

CLIL Module Plan

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School	I.T.T. Buonarroti - Pozzo (Trento)				
School Grade	<input type="radio"/> Primary		<input type="radio"/> Middle		<input checked="" type="radio"/> High
School Year	<input checked="" type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
Subject	Altro - Technical drawing			Topic	
CLIL Language	<input checked="" type="radio"/> English			<input type="radio"/> Deutsch	

Personal and social-cultural preconditions of all people involved	<p>The 1[^]F class is composed of 25 students (all males) belonging to different social backgrounds. One of them changed school in November. A student has got special needs as he suffers from dyslexia, but he is quite autonomous. The class is rather lively, a few students can't control themselves, they may be disruptive apart from the need for self-esteem and peer approval they may provoke, pushing the teacher to the limit, while the rest of the class displays an enthusiasm for learning and curiosity for the subject: technical drawing.</p>
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Students' prior knowledge, skills, competencies	Subject	Language
	<p>The students present a very mixed starting level. Generally speaking, the students know how to use simple technical instruments such as compasses, ruler, set squares, protractor. They can recognize and draw geometrical figures and main angles.</p>	<p>The average CEFR level of the students varies from A1 to B1. Only four students have a B1 level, the rest of the class is between A1 and A2. The students should be able to listen to the lessons or watch videos (with subtitles if requested), ask for further information and speak with the teacher, or other students.</p>

Timetable fit	<input checked="" type="radio"/> Module	Length 20h (10x2h lessons)
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Description of teaching and learning strategies

The teacher has to deal with a generally limited attention span of the students, unless the activities are extremely engaging they can easily get bored, losing interest after ten minutes. The students who present discipline problems tend to distract the rest of the class, so the teacher needs to be really strict and control them, but if this is done in a supportive and constructive way, the students can be easily involved in the planned activities. Just a few students do the homework assigned regularly. In order to overcome this problem the students are asked to perform several tasks during the lessons so that they can put in practice what has just been explained and doing it the teacher can verify their comprehension and supports them, if necessary. The teacher should motivate all the students encouraging them to use as much English as possible during the lessons. The videos are useful tools to introduce a particular topic, new words, to capture attention, to predict activities and to persuade students to give as much information as they can about what they have seen. Students are asked to work in pairs to facilitate the language output as they can help each other to understand and speak. The worksheets provided by the teacher are then useful to repeat lists of words and communicative structures.

Overall Module Plan

<p>Unit: 1 Technical drawing Unit length: 12h (6x2h lessons)</p>	<p>Lesson 1 Draw a perpendicular line</p> <p>Lesson 2 Draw a square</p> <p>Lesson 3 Draw an equilateral triangle</p> <p>Lesson 4 Draw an ellipse</p> <p>Lesson 5 Draw a tangent line</p> <p>Lesson 6 Orthographic projection</p>
<p>Unit: 2 Cad drawing Unit length: 6h (3x2h lessons)</p>	<p>Lesson 1 Coordinates systems and line</p> <p>Lesson 2 Selection and offset</p> <p>Lesson 3 Basic cad commands</p>
<p>Unit: 3 Final test Unit length: 2h</p>	<p>Lesson 1 Let's test your knowledge</p>

CLIL Lesson Plan

Unit number	1	Lesson number	1	Title	Draw a perpendicular line
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	10 min	Viewing of a video that describes the procedure which can be used to draw a perpendicular alignment. English subtitles may be included, depending on the level of the class.	The teacher shows the video and, if needed, stops it to provide further explanations. At the end of the video, the most relevant information is summed up orally. The students watch the video and try to take notes about the most important information.	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary compasses/compass, ruler, protractor, straightedge, triangle, radium, angle, segment, degree, to center, measurement, shape</p> <p>Communicative structures Do you agree with ?/I agree with / I don't agree with; What do you think about...? In my opinion, according to....</p>	L	S	R	W	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	<ul style="list-style-type: none"> • U1_L1_ALL1.pdf link 	
L	S	R	W								

2	15 min	The teacher assigns exercise 1: fill in a gapped text using some given words	The teacher gives the students 5 minutes to discuss in pairs the questions in section b. They work in pairs and then the results are compared together.	<p>Skills</p> <p>L S R W</p> <p>Key vocabulary compasses/compass, ruler, protractor, straightedge, triangle, radium, angle, segment, degree, to center, measurement, shape</p> <p>Communicative structures Do you agree with ?/I agree with / I don't agree with; What do you think about....? In my opinion, according to....</p>	<input type="checkbox"/> Whole class <input type="checkbox"/> Group work <input checked="" type="checkbox"/> Pair work <input type="checkbox"/> Individual work	<ul style="list-style-type: none"> • U1_L1_ALL2.pdf <p>Hand-out 1, exercise 1</p>	Formative: the teacher checks if the students have understood the text.
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3	30 min	<p>The students try to put into practice what they have learnt in the previous sessions. This activity is part of a class project which the students will be working on during the entire unit. They draw perpendicular segment.</p>	<p>The teacher monitors the students and supports them while they are drawing. The teacher then encourages the students to ask questions in English whenever they need assistance. The students make the drawing following the assignment. An example is then shown to the entire class to correct the exercise together. The whole class checks the correctness of the drawing.</p>	<p>Skills</p> <p>L S R W</p> <p>Key vocabulary compasses/compass, ruler, protractor, straightedge, triangle, radium, angle, segment, degree, to center, measurement, shape</p> <p>Communicative structures Do you agree with ?/I agree with / I don't agree with; What do you think about....? In my opinion, according to....</p>	<p><input type="checkbox"/> Whole class</p> <p><input type="checkbox"/> Group work</p> <p><input type="checkbox"/> Pair work</p> <p><input checked="" type="checkbox"/> Individual work</p>		<p>Formative: the teacher assesses the correctness of the students'drawing.</p>
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4	15 min	The teacher assigns exercise 2: a true/false exercise	The teacher gives the students 5 minutes to decide if some sentences are correct or incorrect. The students do the reading comprehension exercise and then correct the false statements with the teacher.	<p>Skills</p> <table border="1" data-bbox="972 164 1314 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary compasses/compass, ruler, protractor, straightedge, triangle, radium, angle, segment, degree, to center, measurement, shape</p> <p>Communicative structures Do you agree with ?/I agree with / I don't agree with; What do you think about....? In my opinion, according to....</p>	L	S	R	W	<input type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work	<ul style="list-style-type: none"> • U1_L1_ALL2.pdf <p>Hand-out 1, exercise 2</p>	The students do the reading comprehension exercise and then try to correct the false statements with the teacher.
L	S	R	W								

5	30 min	Activity to reinforce and improve vocabulary.	The teacher asks the students to say the English translation of a list of chosen words. In the end, a copy of the word list is handed out to the class so that it can be read and studied for the next lesson. The students, taking turns, try to translate some technical words which are read out by the teacher. The whole class interacts to correct the mistakes.	<p>Skills</p> <table border="1" data-bbox="972 165 1317 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary compasses/compass, ruler, protractor, straightedge, triangle, radium, angle, segment, degree, to center, measurement, shape</p> <p>Communicative structures Do you agree with ?/I agree with / I don't agree with; What do you think about....? In my opinion, according to....</p>	L	S	R	W	<input checked="" type="checkbox"/> Whole class <input checked="" type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	<ul style="list-style-type: none"> • U1_L1_ALL3.pdf <p>A word list provided by the teacher</p>	Formative: the teacher assesses the accuracy of the students' vocabulary as well as their pronunciation.
L	S	R	W								

CLIL Lesson Plan

Unit number	1	Lesson number	2	Title	Draw a square
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	10 min	Activity to reinforce vocabulary and grammar.	Before starting, the handouts which were presented in the previous lesson are reviewed	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary square, to extend, to reposition, below-above, bottom-top, to connect, intersection, to figure out, diagonal, to rotate, congruent, length, link, midpoint</p> <p>Communicative structures Do you agree with ?/I agree with / I don't agree with; What do you think about....? In my opinion, according to....</p>	L	S	R	W	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	<ul style="list-style-type: none"> • U1_L1_ALL2.pdf 	
L	S	R	W								

2	15 min	Activity to reinforce and improve vocabulary.	The teacher asks the students to say the English translation of a list of chosen words. A copy of the word list is handed out to the class so that it can be read and studied. The students, taking turns, try to translate some technical words which are read out by the teacher. The whole class interacts to correct the mistakes.	<p>Skills</p> <table border="1" data-bbox="1003 164 1350 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary square, to extend, to reposition, below-above, bottom-top, to connect, intersection, to figure out, diagonal, to rotate, congruent, length, link, midpoint</p> <p>Communicative structures Do you agree with ?/I agree with / I don't agree with; What do you think about....? In my opinion, according to....</p>	L	S	R	W	<input checked="" type="checkbox"/> Whole class <input checked="" type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	<ul style="list-style-type: none"> • U1_L2_ALL1.pdf <p>A word list provided by the teacher</p>	Formative: the teacher assesses the accuracy of the students' vocabulary as well as their pronunciation.
L	S	R	W								

3	10 min	Activity to reinforce writing and grammar.	The teacher asks the students to write some simple sentences, using the new words .	<p>Skills</p> <table border="1" data-bbox="1003 164 1352 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary square, to extend, to reposition, below-above, bottom-top, to connect, intersection, to figure out, diagonal, to rotate, congruent, length, link, midpoint</p> <p>Communicative structures Do you agree with ?/I agree with / I don't agree with; What do you think about....? In my opinion, according to....</p>	L	S	R	W	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input checked="" type="checkbox"/> Pair work <input type="checkbox"/> Individual work	<ul style="list-style-type: none"> • U1_L2_ALL1.pdf <p>Word list provided by the teacher</p>	Formative: the teacher assesses the accuracy of the students' vocabulary
L	S	R	W								

4	15 min	Viewing of a video that describes the procedure which can be used to draw a square. English subtitles may be included, depending on the level of the class.	The teacher shows the video and, if needed, stops it to provide further explanations. At the end of the video, the most relevant information is summed up orally. The students watch the video and try to take notes about the most important information.	<p>Skills</p> <p>L S R W</p> <p>Key vocabulary square, to extend, to reposition, below-above, bottom-top, to connect, intersection, to figure out, diagonal, to rotate, congruent, length, link, midpoint</p> <p>Communicative structures Do you agree with ?/I agree with / I don't agree with; What do you think about....? In my opinion, according to....</p>	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	<ul style="list-style-type: none"> • U1_L2_ALL2.pdf link	
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5	15 min	The teacher assigns exercise 1: Put the sentences in the correct order	The teacher gives the students 5 minutes to discuss in pairs the questions in section b. They work in pairs and then the results are compared together.	<p>Skills</p> <table border="1" data-bbox="1010 165 1350 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary square, to extend, to reposition, below-above, bottom-top, to connect, intersection, to figure out, diagonal, to rotate, congruent, length, link, midpoint</p> <p>Communicative structures Do you agree with ?/I agree with / I don't agree with; What do you think about....? In my opinion, according to....</p>	L	S	R	W	<input type="checkbox"/> Whole class <input type="checkbox"/> Group work <input checked="" type="checkbox"/> Pair work <input type="checkbox"/> Individual work	<ul style="list-style-type: none"> • U1_L2_ALL3.pdf <p>Hand-out 2, exercise 1</p>	Formative: the teacher checks if the students have understood the text.
L	S	R	W								

6	20 min	<p>The students try to put into practice what they have learnt in the previous sessions. This activity is part of a class project which the students will be working on during the entire unit. They draw a square.</p>	<p>The teacher monitors the students and assists them while they are drawing. The teacher then encourages the students to ask questions in English whenever they need assistance. The students make the drawing following the assignment. An example is then shown to the entire class to correct the exercise together. The whole class checks the correctness of the drawing.</p>	<p>Skills</p> <table border="1" data-bbox="1008 167 1348 215"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary square, to extend, to reposition, below-above, bottom-top, to connect, intersection, to figure out, diagonal, to rotate, congruent, length, link, midpoint</p> <p>Communicative structures Do you agree with ?/I agree with / I don't agree with; What do you think about....? In my opinion, according to....</p>	L	S	R	W	<ul style="list-style-type: none"> <input type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work 		<p>Formative: the teacher assesses the correctness of the students' drawing.</p>
L	S	R	W								

7	15 min	The teacher assigns exercise 2: fill in a gapped text using some given words.	The teacher gives the students 5 minutes to discuss in pairs the questions in section b. They work in pairs and then the results are compared together.	<p>Skills</p> <table border="1" data-bbox="1005 164 1350 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary square, to extend, to reposition, below-above, bottom-top, to connect, intersection, to figure out, diagonal, to rotate, congruent, length, link, midpoint</p> <p>Communicative structures Do you agree with ?/I agree with / I don't agree with; What do you think about....? In my opinion, according to....</p>	L	S	R	W	<input type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work	<ul style="list-style-type: none"> • U1_L2_ALL3.pdf Hand-out 2, exercise 2	The students do the reading comprehension exercise and then try to correct the false statements with the teacher.
L	S	R	W								

CLIL Lesson Plan

Unit number	1	Lesson number	3	Title	Draw an equilateral triangle
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
1	15 min	Viewing of a video that describes the procedure which can be used to draw an equilateral triangle. English subtitles may be included, depending on the level of the class.	The teacher shows the video and, if needed, stops it to provide further explanations. At the end of the video, the most relevant information is summed up orally. The students watch the video and try to take notes about the most relevant information.	<p>Skills</p> <p>L S R W</p> <p>Key vocabulary equilateral, to construct, to adjust, inside, to set, exactly, edge, to show, without, again, polygon, vertex.</p> <p>Communicative structures</p>	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	<ul style="list-style-type: none"> • U1_L3_ALL1.pdf link 	

2	15 min	The teacher assigns exercise 1: Put the sentences in the correct order	The teacher gives the students 5 minutes to discuss in pairs the questions in section b.They work in pairs and then the results are compared together.	<p>Skills</p> <table border="1" data-bbox="1010 165 1350 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary equilateral, to construct, to adjust, inside, to set, exactly, edge, to show, without, again, polygon, vertex.</p> <p>Communicative structures</p>	L	S	R	W	<input 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"> • U1_L3_ALL2.pdf Hand-out 3, exercise 1	Formative: the teacher checks if the students have understood the text.
L	S	R	W								

3	30 min	<p>The students try to put into practice what they have learnt in the previous sessions. This activity is part of a class project which the students will be working on during the entire unit. They draw an equilateral triangle.</p>	<p>The teacher monitors the students and supports them while they are drawing. The teacher then encourages the students to ask questions in English whenever they need assistance. The students make the drawing following the assignment. An example is then shown to the entire class to correct the exercise together. The whole class checks the correctness of the drawing.</p>	<p>Skills</p> <table border="1" data-bbox="1010 165 1346 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary equilateral, to construct, to adjust, inside, to set, exactly, edge, to show, without, again, polygon, vertex.</p> <p>Communicative structures</p>	L	S	R	W	<ul style="list-style-type: none"> <input type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work 		<p>Formative: the teacher assesses the correctness of the students' drawing.</p>
L	S	R	W								

4	15 min	The teacher assigns exercise 2: fill in a gapped text using some given words.	The teacher gives the students 5 minutes to discuss in pairs the questions in section b. They work in pairs and then the results are compared together.	<p>Skills</p> <table border="1" data-bbox="1010 165 1350 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary equilateral, to construct, to adjust, inside, to set, exactly, edge, to show, without, again, polygon, vertex.</p> <p>Communicative structures</p>	L	S	R	W	<input type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work	<ul style="list-style-type: none"> • U1_L3_ALL2.pdf Hand-out 3, exercise 2	The students do the reading comprehension exercise and then try to correct the false statements with the teacher.
L	S	R	W								

5	25 min	Activity to reinforce and improve vocabulary.	The teacher asks the students to say the English translation of a list of chosen words. In the end, a copy of the word list is handed out to the class so that it can be read and studied for the next lesson. The students, taking turns, try to translate some technical words which are read out by the teacher. The whole class interacts to correct the mistakes.	<p>Skills</p> <table border="1" data-bbox="1010 783 1350 829"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary equilateral, to construct, to adjust, inside, to set, exactly, edge, to show, without, again, polygon, vertex.</p> <p>Communicative structures</p>	L	S	R	W	<input checked="" type="checkbox"/> Whole class <input checked="" type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	<ul style="list-style-type: none"> • U1_L3_ALL4.pdf • U1_L3_ALL3.pdf A word list provided by the teacher	Formative: the teacher assesses the accuracy of the students' vocabulary as well as their pronunciation.
L	S	R	W								

CLIL Lesson Plan

Unit number	1	Lesson number	4	Title	Draw an ellipse
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	10 min	Activity to reinforce vocabulary and grammar.	Before starting, the handouts which were presented in the previous lesson are reviewed.	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary ellipse, to explain, to share, concentric, to mark, minor/major, axis, to connect, slice, main</p> <p>Communicative structures</p>	L	S	R	W	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	<ul style="list-style-type: none"> • U1_L3_ALL2.pdf Hand-out 3	
L	S	R	W								

2	10 min	Activity to reinforce and improve vocabulary.	The teacher asks the students to say the English translation of a list of chosen words. A copy of the word list is handed out to the class so that it can be read and studied. The students, taking turns, try to translate some technical words which are read out by the teacher. The whole class interacts to correct the mistakes.	<p>Skills</p> <table border="1" data-bbox="1008 167 1348 215"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary ellipse, to explain, to share, concentric, to mark, minor/major, axis, to connect, slice, main</p> <p>Communicative structures</p>	L	S	R	W	<input checked="" type="checkbox"/> Whole class <input checked="" type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	<ul style="list-style-type: none"> • U1_L4_ALL1.pdf <p>A word list provided by the teacher.</p>	Formative: the teacher assesses the accuracy of the students' vocabulary as well as their pronunciation.
L	S	R	W								

3	10 min	Activity to reinforce writing and grammar.	The teacher asks the students to write some simple sentences using the words they have just learnt.	<p>Skills</p> <table border="1" data-bbox="1008 167 1348 215"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary ellipse, to explain, to share, concentric, to mark, minor/major, axis, to connect, slice, main</p> <p>Communicative structures</p>	L	S	R	W	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input checked="" type="checkbox"/> Pair work <input type="checkbox"/> Individual work	<ul style="list-style-type: none"> • U1_L4_ALL1.pdf <p>A word list provided by the teacher</p>	Formative: the teacher assesses the accuracy of the students' vocabulary.
L	S	R	W								

4	20 min	Viewing of a video that describes the procedure which can be used to draw an ellipse. English subtitles may be included, depending on the level of the class.	The teacher shows the video and, if needed, stops it to provide further explanations. At the end of the video, the most relevant information is summed up orally. The students watch the video and try to take notes about the most meaningful information.	<p>Skills</p> <table border="1" data-bbox="1008 1026 1348 1074"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary ellipse, to explain, to share, concentric, to mark, minor/major, axis, to connect, slice, main</p> <p>Communicative structures</p>	L	S	R	W	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	<ul style="list-style-type: none"> • U1_L4_ALL2.pdf <p>link</p>	
L	S	R	W								

5	15 min	The teacher assigns exercise 1: Put the sentences in the correct order	The teacher gives the students 5 minutes to discuss in pairs the questions in section b. They work in pairs and then the results are compared together.	<p>Skills</p> <table border="1" data-bbox="1010 204 1350 252"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary ellipse, to explain, to share, concentric, to mark, minor/major, axis, to connect, slice, main</p> <p>Communicative structures</p>	L	S	R	W	<input type="checkbox"/> Whole class <input type="checkbox"/> Group work <input checked="" type="checkbox"/> Pair work <input type="checkbox"/> Individual work	<ul style="list-style-type: none"> • U1_L4_ALL3.pdf Hand-out 4, exercise 1	Formative: the teacher checks if the students have understood the text.
L	S	R	W								

6	20 min	<p>The students try to put into practice what they have learnt in the previous sessions. This activity is part of a class project which the students will be working on during the entire unit. They draw an ellipse.</p>	<p>The teacher monitors the students and supports them while they are drawing. The teacher then encourages the students to ask questions in English whenever they need assistance. The students make the drawing following the assignment. An example is then shown to the entire class to correct the exercise together. The whole class checks the correctness of the drawing.</p>	<p>Skills</p> <table border="1" data-bbox="1010 165 1346 209"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary ellipse, to explain, to share, concentric, to mark, minor/major, axis, to connect, slice, main</p> <p>Communicative structures</p>	L	S	R	W	<ul style="list-style-type: none"> <input type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work 		<p>Formative: the teacher assesses the correctness of the students' drawing.</p>
L	S	R	W								

7	15 min	The teacher assigns exercise 2: fill in a gapped text using some given words.	The teacher gives the students 10 minutes to discuss in pairs the questions in section b. They work in pairs and then the results are compared together.	<p>Skills</p> <table border="1" data-bbox="1010 165 1350 213"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary ellipse, to explain, to share, concentric, to mark, minor/major, axis, to connect, slice, main</p> <p>Communicative structures</p>	L	S	R	W	<input 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"> • U1_L6_ALL3.pdf Hand-out 4, exercise 2	The students do the reading comprehension exercise and then try to correct the false statements with the teacher.
L	S	R	W								

CLIL Lesson Plan

Unit number	1	Lesson number	5	Title	Draw a tangent line
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
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1	15 min	Viewing of a video that describes the procedure which can be used to draw tangent line. English subtitles may be included, depending on the level of the class.	The teacher shows the video. At the end of the video, the most relevant information is summed up orally. The students watch the video and try to take notes about the most important information.	<p>Skills</p> <table border="1" data-bbox="972 165 1314 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary tangent, arch, straight line, circumference, to join, smooth, to touch, to disappear, to accomplish, skill, to subtract, to add, square root, brackets, approximation, sum/total, coordinates, to round down/up, dashed-dotted line, row, column</p> <p>Communicative structures Do you agree with ?/I agree with / I don't agree with; What do you think about....? In my opinion, according to....</p>	L	S	R	W	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	<ul style="list-style-type: none"> • U1_L5_ALL1.pdf 	link
L	S	R	W								

2	15 min	The teacher assigns exercise 1: match the sentences in the correct order.	The teacher gives the students 5 minutes to discuss in pairs the questions in section b. They work in pairs and then the results are compared together.	<p>Skills</p> <table border="1" data-bbox="972 165 1314 213"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary tangent, arch, straight line, circumference, to join, smooth, to touch, to disappear, to accomplish, skill, to subtract, to add, square root, brackets, approximation, sum/total, coordinates, to round down/up, dashed-dotted line, row, column</p> <p>Communicative structures Do you agree with ?/I agree with / I don't agree with; What do you think about....? In my opinion, according to....</p>	L	S	R	W	<input type="checkbox"/> Whole class <input type="checkbox"/> Group work <input checked="" type="checkbox"/> Pair work <input type="checkbox"/> Individual work	<ul style="list-style-type: none"> • U1_L5_ALL2.pdf <p>Hand-out 5, exercise 1</p>	Formative: the teacher checks if the students have understood the text.
L	S	R	W								

3	15 min	Viewing of a video that describes the procedure which can be used to draw an equilateral triangle. English subtitles may be included, depending on the level of the class.	The teacher shows the video and, if needed, stops it to provide further explanations. At the end of the video, the most relevant information is summed up orally. The students watch the video and try to take notes about the most important information.	<p>Skills</p> <p>L S R W</p> <p>Key vocabulary tangent, arch, straight line, circumference, to join, smooth, to touch, to disappear, to accomplish, skill, to subtract, to add, square root, brackets, approximation, sum/total, coordinates, to round down/up, dashed-dotted line, row, column</p> <p>Communicative structures Do you agree with ?/I agree with / I don't agree with; What do you think about....? In my opinion, according to....</p>	<input 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"> • U1_L5_ALL1.pdf link	
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4	25 min	<p>The students try to put into practice what they have learnt in the previous sessions. This activity is part of a class project which the students will be working on during the entire unit. They draw tangent line.</p>	<p>The teacher monitors the students and supports them while they are drawing. The students make the drawing following the assignment. An example is then shown to the entire class to correct the exercise together. The whole class checks the correctness of the drawing.</p>	<p>Skills</p> <table border="1" data-bbox="972 165 1314 209"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary tangent, arch, straight line, circumference, to join, smooth, to touch, to disappear, to accomplish, skill, to subtract, to add, square root, brackets, approximation, sum/total, coordinates, to round down/up, dashed-dotted line, row, column</p> <p>Communicative structures Do you agree with ?/I agree with / I don't agree with; What do you think about....? In my opinion, according to....</p>	L	S	R	W	<p><input type="checkbox"/> Whole class</p> <p><input type="checkbox"/> Group work</p> <p><input type="checkbox"/> Pair work</p> <p><input checked="" type="checkbox"/> Individual work</p>		<p>Formative: the teacher assesses the correctness of the students'drawing.</p>
L	S	R	W								

5	15 min	The teacher assigns exercise 2: fill in a gapped text using some given words.	The teacher gives the students 5 minutes to discuss in pairs the questions in section b. They work in pairs and then the results are compared together.	<p>Skills</p> <table border="1" data-bbox="972 165 1317 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary tangent, arch, straight line, circumference, to join, smooth, to touch, to disappear, to accomplish, skill, to subtract, to add, square root, brackets, approximation, sum/total, coordinates, to round down/up, dashed-dotted line, row, column</p> <p>Communicative structures Do you agree with ?/I agree with / I don't agree with; What do you think about....? In my opinion, according to....</p>	L	S	R	W	<input type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work	<ul style="list-style-type: none"> • U1_L5_ALL2.pdf <p>Hand-out 5, exercise 2</p>	The students do the reading comprehension exercise and then try to correct the false statements with the teacher.
L	S	R	W								

6	15 min	Activity to reinforce and improve vocabulary.	<p>The teacher asks the students to say the English translation of a list of chosen words. In the end, a copy of the word list is handed out to the class so that it can be read and studied for the next lesson. The students, taking turns, try to translate some technical words which are read out by the teacher. The whole class interacts to correct the mistakes.</p>	<p>Skills</p> <table border="1" data-bbox="972 165 1314 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary tangent, arch, straight line, circumference, to join, smooth, to touch, to disappear, to accomplish, skill, to subtract, to add, square root, brackets, approximation, sum/total, coordinates, to round down/up, dashed-dotted line, row, column</p> <p>Communicative structures Do you agree with ?/I agree with / I don't agree with; What do you think about....? In my opinion, according to....</p>	L	S	R	W	<p><input checked="" type="checkbox"/> Whole class <input checked="" type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work</p>	<p>• U1_L5_ALL3.pdf</p> <p>A word list is provided by the teacher.</p>	<p>Formative: the teacher assesses the accuracy of the students' vocabulary as well as their pronunciation.</p>
L	S	R	W								

CLIL Lesson Plan

Unit number	1	Lesson number	6	Title	Orthographic projection
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	10 min	Activity to reinforce vocabulary and grammar.	Before starting, the handouts which were presented in the previous lesson are reviewed.	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary flattened, height, to project, width, to fold, dashed line, depth, to hinge, ground line, surface, hidden line, width, length, thickness</p> <p>Communicative structures Do you agree with ?/I agree with / I don't agree with; What do you think about....? In my opinion, according to....</p>	L	S	R	W	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	<ul style="list-style-type: none"> • U1_L5_ALL2.pdf Hand-out 5	
L	S	R	W								

2	15 min	Viewing of a video that describes the procedure which can be used to draw orthographic projection. English subtitles may be included, depending on the level of the class.	The teacher shows the video. At the end of the video, the most relevant information is summed up orally. The students watch the video and try to take notes about the most important information.	<p>Skills</p> <p>L S R W</p> <p>Key vocabulary flattened, height, to project, width, to fold, dashed line, depth, to hinge, ground line, surface, hidden line, width, length, thickness</p> <p>Communicative structures Do you agree with ?/I agree with / I don't agree with; What do you think about....? In my opinion, according to....</p>	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	<ul style="list-style-type: none"> • U1_L6_ALL1.pdf link	
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3	10 min	The teacher assigns exercise 1: Put the sentences in the correct order.	The teacher gives the students 5 minutes to discuss in pairs the questions in section b. They work in pairs and then the results are compared together.	<p>Skills</p> <table border="1" data-bbox="1003 164 1350 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary flattened, height, to project, width, to fold, dashed line, depth, to hinge, ground line, surface, hidden line, width, length, thickness</p> <p>Communicative structures Do you agree with ?/I agree with / I don't agree with; What do you think about....? In my opinion, according to....</p>	L	S	R	W	<input type="checkbox"/> Whole class <input type="checkbox"/> Group work <input checked="" type="checkbox"/> Pair work <input type="checkbox"/> Individual work	<ul style="list-style-type: none"> • U1_L6_ALL2.pdf <p>Hand-out 6, exercise 1</p>	Formative: the teacher checks if the students have understood the text.
L	S	R	W								

4	15 min	Viewing of a video that describes the procedure which can be used to draw orthographic projection. English subtitles may be included, depending on the level of the class.	The teacher shows the video and, if needed, stops it to provide further explanations. At the end of the video, the most relevant information is summed up orally. The students watch the video and try to take a few notes about the most relevant information.	<p>Skills</p> <p>L S R W</p> <p>Key vocabulary flattened, height, to project, width, to fold, dashed line, depth, to hinge, ground line, surface, hidden line, width, length, thickness</p> <p>Communicative structures Do you agree with ?/I agree with / I don't agree with; What do you think about....? In my opinion, according to....</p>	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	<ul style="list-style-type: none"> • U1_L6_ALL1.pdf link	
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5	20 min	The students try to put into practice what they have learnt in the previous sessions. They do a test online (using Kahoot) and they answer with their mobile phones.	The teacher monitors the students and supports them while they are answering. The students are allowed to use their mobile phones to answer the questions. The whole class checks the correctness of the answers.	<p>Skills</p> <p>L S R W</p> <p>Key vocabulary flattened, height, to project,width, to fold, dashed line, depht, to hinge, ground line, surface, hidden line, width, lenght, thickness</p> <p>Communicative structures Do you agree with ?/I agree with / I don't agree with; What do you think about....? In my opinion, according to....</p>	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	link	Formative: the teacher assesses the correctness of the students' answers.
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6	15 min	The teacher assigns exercise 2: fill in a gapped text using some given words.	The teacher gives the students 5 minutes to discuss in pairs the questions in section b. They work in pairs and then the results are compared together.	<p>Skills</p> <table border="1" data-bbox="1010 165 1350 213"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary flattened, height, to project, width, to fold, dashed line, depth, to hinge, ground line, surface, hidden line, width, length, thickness</p> <p>Communicative structures Do you agree with ?/I agree with / I don't agree with; What do you think about....? In my opinion, according to....</p>	L	S	R	W	<input type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work	<ul style="list-style-type: none"> • U1_L6_ALL2.pdf <p>Hand-out 6, exercise 2</p>	The students do the reading comprehension exercise and then try to correct the false statements with the teacher.
L	S	R	W								

7	15 min	Activity to reinforce and improve vocabulary.	The teacher asks the students to say the English translation of a list of chosen words. In the end, a copy of the word list is handed out to the class so that it can be read and studied for the next lesson. The students, taking turns, try to translate some technical words which are read out by the teacher. The whole class interacts to correct the mistakes.	<p>Skills</p> <table border="1" data-bbox="1010 167 1350 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary flattened, height, to project, width, to fold, dashed line, depth, to hinge, ground line, surface, hidden line, width, length, thickness</p> <p>Communicative structures Do you agree with ?/I agree with / I don't agree with; What do you think about....? In my opinion, according to....</p>	L	S	R	W	<input checked="" type="checkbox"/> Whole class <input checked="" type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	<ul style="list-style-type: none"> • U1_L6_ALL3.pdf <p>A word list is provided by the teacher.</p>	Formative: the teacher assesses the accuracy of the students' vocabulary as well as their pronunciation.
L	S	R	W								

CLIL Lesson Plan

Unit number	2	Lesson number	1	Title	Coordinates systems and line
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	10 min	Activity to reinforce vocabulary and grammar.	Before starting, the handouts which were presented in the previous lesson are reviewed.	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary toggle/to toggle, toolbar, to edit, to undo, tab key, slot/to slot, icon, numeric keypad, comma, polar tracking, key, press, type, enter</p> <p>Communicative structures Do you agree with ?/I agree with / I don't agree with; What do you think about....? In my opinion, according to....</p>	L	S	R	W	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	<ul style="list-style-type: none"> • U1_L6_ALL2.pdf Hand-out 6	
L	S	R	W								

2	20 min	Viewing of a video that describes the procedure which can be used to different coordinates systems. English subtitles may be included, depending on the level of the class.	The teacher shows the video. At the end of the video, the most relevant information is summed up orally. The students watch the video and try to take notes about the most important information.	<p>Skills</p> <p>L S R W</p> <p>Key vocabulary toggle/to toggle, toolbar, to edit, to undo, tab key, slot/to slot, icon, numeric keypad, comma, polar tracking, key, press, type, enter</p> <p>Communicative structures Do you agree with ?/I agree with / I don't agree with; What do you think about....? In my opinion, according to....</p>	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	<ul style="list-style-type: none"> • U2_L1_ALL1.pdf link	
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3	15 min	The teacher assigns exercise 1: Put the sentences in the correct order.	The teacher gives the students 5 minutes to discuss in pairs the questions in section b They work in pairs and then the results are compared together.	<p>Skills</p> <table border="1" data-bbox="1008 167 1348 215"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary toggle/to toggle, toolbar, to edit, to undo, tab key, slot/to slot, icon, numeric keypad, comma, polar tracking, key, press, type, enter</p> <p>Communicative structures Do you agree with ?/I agree with / I don't agree with; What do you think about....? In my opinion, according to....</p>	L	S	R	W	<input type="checkbox"/> Whole class <input type="checkbox"/> Group work <input checked="" type="checkbox"/> Pair work <input type="checkbox"/> Individual work	<ul style="list-style-type: none"> • U2_L1_ALL2.pdf Hand-out 7, exercise 1	Formative: the teacher checks if the students have understood the text.
L	S	R	W								

4	20 min	Viewing of a video that describes the procedure which can be used to draw line with different input. English subtitles may be included, depending on the level of the class.	The teacher shows the video and, if needed, stops it to provide further explanations. At the end of the video, the most relevant information is summed up orally. The students watch the video and try to take a few notes about the most relevant information.	<p>Skills</p> <p>L S R W</p> <p>Key vocabulary toggle/to toggle, toolbar, to edit, to undo, tab key, slot/to slot, icon, numeric keypad, comma, polar tracking, key, press, type, enter</p> <p>Communicative structures Do you agree with ?/I agree with / I don't agree with; What do you think about....? In my opinion, according to....</p>	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	<ul style="list-style-type: none"> • U1_L6_ALL1.pdf • U2_L1_ALL1.pdf <p>link</p>	
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5	15 min	The teacher assigns exercise 2: fill in a gapped text using some given words.	The teacher gives the students 5 minutes to discuss in pairs the questions in section b. They work in pairs and then the results are compared together.	<p>Skills</p> <table border="1" data-bbox="1010 164 1350 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary toggle/to toggle, toolbar, to edit, to undo, tab key, slot/to slot, icon, numeric keypad, comma, polar tracking, key, press, type, enter</p> <p>Communicative structures Do you agree with ?/I agree with / I don't agree with; What do you think about....? In my opinion, according to....</p>	L	S	R	W	<input type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work	<ul style="list-style-type: none"> • U2_L1_ALL2.pdf <p>Hand-out 7, exercise 2</p>	The students do the reading comprehension exercise and then try to correct the false statements with the teacher.
L	S	R	W								

6	20 min	Activity to reinforce and improve vocabulary.	The teacher asks the students to say the English translation of a list of chosen words. In the end, a copy of the word list is handed out to the class so that it can be read and studied for the next lesson. The students, taking turns, try to translate some technical words which are read out by the teacher. The whole class interacts to correct the mistakes.	<p>Skills</p> <table border="1" data-bbox="1003 164 1352 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary toggle/to toggle, toolbar, to edit, to undo, tab key, slot/to slot, icon, numeric keypad, comma, polar tracking, key, press, type, enter</p> <p>Communicative structures Do you agree with ?/I agree with / I don't agree with; What do you think about....? In my opinion, according to....</p>	L	S	R	W	<input checked="" type="checkbox"/> Whole class <input checked="" type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	<ul style="list-style-type: none"> • U2_L1_ALL3.pdf <p>A word list is provided by the teacher.</p>	Formative: the teacher assesses the accuracy of the students' vocabulary as well as their pronunciation.
L	S	R	W								

CLIL Lesson Plan

Unit number	2	Lesson number	2	Title	Selection and offset
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
1	15 min	Viewing of a video that describes the procedure which can be used to select elements. English subtitles may be included, depending on the level of the class.	The teacher shows the video. At the end of the video, the most relevant information is summed up orally. The students watch the video and try to take notes about the most important information.	<p>Skills</p> <p>L S R W</p> <p>Key vocabulary interface, smooth, to hold down, to offset, to drag, nifty, dimensioned, scroll wheel, tricky, to alter, wall, to extrude, raise</p> <p>Communicative structures Do you agree with ?/I agree with / I don't agree with; What do you think about....? In my opinion, according to....</p>	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	<ul style="list-style-type: none"> • U2_L2_ALL1.pdf link	

2	15 min	The teacher assigns exercise 2: a true/false exercise.	The teacher gives the students 5 minutes to decide if some sentences are correct or incorrect. The students do the reading comprehension exercise and then correct the false statements with the teacher.	<p>Skills</p> <p>L S R W</p> <p>Key vocabulary interface, smooth, to hold down, to offset, to drag, nifty, dimensioned, scroll wheel, tricky, to alter, wall, to extrude, raise</p> <p>Communicative structures Do you agree with ?/I agree with / I don't agree with; What do you think about....? In my opinion, according to....</p>	<input type="checkbox"/> Whole class <input type="checkbox"/> Group work <input checked="" type="checkbox"/> Pair work <input type="checkbox"/> Individual work	<ul style="list-style-type: none"> • U2_L2_ALL2.pdf <p>Hand-out 8, exercise 1</p>	Formative: the teacher checks if the students have understood the text.
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3	15 min	Viewing of a video that describes the procedure which can be used to use “offset command”. English subtitles may be included, depending on the level of the class.	The teacher shows the video and, if needed, stops it to provide further explanations. At the end of the video, the most relevant information is summed up orally. The students watch the video and try to take notes about the most important information.	<p>Skills</p> <p>L S R W</p> <p>Key vocabulary interface, smooth, to hold down, to offset, to drag, nifty, dimensioned, scroll wheel, tricky, to alter, wall, to extrude, raise</p> <p>Communicative structures Do you agree with ?/I agree with / I don't agree with; What do you think about....? In my opinion, according to....</p>	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	<ul style="list-style-type: none"> • U2_L1_ALL1.pdf link	
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4	25 min	<p>The students try to put into practice what they have learnt in the previous sessions. This activity is part of a class project which the students will be working on during the entire unit. They select elements and use “offset”.</p>	<p>The teacher monitors the students and supports them while they are drawing. The students make the drawing following the assignment. An example is then shown to the entire class to correct the exercise together. The whole class checks the correctness of the drawing.</p>	<p>Skills</p> <table border="1" data-bbox="1010 167 1346 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary interface, smooth, to hold down, to offset, to drag, nifty, dimensioned, scroll wheel, tricky, to alter, wall, to extrude, raise</p> <p>Communicative structures Do you agree with ?/I agree with / I don't agree with; What do you think about....? In my opinion, according to....</p>	L	S	R	W	<ul style="list-style-type: none"> <input type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work 		<p>Formative: the teacher assesses the correctness of the students' drawing.</p>
L	S	R	W								

5	15 min	The teacher assigns exercise 2: fill in a gapped text using some given words.	The teacher gives the students 5 minutes to discuss in pairs the questions in section b. They work in pairs and then the results are compared together.	<p>Skills</p> <table border="1" data-bbox="1010 165 1350 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary interface, smooth, to hold down, to offset, to drag, nifty, dimensioned, scroll wheel, tricky, to alter, wall, to extrude, raise</p> <p>Communicative structures Do you agree with ?/I agree with / I don't agree with; What do you think about....? In my opinion, according to....</p>	L	S	R	W	<input type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work	<ul style="list-style-type: none"> • U2_L2_ALL2.pdf 	The students do the reading comprehension exercise and then try to correct the false statements with the teacher.
L	S	R	W								

6	15 min	Activity to reinforce and improve vocabulary.	The teacher asks the students to say the English translation of a list of chosen words. In the end, a copy of the word list is handed out to the class so that it can be read and studied for the next lesson. The students, taking turns, try to translate some technical words which are read out by the teacher. The whole class interacts to correct the mistakes.	<p>Skills</p> <table border="1" data-bbox="1003 164 1348 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary interface, smooth, to hold down, to offset, to drag, nifty, dimensioned, scroll wheel, tricky, to alter, wall, to extrude, raise</p> <p>Communicative structures Do you agree with ?/I agree with / I don't agree with; What do you think about....? In my opinion, according to....</p>	L	S	R	W	<input checked="" type="checkbox"/> Whole class <input checked="" type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	<ul style="list-style-type: none"> • U2_L2_ALL3.pdf <p>A word list is provided by the teacher.</p>	Formative: the teacher assesses the accuracy of the students' vocabulary as well as their pronunciation.
L	S	R	W								

CLIL Lesson Plan

Unit number	2	Lesson number	3	Title	Basic cad commands
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	15 min	Viewing of a video that describes the procedure which can be used to use the basic cad commands . English subtitles may be included, depending on the level of the class.	The teacher shows the video. At the end of the video, the most relevant information is summed up orally. The students watch the video and try to take notes about the most important information.	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary snap, alias, chamfer, shaft, encompassed, filled, dialog box, straightforward, mirror line, array, counterclockwise, spacebar, escape, to mark, equal, segments</p> <p>Communicative structures Do you agree with ?/I agree with / I don't agree with; What do you think about....? In my opinion, according to....</p>	L	S	R	W	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	<ul style="list-style-type: none"> • U2_L3_ALL1.pdf link (part 1)	
L	S	R	W								

2	15 min	The teacher assigns exercise 1: Put the sentences in the correct order.	The teacher gives the students 5 minutes to discuss in pairs the questions in section b. They work in pairs and then the results are compared together.	<p>Skills</p> <table border="1" data-bbox="1003 167 1350 215"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary snap, alias, chamfer, shaft, encompassed, filled, dialog box, straightforward, mirror line, array, counterclockwise, spacebar, escape, to mark, equal, segments</p> <p>Communicative structures Do you agree with ?/I agree with / I don't agree with; What do you think about....? In my opinion, according to....</p>	L	S	R	W	<input type="checkbox"/> Whole class <input type="checkbox"/> Group work <input checked="" type="checkbox"/> Pair work <input type="checkbox"/> Individual work	<ul style="list-style-type: none"> • U2_L2_ALL2.pdf Hand-out 9, exercise 1	Formative: the teacher checks if the students have understood the text.
L	S	R	W								

3	15 min	Viewing of a video that describes the procedure which can be used the basic cad commands . English subtitles may be included, depending on the level of the class.	The teacher shows the video and, if needed, stops it to provide further explanations. At the end of the video, the most relevant information is summed up orally. The students watch the video and try to take notes about the most important information.	<p>Skills</p> <p>L S R W</p> <p>Key vocabulary snap, alias, chamfer, shaft, encompassed, filled, dialog box, straightforward, mirror line, array, counterclockwise, spacebar, escape, to mark, equal, segments</p> <p>Communicative structures Do you agree with ?/I agree with / I don't agree with; What do you think about....? In my opinion, according to....</p>	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	<ul style="list-style-type: none"> • U2_L3_ALL1.pdf link (part 2)	
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4	25 min	The students try to put into practice what they have learnt in the previous sessions. This activity is part of a class project which the students will be working on during the entire unit.	The teacher monitors the students and supports them while they are drawing. The students make the drawing following the assignment. An example is then shown to the entire class to correct the exercise together. The whole class checks the correctness of the drawing.	<p>Skills</p> <p>L S R W</p> <p>Key vocabulary snap, alias, chamfer, shaft, encompassed, filled, dialog box, straightforward, mirror line, array, counterclockwise, spacebar, escape, to mark, equal, segments</p> <p>Communicative structures Do you agree with ?/I agree with / I don't agree with; What do you think about....? In my opinion, according to....</p>	<input type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work		Formative: the teacher assesses the correctness of the students' drawing.
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5	15 min	The teacher assigns exercise 2: fill in a gapped text using some given words.	The teacher gives the students 5 minutes to discuss in pairs the questions in section b. They work in pairs and then the results are compared together.	<p>Skills</p> <table border="1" data-bbox="1008 167 1348 215"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary snap, alias, chamfer, shaft, encompassed, filled, dialog box, straightforward, mirror line, array, counterclockwise, spacebar, escape, to mark, equal, segments</p> <p>Communicative structures Do you agree with ?/I agree with / I don't agree with; What do you think about....? In my opinion, according to....</p>	L	S	R	W	<input type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work	<ul style="list-style-type: none"> • U2_L3_ALL2.pdf <p>Hand-out 9, exercise 2</p>	The students do the reading comprehension exercise and then try to correct the false statements with the teacher.
L	S	R	W								

6	15 min	Activity to reinforce and improve vocabulary.	The teacher asks the students to say the English translation of a list of chosen words. In the end, a copy of the word list is handed out to the class so that it can be read and studied for the next lesson. The students, taking turns, try to translate some technical words which are read out by the teacher. The whole class interacts to correct the mistakes.	<p>Skills</p> <table border="1" data-bbox="1003 164 1348 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary snap, alias, chamfer, shaft, encompassed, filled, dialog box, straightforward, mirror line, array, counterclockwise, spacebar, escape, to mark, equal, segments</p> <p>Communicative structures Do you agree with ?/I agree with / I don't agree with; What do you think about....? In my opinion, according to....</p>	L	S	R	W	<input checked="" type="checkbox"/> Whole class <input checked="" type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	<ul style="list-style-type: none"> • U2_L3_ALL3.pdf <p>A word list is provided by the teacher.</p>	Formative: the teacher assesses the accuracy of the students' vocabulary as well as their pronunciation.
L	S	R	W								

CLIL Lesson Plan

Unit number	3	Lesson number	1	Title	Let's test your knowledge
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	5 min	Understanding the assignment	Before handing out the tests the teacher explains the aim of the test to the students. The test is divided into 2 parts in order to make students work on different questions and make their own choice. The tests are given to students.	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary All the previous key words</p> <p>Communicative structures All the previous communicative structures</p>	L	S	R	W	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	<ul style="list-style-type: none"> • U3_L1_ALL2.pdf • U3_L1_ALL1.pdf Test prepared using kahoot.	
L	S	R	W								

2	20 min	Activity to check students' knowledge ability and skill progress.	The teacher asks the students to do the test. The he monitors the work and encourages weaker students to complete it.	<p>Skills</p> <p>L S R W</p> <p>Key vocabulary All the previous key words</p> <p>Communicative structures All the previous communicative structures</p>	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	<ul style="list-style-type: none"> • U3_L1_ALL2.pdf • U3_L1_ALL1.pdf <p>First and second part of the test.</p>	Formative: the teacher checks if the students have understood what was explained during the lessons.
3	20 min	Activity to check students' knowledge ability and skill progress.	The teacher tells the students to stop and turn their test. The other part of the test is then handed in.	<p>Skills</p> <p>L S R W</p> <p>Key vocabulary All the previous key words</p> <p>Communicative structures All the previous communicative structures</p>	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	<ul style="list-style-type: none"> • U3_L1_ALL2.pdf • U3_L1_ALL1.pdf <p>First and second part of the test.</p>	Formative: the teacher checks if the students have understood what was explained during the lessons.

4	15 min	Increasing the speaking time, promoting the learners' independence and cooperation.	The teacher asks the students to compare with their desk mates their answers. In addition students are required to highlight the most difficult questions. They are allowed to speak only English.	<p>Skills</p> <p>L S R W</p> <p>Key vocabulary All the previous key words</p> <p>Communicative structures All the previous communicative structures</p>	<input type="checkbox"/> Whole class <input type="checkbox"/> Group work <input checked="" type="checkbox"/> Pair work <input type="checkbox"/> Individual work	<ul style="list-style-type: none"> • U3_L1_ALL2.pdf • U3_L1_ALL1.pdf <p>Tests</p>	Formative: the teacher checks if the students speak English and supports them if needed.
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5	20 min	Weaker students working in pairs feel more comfortable and are helped to express themselves in front of the whole class reporting a shared result/opinion.	The teacher starts the correction asking the students sitting in the last row to tell their answer and to reveal any difficulty. The activity goes on involving all the students.	<p>Skills</p> <p>L S R W</p> <p>Key vocabulary All the previous key words</p> <p>Communicative structures All the previous communicative structures</p>	<input type="checkbox"/> Whole class <input type="checkbox"/> Group work <input checked="" type="checkbox"/> Pair work <input type="checkbox"/> Individual work	<ul style="list-style-type: none"> • U3_L1_ALL2.pdf • U3_L1_ALL1.pdf <p>Tests</p>	Formative: the teacher checks the answers of the students, and correct them.
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6	20 min	Evaluating the whole project, underlining the positive and the negative aspects; improving students' awareness in the learning process.	The teacher suggests the students to work in pair and write on their notebooks 5 strengths and 5 weaknesses of the Clil lessons. After 5 minutes the students are asked to tell the class their opinions. A student is asked to write on the blackboard the list of weaknesses and strengths suggested and the teacher tries, with the help of the class, to find out how to improve the weaker parts.	<p>Skills</p> <table border="1" data-bbox="1037 165 1373 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary All the previous key words</p> <p>Communicative structures All the previous communicative structures</p>	L	S	R	W	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input checked="" type="checkbox"/> Pair work <input type="checkbox"/> Individual work	Notebook, blackboard	Formative: the teacher gives an assessment of the activities performed, taking notes of the aspects to improve.
L	S	R	W								