CLIL Module Plan

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School	CFP Centromo	CFP Centromoda Canossa							
School Grade	O Primary	O Middle			● Hig	● High			
School Year	01	• 2	03		O 4		1	O 5	
Subject		Altro - Scienze Applicate (Applied Science)		-			Labelling rules and Manmade fibres		
CLIL Language	English	English			O Deutsch				

Personal and social-cultural preconditions of all people involved

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 coteaching.

Students' prior	Subject		Language	
knowledge, skills, competencies	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			
Description of teaching and learning strategies	Cooperative Learning. Choices communication during the less plenary share. During the whole personal support to each stude even stronger when there are r connected to expected learning the progressive growth of the s expected learning outcomes. C input is on authentic materials. both a lower and a higher level of more proficient students and Materials to support content/pro- games and activities contains p	and strat on involve length nt who n noments outcom tudents' ontent a Every ac of comp over ch ocedure/ procedura	d Learning, Project-Based Learning, tegies to promote interaction and ving students: pair work, group work, of the module the teacher provides needs it, and the support becomes of co-teaching. Learning activities nes: class works are oriented towards personal skills in order to achieve the nd language input: the focus of the ctivity is designed so that it can meet betence. The goal is to avoid boredom allenging tasks for special needs kids. (pedagogical/language scaffolding: al scaffolding such as timing for each that special needs kids are guided usion lack of information.	

Overall Module Plan

Unit: 1 Textile care symbols	Lesson 1 Knowledge Creation
Unit length: 10	Lesson 2
	Knowledge first Evaluation
	Lesson 3
	Team Building
	Lesson 4
	Textile Care Cards Game
Unit: 2	Lesson 1
Manmade Fibres	Artificial Fibres
Unit length: 10	Lesson 2
	Synthetic Fibres
	Lesson 3

Guess what? First part

Lesson 4

Guess what? The ultimate experience

Unit number

Lesson number

1

Title

1

Knowledge Creation

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 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.	 Whole class Group work Pair work Individual work 	 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

established	reference.	Communicative		doveloped by
	The	structures		developed by the team of
procedures and	scaffolding			teachers;
materials; •	provided to	Interrogative form to ask teacher		they are then
	the students			shared with
manage textile care		information. e.g. Could		the students
terminology;	is mainly of two kinds:	you please repeat that? I didn't understand		at the
	individual			
 recognize the different 	personal and	what you meant by		beginning of the module in
				the launch
symbols; • correlate	pedagogical,			session or in
	provided by the teacher			the session
symbols and				
descriptions in English.	during classwork or			immediately after that. In
Learners				terms of
should be	group work. But it is also			
aware of: •	procedural, in			language use, these
the	the sense			are the
importance	that students			
of textile	are			common criteria:
labelling; •	supported in			"rarely uses
the use of	their work by			the language
the target	a guided			required;
language	procedure			sometimes
throughout	that makes it			uses the
the activity.	easy for			language
the detivity.	everyone to			required;
	follow the			always uses
	different			the language
	activities.			required" The
	activities			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
		he same way and shared
		among all of
		us. The same
		applies to
		scaffolding
		and
		lifferentiation
		strategies,
		which have
		been
		liscussed as
		a team and
		shared.
		Feacher can
		also observe
		now students
		participate
		and whether
		or not they
		an answer
		he
	q	questions.

Unit number

Lesson number

1

2 **Title**

Knowledge first Evaluation

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 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.	 Whole class Group work Pair work Individual work 	 Tex_Care_Domino_BACK.pdf Tex_Care_Domino_FRONT.pdf General Observation Assessment grid.pdf Peer assessment grid.pdf 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.	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

criticai				
thinking,	knowledge to	Communicative		criteria:
through	proceed in the	structures		"rarely uses
established	following	Language		the language
procedures	scheduled	supporting		required;
and	activities. The	students'		sometimes
materials; •	teacher explains	interactions. e.g.		uses the
manage	the rules of the	Could you please		language
textiles care	game and, after	show me your card?		required;
terminology;	the game has			always uses
 recognize 	started,			the language
the different	observes what			required" The
symbols; •	students do to			same
correlate	check whether			assessment
symbols to	the required			and
English	level of			observation
descriptions;	knowledge has			grids and
 interact 	been reached.			assessment
with other	The students			criteria have
students in	play Domino and			been used as
the proper	learn by simply			a team
way (giving	having fun!			resource
each				during all the
student a				activities in
chance to				each module,
speak and				so that
speaking				different tools
quietly).				are used in
Learners				the same way
should be				and shared
aware of: •				among all of
the				us. The same
importance				applies to
of textile				scaffolding
labelling; •				and
the use of				differentiation
the target				strategies,

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.	language throughout the activity.		which have been discussed as a team and
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-			
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Image: speak and whether they can answer Image: speak and whether they can answer Image: speak and speak and can answer Image: speak and speak and speak and can answer Image: speak and spea			
Image: state stat			chance to
Image: state stat			speak and
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Image: students students Image: students collaborate Image: students and achieve a Image: students satisfactory Image: students level of Image: students peer/self-			
collaborate and achieve a satisfactory level of peer/self-			
and achieve a satisfactory level of peer/self-			
satisfactory level of peer/self-			
level of peer/self-			
peer/self-			
			assessment.

			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
			ctudonto

			SLUGENLS
			participate
			and whether
			students can
			answer the
			questions.
			•

Unit number

Lesson number

1

3

Title

Team Building

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 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 un If nobody puts	Skills 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.	 Whole class Group work Pair work Individual work 	 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 A set of 68 cards is provided 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	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

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.	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.	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	
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			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.

2	0,5 hours	SAME AS UNIT PLUS	The teacher gives the students the	Skills	□ Whole class	Assessment of Activity.pdfGeneral Observation	Formative assessment.
		Learners	assessment grid.			Assessment grid.pdf	Rubrics with

know: what we expect during previo activit Learne should able to self-ew their learnin evalua activit Learne should activit	learning; • evaluate an activity. Learners should be aware of: •	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.	 □ 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
importance of evaluation; • how evaluation can improve the teachers' work; • their difficulties.		Communicative structures Interrogative form to ask teacher information. e.g. Could you please explain? I didn't understand what you meant by			terms of language use, these are the common criteria: "rarely uses the language required; sometimes uses the language required; always uses the language required;	

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

			questions.

Unit number

Lesson number

1

4 **Title**

Textile Care Cards Game

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 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.	 Whole class Group work Pair work Individual work 	 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 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) •	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

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	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 Assessmen 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.	always uses the language required" The same assessment and observation grids and assessment criteria have been used as a team
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		ب
throughout		which have
the activity.		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.
		answer.

2	0,5	SAME AS	The teacher gives	Skills	□ Whole	 Assessment of Activity.pdf 	Formative
	hours	UNIT PLUS	the students the		class	 General Observation 	assessment:
		Learners	assessment grid.	L S R W	□ Group	Assessment grid.pdf	Rubrics with
		should	The aim is to		work	Activity according to the	criteria for
		know: •	evaluate both			Activity assessment grid (the	success have

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.	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.	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	 Pair work Individual work 	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.	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; always uses the language required; always uses the language required; always uses the language required; always uses the language
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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.

Unit number

Lesson number

2

1

Title

Artificial Fibres

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	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 L S R W Key vocabulary Absorbent, Acetate, Acrylic, Antistatic, Aramid, Bathing Costumes, Bead, Beech Wood, Blended, Breathability, Breathabile, Brightness, Brittle, Care, Cellulose, Copolymer, Cotton Linters, Cupro, Damask, Decortication, Dimensional Stability, Disposable Devices, Draping, Elasticity, Elongation At	 Whole class Group work Pair work Individual work 	 GuessWHAT_FS_Artificial.pdf General Observation Assessment grid.pdf 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.	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

through pre-	Break, Features,	beginning of
determined	Fibre, Fire	module in th
procedures	Resistance,	launch sessi
and materials;	Fireproof, Flame	or in the ses
 distinguish 	Behaviour, Flame	
between the	Retardant, Flaws,	immediately after that. In
various	Full Covering,	terms of
	Glossy, Heat,	
Artificial	Homopolymer,	language us
fibres; •	Hygroscopicity,	these are th
distinguish	Hypoallergenic,	common
between the	Insulating,	criteria: "rar
Artificial fibres	Lightness, Linings,	uses the
and Natural	Lumpy, Matt,	language
fibres.	Moisture, Moth,	required;
Learners	Nappies, Neutral	sometimes u
should be		the language
aware of: •	Detergent, Opaque,	required; alv
the use of the	Padding, Petroleum,	uses the
target	Physical Properties,	language
language	Physical Treastreamte, Billing	required" Th
throughout	Treatments, Pilling,	same
the activity; •	Polyamide,	assessment
the uses of	Polyester,	observation
Artificial	Polypropylene,	grids and
fibres; • the	Polyurethane,	assessment
importance of	Porous, Quilt,	criteria have
Manmade	Rayon, Refined	been used a
fibres in	Hand, Resistance,	team resour
modern	Resistance To	during all th
fashion.	Wear, Rough Hand,	activities in
	Sanitary Napkins,	module, so t
	Scraps, Sensitive,	different too
	Shiny, Silky Hand,	are used in t
	Soft Draping, Soft	same way a
	Hand, Softness,	shared amor
	Specific Weight,	all of us. The

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. Communicative structures Interrogative forms to ask to teacher information. e.g. Could you please repeat? I didn't understand what you meant by	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.
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2	0,5 hours	Learners should know:	The teacher gives the	Skills	□ Whole class	 K_Assessment_ARTIFICIAL.pdf General Observation 	Formative assessment.
	nours	• the	students the	L S R W	🗆 Group	Assessment grid.pdf	Rubrics with
		characteristics of Natural	knowledge assessment	Key vocabulary	work	Knowledge assessment grid (K Assessment ARTIFICIAL.pdf)	criteria for success have
		fibracy + tha	arid Tha			(K_ASSESSITIETIL_ARTIFICIAL.put)	been discussed

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.	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.	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,	Individual work	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.	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 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; 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
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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, 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,

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	
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Unit number

Lesson number

2

2 **Title**

Synthetic Fibres

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 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,	 Whole class Group work Pair work Individual work 	 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

	Elasticity,	
• promote	Elongation At	beginning of the
critical	Break, Features,	module in the
thinking,	Fibre, Fire	launch session
through given	Resistance,	or in the session
procedures	Fireproof, Flame	immediately
and materials;	Behaviour, Flame	after that. In
distinguish	Retardant, Flaws,	terms of
between the		language use
various	Full Covering,	these are the
Synthetic	Glossy, Heat,	common
fibres; •	Homopolymer,	criteria: "rarely
distinguish	Hygroscopicity,	uses the
between the	Hypoallergenic,	language
Synthetic,	Insulating,	required;
Artificial and	Lightness, Linings,	sometimes uses
Natural fibres.	Lumpy, Matt,	the language
Learners	Moisture, Moth,	required; alway
should be	Nappies, Neutral	uses the
aware of: •	Detergent,	language
the use of the	Opaque, Padding,	required" The
target	Petroleum,	same
language	Physical	assessment and
throughout	Properties,	observation
the activity; •	Physical	grids and
the uses of	Treatments,	assessment
Synthetic	Pilling, Polyamide,	criteria have
fibres; • the	Polyester,	been used as a
importance of	Polypropylene,	team resource
Manmade	Polyurethane,	during all the
fibres in	Porous, Quilt,	activities in eac
modern	Rayon, Refined	module, so that
fashion.	Hand, Resistance,	different tools
	Resistance To	are used in the
	Wear, Rough	same way and
	Hand, Sanitary	shared among
	Napkins, Scraps,	all of us. The

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.

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			teacher for information. e.g. Could you please repeat that? I didn't understand what you meant	structures Interrogative
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2	0,5 hours	Learners should know: • the	The teacher gives the students the	Skills L S R W	□ Whole class □ Group	 K_Assessment_SYNTHETIC.pdf General Observation Assessment grid.pdf 	Formative assessment. Rubrics with
		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; •	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.	Key vocabulary Absorbent, Acetate, Acrylic, Antistatic, Aramid, Bathing Costumes, Bead, Beech Wood, Blended, Breathability, Breathabile, Brightness, Brittle, Care, Cellulose, Copolymer, Cotton Linters, Cupro, Damask, Decortication, Dimensional Stability, Disposable	work Pair work Individual work	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.	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 or in the session immediately after that. In terms of language use, these are the common criteria: "rarely

distinguish between the Synthetic. Artificial and Natural fibres. Learners should be aware of: • the uses of **Svnthetic** 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, 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.

participate and whether they can answer the questions.

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CLIL Lesson Plan

Unit number

Lesson number

2

3 Title

Guess what? First part

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 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	 Whole class Group work Pair work Individual work 	 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_Merinova.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:

 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). Learners should be aware of: the use of the target language throughout the activity; the uses of Synthetic fibres; the 	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!) 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.	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, 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,	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 A full set of the "Guess what? Game" is provided (1 questions grid, 12 fibres card, 2 fibres boards) Content of the 18 files • 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	"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
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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 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 Merinova.pdf (File containing Merinova 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

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/ selfassessment is possible as there is only one correct answer.

			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.



auring 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.	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.	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 Treatments, Pilling, Polyamide, Polyester, Polypropylene, Polyurethane, Porous,	 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.	success nave 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; always uses the language required; always uses the language required; always uses
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Quilt, Rayon, Refined Hand, Resistance, Resistance To Wear, Rough Hand, Sanitary Napkins, Scraps, Sensitive, Shiny, Silky Hand, Soft Draping, Soft 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.	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
Communicative structures Interrogative form to ask teacher information. e.g. Could you please explain? I didn't understand what you meant by	shared. The teacher also observes how the students participate and whether they can answer the questions.

CLIL Lesson Plan

Unit number

Lesson number

2

4 Title

Guess what? The ultimate experience

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. Ouestions have to	SkillsLSRWKey vocabularyAbsorbent, Acetate,Acrylic, Antistatic,Aramid, BathingCostumes, Bead, BeechWood, Blended,Breathability,Breathable, Brightness,Brittle, Care, Cellulose,Copolymer, CottonLinters, Cupro, Damask,Decortication,Dimensional Stability,Disposable Devices,Draping, Elasticity,Elongation At Break,Features, Fibre, FireResistance, Fireproof,Flame Behaviour, FlameRetardant, Flaws, Full	 Whole class Group work Pair work Individual work 	 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_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.

 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). Learners should be aware of: the use of the target language throughout the activity; the uses of Synthetic 	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.	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,	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	"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
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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 Merinova.pdf (File containing Merinova 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/selfassessment is possible as there is only one correct answer.

	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

2	0,5 Learners hours should know:	The teacher gives the students the	Skills	□ Whole class	 Assessment of Activity.pdf 	Formative assessment.
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 wnat was expected during previous activities. Learners should be able to: • selfevaluate 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.

learning outcomes

in a pleasurable

way. It is made

clear to students

that they aren't

evaluated (they

won't get a grade),

just tested on the

efficiency of the

activity.

being formally

The aim is to

activity and

evaluate both

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 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 Act

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.

KUDFICS 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

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.

unu 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.

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