always uses the language required” The same assessment and observation grids and assessment criteria have been used as a team resource during all the activities in each module, so that different tools are used in the same way and shared among all of us. The</p>
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			<p>Stain, Star Shaped Spinneret, Static Electricity, Stockings, Strengtheners, Synthetic Fibre, Tar, Tenacity, Texturisation, Threading, To Crease, To Dye, To Fade, To Felt, To Increase, To Itch, To Melt, To Shrink, To Wear, Treatment, Trilobal Spinneret, UV Rays, Versatility, Viscose, Voluminousity, Wear, Wet, Wool.</p> <p>Communicative structures Interrogative forms to ask to teacher information. e.g. Could you please repeat? I didn't understand what you meant by...</p>			<p>same applies to scaffolding and differentiation strategies, which have been discussed as a team and shared. The teacher also observes how the students participate and whether they can answer the questions.</p>
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2	0,5 hours	Learners should know: <ul style="list-style-type: none">the characteristics of Natural fibres & the	The teacher gives the students the knowledge assessment grid. The	<div>Skills</div> <div><table><tr><td>L</td><td>S</td><td>R</td><td>W</td></tr></table></div> <div>Key vocabulary</div>	L	S	R	W	<div><input type="checkbox"/> Whole class</div> <div><input type="checkbox"/> Group work</div> <div><input type="checkbox"/> Pair work</div>	<div><ul style="list-style-type: none">• K_Assessment_ARTIFICIAL.pdf• General Observation Assessment grid.pdf</div> <div>Knowledge assessment grid (K_Assessment_ARTIFICIAL.pdf)</div>	Formative assessment. Rubrics with criteria for success have been discussed
L	S	R	W								

<p>fibres; • the characteristics of Artificial fibres; • the peculiarity of Artificial fibres. Learners should be able to: • distinguish between the various Artificial fibres; • distinguish between the Artificial fibres and Natural fibres. Learners should be aware of: • the uses of Artificial fibres; • the importance of Manmade fibres in modern fashion.</p>	<p>grid. The aim is to evaluate learning outcomes in a pleasurable way. It is made clear to the students that they are being formally evaluated (they will get a grade) but it is also a test of the efficiency of the activity.</p>	<p>Absorbent, Acetate, Acrylic, Antistatic, Aramid, Bathing Costumes, Bead, Beech Wood, Blended, Breathability, Breathable, Brightness, Brittle, Care, Cellulose, Copolymer, Cotton Linters, Cupro, Damask, Decortication, Dimensional Stability, Disposable Devices, Draping, Elasticity, Elongation At Break, Features, Fibre, Fire Resistance, Fireproof, Flame Behaviour, Flame Retardant, Flaws, Full Covering, Glossy, Heat, Homopolymer, Hygroscopicity, Hypoallergenic, Insulating, Lightness, Linings, Lumpy, Matt, Moisture, Moth, Nappies, Neutral Detergent, Opaque,</p>	<p>■ Individual work</p>	<p>and General observation Assessment grid (General Observation Assessment grid.pdf). The scaffolding provided to the students is mainly of two kinds: individual personal and pedagogical, provided by the teacher during classwork or group work. But it is also procedural, in the sense that students are supported in their work by a guided procedure that makes it easy for everyone to follow the different activities.</p>	<p>been discussed and developed by the team of teachers; they are then shared with the students at the beginning of the module in the launch session or in the session immediately after that. In terms of language use, these are the common criteria: “rarely uses the language required; sometimes uses the language required; always uses the language required” The same assessment and observation grids and assessment criteria have been used as a team resource during all the activities in each</p>
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Padding, Petroleum,
Physical Properties,
Physical
Treatments, Pilling,
Polyamide,
Polyester,
Polypropylene,
Polyurethane,
Porous, Quilt,
Rayon, Refined
Hand, Resistance,
Resistance To
Wear, Rough Hand,
Sanitary Napkins,
Scraps, Sensitive,
Shiny, Silky Hand,
Soft Draping, Soft
Hand, Softness,
Specific Weight,
Stain, Star Shaped
Spinneret, Static
Electricity,
Stockings,
Strengtheners,
Synthetic Fibre, Tar,
Tenacity,
Texturisation,
Threading, To
Crease, To Dye, To
Fade, To Felt, To
Increase, To Itch,
To Melt, To Shrink,
To Wear,
Treatment, Trilobal
Spinneret, UV Rays,
Versatility, Viscose,

activities in each
module, so that
different tools
are used in the
same way and
shared among
all of us. The
same applies to
scaffolding and
differentiation
strategies, which
have been
discussed as a
team and
shared. The
teacher also
observes how
the students
participate and
whether the
students can
answer the
questions.

Voluminousity,
Wear, Wet, Wool.

**Communicative
structures**

Interrogative form
to ask teacher
information. e.g.
Could you please
explain? I didn't
understand what
you meant by...

CLIL Lesson Plan

Unit number	2	Lesson number	2	Title	Synthetic Fibres
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
1	2 hours	Learners should know: • the characteristics of Natural fibres; • the characteristics of Artificial fibres; • the characteristics of Synthetic fibres; • the peculiarity of Synthetic fibres. Learners should be able to: • promote problem-solving and collaboration towards a common goal.	Explanation of the different Synthetic fibres using LIM and whiteboard. Taught lesson: teacher explains while students take notes. A copy of the Synthetic fibres file (GuessWHAT FS Synthetic.pdf) is sent to students for further reference.	Skills <div>L S R W</div> Key vocabulary Absorbent, Acetate, Acrylic, Antistatic, Aramid, Bathing Costumes, Bead, Beech Wood, Blended, Breathability, Breathable, Brightness, Brittle, Care, Cellulose, Copolymer, Cotton Linters, Cupro, Damask, Decortication, Dimensional Stability, Disposable Devices, Draping,	<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"> • GuessWHAT_FS_Synthetic.pdf • General Observation Assessment grid.pdf Synthetic fibres file (GuessWHAT FS Synthetic.pdf) and General observation Assessment grid (General Observation Assessment grid.pdf) The scaffolding provided to the students is mainly of two kinds: individual personal and pedagogical, provided by the teacher during classwork or group work. But it is also procedural, in the sense that students are supported in their work by a guided procedure that makes it easy for everyone to follow the different activities.	The purpose of the lesson is to give students the basic knowledge for the following lessons/activities that are designed to confirm that knowledge and investigate the learning outcomes. Rubrics with criteria for success have been discussed and developed by the team of teachers; they are then shared with the students at the

		<p>common goal,</p> <ul style="list-style-type: none"> • promote critical thinking, through given procedures and materials; • distinguish between the various Synthetic fibres; • distinguish between the Synthetic, Artificial and Natural fibres. <p>Learners should be aware of:</p> <ul style="list-style-type: none"> • the use of the target language throughout the activity; • the uses of Synthetic fibres; • the importance of Manmade fibres in modern fashion. 	<p>reference:</p> <p>Elasticity, Elongation At Break, Features, Fibre, Fire Resistance, Fireproof, Flame Behaviour, Flame Retardant, Flaws, Full Covering, Glossy, Heat, Homopolymer, Hygroscopicity, Hypoallergenic, Insulating, Lightness, Linings, Lumpy, Matt, Moisture, Moth, Nappies, Neutral Detergent, Opaque, Padding, Petroleum, Physical Properties, Physical Treatments, Pilling, Polyamide, Polyester, Polypropylene, Polyurethane, Porous, Quilt, Rayon, Refined Hand, Resistance, Resistance To Wear, Rough Hand, Sanitary Napkins, Scraps,</p>		<p>students at the beginning of the module in the launch session or in the session immediately after that. In terms of language use these are the common criteria: “rarely uses the language required; sometimes uses the language required; always uses the language required” The same assessment and observation grids and assessment criteria have been used as a team resource during all the activities in each module, so that different tools are used in the same way and shared among all of us. The</p>
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Sensitive, Shiny, Silky Hand, Soft Draping, Soft Hand, Softness, Specific Weight, Stain, Star Shaped Spinneret, Static Electricity, Stockings, Strengtheners, Synthetic Fibre, Tar, Tenacity, Texturisation, Threading, To Crease, To Dye, To Fade, To Felt, To Increase, To Itch, To Melt, To Shrink, To Wear, Treatment, Trilobal Spinneret, UV Rays, Versatility, Viscose, Voluminousity, Wear, Wet, Wool.

same applies to scaffolding and differentiation strategies, which have been discussed as a team and shared. The teacher also observes how the students participate and whether the students can answer the questions.

Communicative structures

Interrogative forms to ask the teacher for information. e.g. Could you please repeat that? I didn't understand what you meant by...

2	0,5 hours	Learners should know: • the characteristics of Natural fibres; • the characteristics of Artificial fibres; • the characteristics of Synthetic fibres; • the peculiarity of Synthetic fibres. Learners should be able to: • distinguish between the various Synthetic fibres; •	The teacher gives the students the knowledge assessment grid. The aim is to evaluate learning outcomes in a pleasurable way. It is made clear to students that they are being formally evaluated (they will get a grade) but it is also a test of the efficiency of the activity.	Skills <table><tr><td>L</td><td>S</td><td>R</td><td>W</td></tr></table> Key vocabulary Absorbent, Acetate, Acrylic, Antistatic, Aramid, Bathing Costumes, Bead, Beech Wood, Blended, Breathability, Breathable, Brightness, Brittle, Care, Cellulose, Copolymer, Cotton Linters, Cupro, Damask, Decortication, Dimensional Stability, Disposable	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">• K_Assessment_SYNTHETIC.pdf• General Observation Assessment grid.pdf Knowledge assessment grid (K_Assessment_SYNTHETIC.pdf) and General observation Assessment grid (General Observation Assessment grid.pdf). The scaffolding provided to the students is mainly of two kinds: individual personal and pedagogical, provided by the teacher during classwork or group work. But it is also procedural, in the sense that students are supported in their work by a guided procedure that makes it easy for everyone to follow the different activities.	Formative assessment. Rubrics with criteria for success have been discussed and developed by the team of teachers; they are then shared with the students at the beginning of the module in the launch session or in the session immediately after that. In terms of language use, these are the common criteria: “rarely
L	S	R	W								

distinguish between the Synthetic, Artificial and Natural fibres. Learners should be aware of: • the uses of Synthetic fibres; • the importance of Manmade fibres in modern fashion.

Devices, Draping, Elasticity, Elongation At Break, Features, Fibre, Fire Resistance, Fireproof, Flame Behaviour, Flame Retardant, Flaws, Full Covering, Glossy, Heat, Homopolymer, Hygroscopicity, Hypoallergenic, Insulating, Lightness, Linings, Lumpy, Matt, Moisture, Moth, Nappies, Neutral Detergent, Opaque, Padding, Petroleum, Physical Properties, Physical Treatments, Pilling, Polyamide, Polyester, Polypropylene, Polyurethane, Porous, Quilt, Rayon, Refined Hand, Resistance, Resistance To Wear, Rough Hand, Sanitary

uses the language required; sometimes uses the language required; always uses the language required” The same assessment and observation grids and assessment criteria have been used as a team resource during all the activities in each module, so that different tools are used in the same way and shared among all of us. The same applies to scaffolding and differentiation strategies, which have been discussed as a team and shared. The teacher also observes how the students

Napkins, Scraps,
Sensitive, Shiny,
Silky Hand, Soft
Draping, Soft
Hand, Softness,
Specific Weight,
Stain, Star Shaped
Spinneret, Static
Electricity,
Stockings,
Strengtheners,
Synthetic Fibre,
Tar, Tenacity,
Texturisation,
Threading, To
Crease, To Dye,
To Fade, To Felt,
To Increase, To
Itch, To Melt, To
Shrink, To Wear,
Treatment,
Trilobal Spinneret,
UV Rays,
Versatility,
Viscose,
Voluminousity,
Wear, Wet, Wool.

participate and
whether they
can answer the
questions.

				Communicative structures		
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Interrogative forms to ask the teacher for information. e.g. Could you please explain? I didn't understand what you meant by...

CLIL Lesson Plan

Unit number	2	Lesson number	3	Title	Guess what? First part
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	2 hours	Learners should know: • the characteristics of Natural fibres; • the characteristics of Artificial fibres; • the characteristics of Synthetic fibres; • the peculiarity of Synthetic fibres. Learners should be able to: • promote problem-solving and collaboration towards a common goal.	See file Instructions, 1st Activity (GuessWHAT INSTRUCTIONS.pdf) for a complete description. Here’s a short extract: Groups are already formed, based on the result of previous Activities. Give one student in the group a Questions Grid and a Fact Sheets (Artificial and Synthetic), and give the other student a Fact Sheet (Single fibre). In pairs, students with the Questions Grid ask	Skills	<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">• General Observation Assessment grid.pdf• Peer assessment grid.pdf• GuessWHAT FS_Acetate.pdf• GuessWHAT FS_Acrylic.pdf• GuessWHAT FS_Aramid.pdf• GuessWHAT FS_Artificial.pdf• GuessWHAT FS_Cupro.pdf• GuessWHAT FS_Lyocel.pdf• GuessWHAT FS_Merinova.pdf• GuessWHAT FS_Modal.pdf• GuessWHAT FS_Polyamide.pdf• GuessWHAT	Rubrics with criteria for success have been discussed and developed by the team of teachers; they are then shared with the students at the beginning of the module in the launch session or in the session immediately after that. In terms of language use, these are the common criteria:				
				<table><tr><td>L</td><td>S</td><td>R</td><td>W</td></tr></table>				L	S	R	W
				L				S	R	W	
Key vocabulary Absorbent, Acetate, Acrylic, Antistatic, Aramid, Bathing Costumes, Bead, Beech Wood, Blended, Breathability, Breathable, Brightness, Brittle, Care, Cellulose, Copolymer, Cotton Linters, Cupro, Damask, Decortication, Dimensional Stability, Disposable Devices, Draping, Elasticity, Elongation At Break, Features, Fibre, Fire Resistance, Fireproof, Flame Behaviour, Flame Retardant, Flaws, Full											

<p>common goal;</p> <ul style="list-style-type: none"> • promote critical thinking, through pre-determined procedures and materials; • distinguish between the various Synthetic fibres; • distinguish between the Synthetic, Artificial and Natural fibres; • interact with other students in the proper way (e.g. respecting the turn, speaking quietly). <p>Learners should be aware of:</p> <ul style="list-style-type: none"> • the use of the target language throughout the activity; • the uses of Synthetic fibres; • the 	<p>questions and ask their mates questions. All questions are designed to give only YES or NO answers. Fact Sheets (Artificial and Synthetic) are used to highlight answers. The activity is repeated with roles reversed. (Provide new material to students and remember to change the Fibre!)</p> <p>The group that scores most points at the end of the game is the winner of the Activity. Points scored will be used for further Activities. The teacher manages each phase of the activity and makes sure that everything is done properly.</p>	<p>Covering, Glossy, Heat, Homopolymer, Hygroscopicity, Hypoallergenic, Insulating, Lightness, Linings, Lumpy, Matt, Moisture, Moth, Nappies, Neutral Detergent, Opaque, Padding, Petroleum, Physical Properties, Physical Treatments, Pilling, Polyamide, Polyester, Polypropylene, Polyurethane, Porous, Quilt, Rayon, Refined Hand, Resistance, Resistance To Wear, Rough Hand, Sanitary Napkins, Scraps, Sensitive, Shiny, Silky Hand, Soft Draping, Soft Hand, Softness, Specific Weight, Stain, Star Shaped Spinneret, Static Electricity, Stockings, Strengthener, Synthetic Fibre, Tar, Tenacity, Texturisation, Threading, To Crease, To Dye, To Fade, To Felt, To Increase, To Itch, To Melt, To Shrink, To Wear, Treatment,</p>	<ul style="list-style-type: none"> FS_Polyester.pdf • GuessWHAT FS_Polypropylene.pdf • GuessWHAT FS_Polyurethane.pdf • GuessWHAT FS_Synthetic.pdf • GuessWHAT FS_Viscose.pdf • GuessWHAT INSTRUCTIONS.pdf • GuessWHAT QUESTIONS GRID.pdf • GuessWHAT QUESTIONS.pdf <p>A full set of the “Guess what? Game” is provided (1 questions grid, 12 fibres card, 2 fibres boards)</p> <p>Content of the 18 files</p> <ul style="list-style-type: none"> • GuessWHAT QUESTIONS GRID.pdf (All the questions for 1st Activity) • GuessWHAT FS_Artificial.pdf (File containing all Artificial fibres characteristics) • GuessWHAT FS_Synthetic.pdf (File containing all Synthetic fibres characteristics) • GuessWHAT FS_Acetate.pdf (File containing Acetate characteristics, for game 	<p>criteria.</p> <p>“rarely uses the language required; sometimes uses the language required; always uses the language required”</p> <p>The same assessment and observation grids and assessment criteria have been used as a team resource during all the activities in each module, so that different tools are used in the same way and shared among all of us. The same applies to scaffolding and differentiation strategies, which have</p>
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		importance of Manmade fibres in modern fashion.	<p>Trilobal Spinneret, UV Rays, Versatility, Viscose, Voluminousity, Wear, Wet, Wool.</p> <p>Communicative structures Language supporting students' interactions. e.g. Could you please pass me the cards? Language ability to ask questions (Interrogative form) and to answer questions (affirmative form). e.g. Does the fibre....? Yes, it does</p>	<p>check) • GuessWHAT FS_Acrylic.pdf (File containing Acrylic characteristics, for game check) • GuessWHAT FS_Aramid.pdf (File containing Aramid characteristics, for game check) • GuessWHAT FS_Cupro.pdf (File containing Cupro characteristics, for game check) • GuessWHAT FS_Lyocel.pdf (File containing Lyocel characteristics, for game check) • GuessWHAT FS_Merino.pdf (File containing Merino characteristics, for game check) • GuessWHAT FS_Modal.pdf (File containing Modal characteristics, for game check) • GuessWHAT FS_Polyamide.pdf (File containing Polyamide characteristics, for game check) • GuessWHAT FS_Polyester.pdf (File containing Polyester characteristics, for game check) • GuessWHAT FS_Polypropylene.pdf (File containing Polypropylene characteristics, for game</p>	<p>been discussed as a team and shared. The teacher also observes how the students participate and whether they can answer the questions. The teacher observes how students participate, whether they take turns respectfully and obey the rules. Both reading and listening skills are thoroughly assessed. Also, some peer/ self-assessment is possible as there is only one correct answer.</p>
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						<p>check) • GuessWHAT FS_Polyurethane.pdf (File containing Polyurethane characteristics, for game check) • GuessWHAT FS_Viscose.pdf (File containing Viscose characteristics, for game check) • GuessWHAT INSTRUCTIONS.pdf (Complete instructions for the activity) • General Observation Assessment grid.pdf • Peer assessment grid.pdf All material was assembled by the author and is copyleft. The scaffolding provided to the students is mainly of two kinds: individual personal and pedagogical, provided by the teacher during classwork or group work. But it is also procedural, in the sense that students are supported in their work by a guided procedure that makes it easy for everyone to follow the different activities.</p>													
2	0,5 hours	Learners should know: <ul style="list-style-type: none">• what was expected during	The teacher gives the students the assessment grid. The aim is to evaluate both	<table><tr><td colspan="4">Skills</td></tr><tr><td>L</td><td>S</td><td>R</td><td>W</td></tr><tr><td colspan="4"></td></tr></table>	Skills				L	S	R	W					<input type="checkbox"/> Whole class <input type="checkbox"/> Group work	<ul style="list-style-type: none">• Assessment of Activity.pdf• General Observation Assessment grid.pdf	Formative assessment. Rubrics with criteria for success have
Skills																			
L	S	R	W																

		<p>during previous activities. Learners should be able to: • self-evaluate their learning; • evaluate an activity. Learners should be aware of: • the importance of evaluation; • how evaluation can improve the teachers' work; • their difficulties.</p>	<p>evaluate both activity and learning outcomes in a pleasurable way. It is made clear to students that they are not being formally evaluated (they won't get a grade), just tested on the efficiency of the activity.</p>	<p>Key vocabulary Absorbent, Acetate, Acrylic, Antistatic, Aramid, Bathing Costumes, Bead, Beech Wood, Blended, Breathability, Breathable, Brightness, Brittle, Care, Cellulose, Copolymer, Cotton Linters, Cupro, Damask, Decortication, Dimensional Stability, Disposable Devices, Draping, Elasticity, Elongation At Break, Features, Fibre, Fire Resistance, Fireproof, Flame Behaviour, Flame Retardant, Flaws, Full Covering, Glossy, Heat, Homopolymer, Hygroscopicity, Hypoallergenic, Insulating, Lightness, Linings, Lumpy, Matt, Moisture, Moth, Nappies, Neutral Detergent, Opaque, Padding, Petroleum, Physical Properties, Physical Treatments, Pilling, Polyamide, Polyester, Polypropylene, Polyurethane, Porous,</p>	<p><input type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work</p>	<p>Activity assessment grid (the same for all the activities in the module) and General Observation Assessment grid. The scaffolding provided to the students is mainly of two kinds: individual personal and pedagogical, provided by the teacher during classwork or group work. But it is also procedural, in the sense that students are supported in their work by a guided procedure that makes it easy for everyone to follow the different activities.</p>	<p>success have been discussed and developed by the team of teachers; they are then shared with the students at the beginning of the module in the launch session or in the session immediately after that. In terms of language use these are the common criteria: "rarely uses the language required; sometimes uses the language required; always uses the language required" The same assessment and observation grids and</p>
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			<p>Quilt, Rayon, Refined Hand, Resistance, Resistance To Wear, Rough Hand, Sanitary Napkins, Scraps, Sensitive, Shiny, Silky Hand, Soft Draping, Soft Hand, Softness, Specific Weight, Stain, Star Shaped Spinneret, Static Electricity, Stockings, Strengtheners, Synthetic Fibre, Tar, Tenacity, Texturisation, Threading, To Crease, To Dye, To Fade, To Felt, To Increase, To Itch, To Melt, To Shrink, To Wear, Treatment, Trilobal Spinneret, UV Rays, Versatility, Viscose, Voluminousity, Wear, Wet, Wool.</p>			<p>gins and assessment criteria have been used as a team resource during all the activities in each module, so that different tools are used in the same way and shared among all of us. The same applies to scaffolding and differentiation strategies, which have been discussed as a team and shared. The teacher also observes how the students participate and whether they can answer the questions.</p>
			<p>Communicative structures</p> <p>Interrogative form to ask teacher information. e.g. Could you please explain? I didn't understand what you meant by ...</p>			

CLIL Lesson Plan

Unit number	2	Lesson number	4	Title	Guess what? The ultimate experience
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	2 hours	Learners should know: • the characteristics of Natural fibres; • the characteristics of Artificial fibres; • the characteristics of Synthetic fibres; • the peculiarity of Synthetic fibres. Learners should be able to: • promote problem-solving and collaboration towards a common goal.	See file Instructions, 2nd Activity (GuessWHAT INSTRUCTIONS.pdf) for a complete description. Here's a short extract: Groups are formed, based on the result of the previous Activities. The group that won the previous Activity starts the game. Taking turns, the group chooses another group and can decide to ask one of their questions or guess the fibre themselves. Questions have to	Skills	<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">• General Observation Assessment grid.pdf• Peer assessment grid.pdf• GuessWHAT TEACH QUESTIONS GRID.pdf• GuessWHAT FS_Acetate.pdf• GuessWHAT FS_Acrylic.pdf• GuessWHAT FS_Aramid.pdf• GuessWHAT FS_Artificial.pdf• GuessWHAT FS_Cupro.pdf• GuessWHAT FS_Lyocel.pdf• GuessWHAT FS_Merinova.pdf• GuessWHAT FS_Modal.pdf• GuessWHAT	Rubrics with criteria for success have been discussed and developed by the team of teachers; they are then shared with the students at the beginning of the module in the launch session or in the session immediately after that. In terms of language use, these are the common criteria:				
				<table><tr><td>L</td><td>S</td><td>R</td><td>W</td></tr></table>				L	S	R	W
				L				S	R	W	
Key vocabulary Absorbent, Acetate, Acrylic, Antistatic, Aramid, Bathing Costumes, Bead, Beech Wood, Blended, Breathability, Breathable, Brightness, Brittle, Care, Cellulose, Copolymer, Cotton Linters, Cupro, Damask, Decortication, Dimensional Stability, Disposable Devices, Draping, Elasticity, Elongation At Break, Features, Fibre, Fire Resistance, Fireproof, Flame Behaviour, Flame Retardant, Flaws, Full											

<p>common goal;</p> <ul style="list-style-type: none"> • promote critical thinking, through given procedures and materials; • distinguish between the various Synthetic fibres; • distinguish between the Synthetic, Artificial and Natural fibres; • interact with other students in the proper way (e.g. respecting their turn to speak and speaking quietly). <p>Learners should be aware of:</p> <ul style="list-style-type: none"> • the use of the target language throughout the activity; • the uses of Synthetic 	<p>Questions have to be asked out loud so that other groups can hear them clearly. All questions are designed to give only YES or NO answers. Also, answers must be given out loud so that other groups can hear them clearly. Every answer has to provide a clue to all the groups so that they can use Fact Sheets (Artificial and Synthetic) to highlight the correct answers. The group that scores most points at the end of the game is the winner. The teacher manages each phase of the activity and makes sure that everything is done properly.</p>	<p>Covering, Glossy, Heat, Homopolymer, Hygroscopicity, Hypoallergenic, Insulating, Lightness, Linings, Lumpy, Matt, Moisture, Moth, Nappies, Neutral Detergent, Opaque, Padding, Petroleum, Physical Properties, Physical Treatments, Pilling, Polyamide, Polyester, Polypropylene, Polyurethane, Porous, Quilt, Rayon, Refined Hand, Resistance, Resistance To Wear, Rough Hand, Sanitary Napkins, Scraps, Sensitive, Shiny, Silky Hand, Soft Draping, Soft Hand, Softness, Specific Weight, Stain, Star Shaped Spinneret, Static Electricity, Stockings, Strengthener, Synthetic Fibre, Tar, Tenacity, Texturisation, Threading, To Crease, To Dye, To Fade, To Felt, To Increase, To Itch, To Melt, To Shrink, To Wear, Treatment,</p>	<p>FS_Polyamide.pdf</p> <ul style="list-style-type: none"> • GuessWHAT FS_Polyester.pdf • GuessWHAT FS_Polypropylene.pdf • GuessWHAT FS_Polyurethane.pdf • GuessWHAT FS_Synthetic.pdf • GuessWHAT FS_Viscose.pdf • GuessWHAT INSTRUCTIONS.pdf • GuessWHAT QUESTIONS.pdf <p>A full set of the “Guess what? Game” provided (1 teachers’ questions grid, 12 fibres card, 2 fibres boards, 24 questions). Content of the 19 files</p> <ul style="list-style-type: none"> • GuessWHAT QUESTIONS.pdf (Questions that have to be cut in stripes) • GuessWHAT TEACH_QUESTIONS GRID.pdf (All the questions for teachers’ uses) • GuessWHAT FS_Artificial.pdf (File containing all Artificial fibres characteristics) • GuessWHAT FS_Synthetic.pdf (File containing all Synthetic 	<p>criteria. “rarely uses the language required; sometimes uses the language required; always uses the language required” The same assessment and observation grids and assessment criteria have been used as a team resource during all the activities in each module, so that different tools are used in the same way and shared among all of us. The same applies to scaffolding and differentiation strategies, which have</p>
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fibres; • the importance of Manmade fibres in modern fashion.

Trilobal Spinneret, UV Rays, Versatility, Viscose, Voluminousity, Wear, Wet, Wool.

Communicative structures

Language supporting students' interactions. e.g. Could you please pass me the cards? Language ability to ask questions (Interrogative form) and to answer questions (affirmative form). e.g. Does the fibre....? Yes, it does

fibres characteristics) • GuessWHAT FS_Acetate.pdf (File containing Acetate characteristics, for game check) • GuessWHAT FS_Acrylic.pdf (File containing Acrylic characteristics, for game check) • GuessWHAT FS_Aramid.pdf (File containing Aramid characteristics, for game check) • GuessWHAT FS_Cupro.pdf (File containing Cupro characteristics, for game check) • GuessWHAT FS_Lyocel.pdf (File containing Lyocel characteristics, for game check) • GuessWHAT FS_Merino.pdf (File containing Merino characteristics, for game check) • GuessWHAT FS_Modal.pdf (File containing Modal characteristics, for game check) • GuessWHAT FS_Polyamide.pdf (File containing Polyamide characteristics, for game check) • GuessWHAT FS_Polyester.pdf (File containing Polyester

been discussed as a team and shared. The teacher observes how the students participate and whether the students can answer the questions. The teacher also observes how the students participate and whether they take turns respectfully and obey the rules. Both reading and listening skills are thoroughly assessed. Also, some peer/self-assessment is possible as there is only one correct answer.

						<p>characteristics, for game check) • GuessWHAT FS_Polypropylene.pdf (File containing Polypropylene characteristics, for game check) • GuessWHAT FS_Polyurethane.pdf (File containing Polyurethane characteristics, for game check) • GuessWHAT FS_Viscose.pdf (File containing Viscose characteristics, for game check) • GuessWHAT INSTRUCTIONS.pdf (Complete instructions for the activity) • General Observation Assessment grid.pdf • Peer assessment grid.pdf All material was assembled by the author and is copyleft. The scaffolding provided to the students is mainly of two kinds: individual personal and pedagogical, provided by the teacher during classwork or group work. But it is also procedural, in the sense that students are supported in their work by a guided procedur</p>	
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2	0,5 hours	Learners should know: what was	The teacher gives the students the assessment grid	<div>Skills</div>	<input type="checkbox"/> Whole class	<ul style="list-style-type: none"> Assessment of Activity.pdf 	Formative assessment. Rubric with
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• what was expected during previous activities. Learners should be able to: • self-evaluate their learning; • evaluate an activity. Learners should be aware of: • the importance of evaluation; • how evaluation can improve the teachers' work; • their difficulties.

assessment grid. The aim is to evaluate both activity and learning outcomes in a pleasurable way. It is made clear to students that they aren't being formally evaluated (they won't get a grade), just tested on the efficiency of the activity.

L	S	R	W
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Key vocabulary

Absorbent, Acetate, Acrylic, Antistatic, Aramid, Bathing Costumes, Bead, Beech Wood, Blended, Breathability, Breathable, Brightness, Brittle, Care, Cellulose, Copolymer, Cotton Linters, Cupro, Damask, Decortication, Dimensional Stability, Disposable Devices, Draping, Elasticity, Elongation At Break, Features, Fibre, Fire Resistance, Fireproof, Flame Behaviour, Flame Retardant, Flaws, Full Covering, Glossy, Heat, Homopolymer, Hygroscopicity, Hypoallergenic, Insulating, Lightness, Linings, Lumpy, Matt, Moisture, Moth, Nappies, Neutral Detergent, Opaque, Padding, Petroleum, Physical Properties, Physical Treatments,

- ☐ Group work
- ☐ Pair work
- ☒ Individual work

- General Observation Assessment grid.pdf

Activity assessment grid (the same for all the activities of the module) and General Observation Assessment grid. The scaffolding provided to the students is mainly of two kinds: individual personal and pedagogical, provided by the teacher during classwork or group work. But it is also procedural, in the sense that students are supported in their work by a guided procedure that makes it easy for everyone to follow the different activities.

RUBRICS WITH criteria for success have been discussed and developed by the team of teachers; they are then shared with the students at the beginning of the module in the launch session or in the session immediately after that. In terms of language use, these are the common criteria: "rarely uses the language required; sometimes uses the language required; always uses the language required" The same assessment and

				<p>Pilling, Polyamide, Polyester, Polypropylene, Polyurethane, Porous, Quilt, Rayon, Refined Hand, Resistance, Resistance To Wear, Rough Hand, Sanitary Napkins, Scraps, Sensitive, Shiny, Silky Hand, Soft Draping, Soft Hand, Softness, Specific Weight, Stain, Star Shaped Spinneret, Static Electricity, Stockings, Strengthener, Synthetic Fibre, Tar, Tenacity, Texturisation, Threading, To Crease, To Dye, To Fade, To Felt, To Increase, To Itch, To Melt, To Shrink, To Wear, Treatment, Trilobal Spinneret, UV Rays, Versatility, Viscose, Voluminousity, Wear, Wet, Wool.</p>			<p>and observation grids and assessment criteria have been used as a team resource during all the activities in each module, so that different tools are used in the same way and shared among all of us. The same applies to scaffolding and differentiation strategies, which have been discussed as a team and shared. The teacher also observes how the students participate and whether they can answer the questions.</p>
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			Communicative structures			
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Interrogative form to ask teacher information. e.g. Could you please explain? I didn't understand what you meant by...