CLIL Module Plan

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School Grade	O Primary	O Midd	le		High				
School Year	© 1	0 2	03		O 4		05		
Subject	Altro - Technic	Altro - Technical drawing			Topic				
CLIL Language	English					O Deutsch			

Personal and social-cultural preconditions of all people involved

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.

Students' prior
knowledge,
skills,
competencies

Subject

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.

Language

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.

Timetable fi	ь.

Module

Length 20h (10x2h lessons)

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

Unit: 1

Technical drawing

Unit length: 12h (6x2h lessons)

Lesson 1

Draw a perpendicular line

Lesson 2

Draw a square

Lesson 3

Draw an equilateral triangle

Lesson 4

Draw an ellipse

Lesson 5

Draw a tangent line

Lesson 6

Orthographic projection

Unit: 2

Cad drawing

Unit length: 6h (3x2h lessons)

Lesson 1

Coordinates systems and line

Lesson 2

Selection and offset

Lesson 3

Basic cad commands

Unit: 3

Final test

Unit length: 2h

Lesson 1

Let's test your knowledge

 Unit number
 1
 Lesson number
 1
 Title
 Draw a perpendicular line

Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
1 10 m	10 min	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	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	Key vocabulary compasses/compass, ruler, protractor, straightedge, triangle, radium, angle, segment, degree, to center, measurement, shape	■ Whole class Group work Pair work Individual work	• U1_L1_ALL1.pdf link	
			the most important information.	Communicative structures Do you agree with ?/I agree with / I don't agree with; What do you think about? In my opinion, according to			

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.	L S R W Key vocabulary compasses/compass, ruler, protractor, straightedge, triangle, radium, angle, segment, degree, to center, measurement, shape	□ Whole class □ Group work ■ Pair work □ Individual work	• U1_L1_ALL2.pdf Hand-out 1, exercise 1	Formative: the teacher checks if the students have understood the text.
				Communicative structures Do you agree with ?/I agree with / I don't agree with; What do you think about? In my opinion, according to			

3 30 min The students The teacher Skills ☐ Whole Formative: the try to put into monitors the class teacher assesses S R practice what students and W ☐ Group the correctness they have supports them while work of the **Key vocabulary** learnt in the they are drawing. ☐ Pair work students'drawing. compasses/compass, previous The teacher then Individual ruler, protractor, sessions. This encourages the work straightedge, triangle, activity is part students to ask radium, angle, of a class questions in English segment, degree, to whenever they need project which center, measurement, the students assistance. The shape will be working students make the drawing following on during the Communicative entire unit. the assignment. An structures They draw example is then Do you agree with ?/I shown to the entire perpendicular agree with / I don't class to correct the segment. agree with; What do exercise together. you think about....? In The whole class my opinion, according checks the to.... correctness of the drawing.

4	assig exerc true/f	assigns exercise 2: a true/false exercise exercise true/false exercise correct or incorre The students do to reading comprehension exercise and ther correct the false	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	Key vocabulary compasses/compass, ruler, protractor, straightedge, triangle, radium, angle, segment, degree, to center, measurement, shape	□ Whole class □ Group work □ Pair work ■ Individual work	• U1_L1_ALL2.pdf Hand-out 1, exercise 2	The students do the reading comprehension exercise and then try to correct the false statements with the teacher.
				Communicative structures Do you agree with ?/I agree with / I don't agree with; What do you think about? In my opinion, according to			

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.	L S R W Key vocabulary compasses/compass, ruler, protractor, straightedge, triangle, radium, angle, segment, degree, to center, measurement, shape	■ Whole class ■ Group work □ Pair work □ Individual work	• U1_L1_ALL3.pdf A word list provided by the teacher	Formative: the teacher assesses the accuracy of the students' vocabulary as well as their pronunciation.
				Communicative structures Do you agree with ?/I agree with / I don't agree with; What do you think about? In my opinion, according to			

Unit number1Lesson number2TitleDraw a square

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	Key vocabulary square, to extend, to reposition, below- above, bottom-top, to connect, intersection, to figure out, diagonal, to rotate, congruent, length, link, midpoint Communicative structures Do you agree with ?/I agree with / I don't agree with; What do you think about? In my opinion, according to	■ Whole class □ Group work □ Pair work □ Individual work	• U1_L1_ALL2.pdf	

2	15 min	Activity to reinforce and	The teacher asks the students to say the	Skills	■ Whole	• U1_L2_ALL1.pdf	
		improve vocabulary.	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.	Key vocabulary square, to extend, to reposition, below- above, bottom-top, to connect, intersection, to figure out, diagonal, to rotate, congruent, length, link, midpoint	class Group work Pair work Individual work	A word list provided by the teacher	teacher assesses the accuracy of the students' vocabulary as well as their pronunciation.
				Communicative structures Do you agree with ?/I agree with / I don't agree with; What do you think about? In my opinion, according to			

3	10 min	Activity to reinforce writing and	The teacher asks the students to write some simple sentences,	Skills L S R W	■ Whole class	• U1_L2_ALL1.pdf Word list provided by	Formative: the teacher assesses the
		grammar.	using the new words .	Key vocabulary square, to extend, to reposition, below- above, bottom-top, to connect, intersection, to figure out, diagonal, to rotate, congruent, length, link, midpoint	work Pair work Individual work	the teacher	accuracy of the students' vocabulary
				Communicative structures Do you agree with ?/I agree with / I don't agree with; What do you think about? In my opinion, according to			

4 15 min Viewing of a The teacher shows the Skills Whole • U1 L2 ALL2.pdf video that video and, if needed, class link S R W describes the stops it to provide ☐ Group further explanations. work procedure **Key vocabulary** At the end of the video. ☐ Pair work which can be square, to extend, to the most relevant used to draw a ☐ Individual reposition, belownformation is summed square. English work above, bottom-top, to subtitles may up orally. The students connect, intersection, to be included, watch the video and figure out, diagonal, to depending on try to take notes about rotate, congruent, the most important the level of the length, link, midpoint information. class. Communicative structures Do you agree with ?/I agree with / I don't agree with; What do you think about....? In my opinion, according to....

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.	Key vocabulary square, to extend, to reposition, below- above, bottom-top, to connect, intersection, to figure out, diagonal, to rotate, congruent, length, link, midpoint Communicative structures Do you agree with ?/I agree with / I don't agree with; What do you think about? In my opinion, according to	□ Whole class □ Group work ■ Pair work □ Individual work	• U1_L2_ALL3.pdf Hand-out 2, exercise 1	Formative: the teacher checks if the students have understood the text.
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6 20 min The students The teacher monitors Skills ☐ Whole Formative: the try to put into the students and class teacher S R practice what assists them while they W ☐ Group assesses the they have are drawing. The work correctness of **Key vocabulary** learnt in the teacher then □ Pair work the students' square, to extend, to previous encourages the drawing. ■ Individual reposition, belowsessions. This students to ask work above, bottom-top, to questions in English activity is part connect, intersection, to of a class whenever they need figure out, diagonal, to assistance. The project which rotate, congruent, the students students make the length, link, midpoint will be working drawing following the on during the assignment. An Communicative entire unit. example is then shown structures They draw a to the entire class to Do you agree with ?/I correct the exercise square. agree with / I don't together. The whole agree with; What do class checks the you think about....? In correctness of the my opinion, according drawing. to....

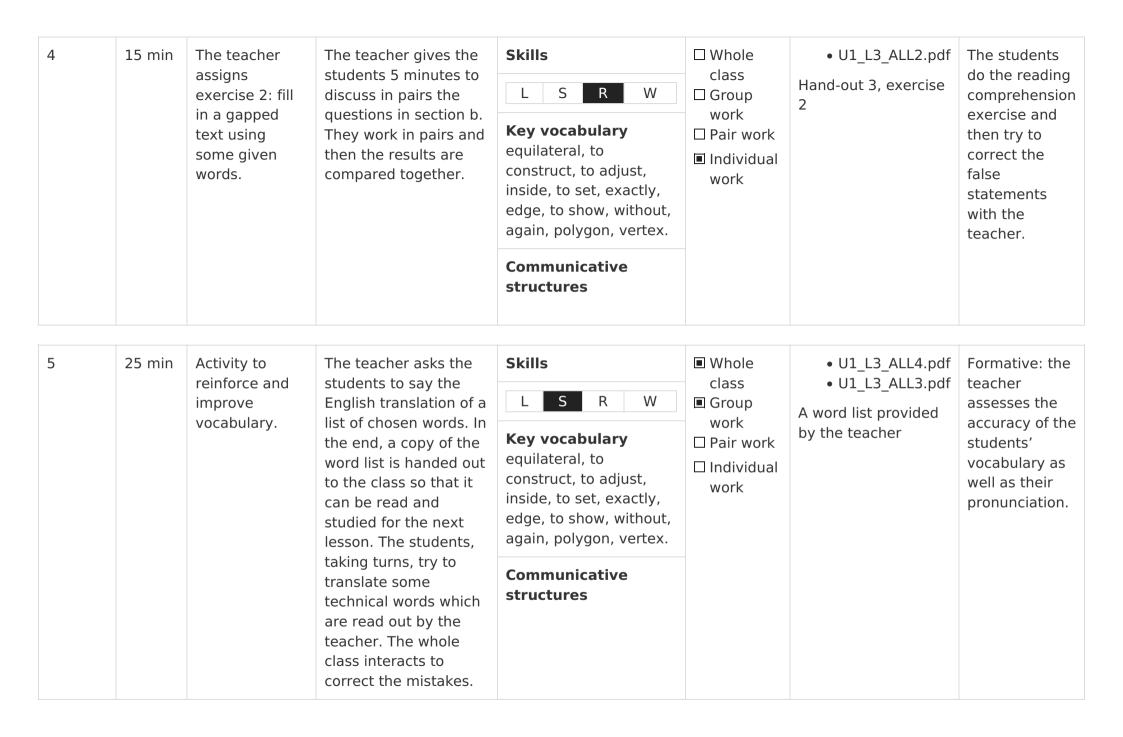
7	15 min	The teacher assigns exercise 2: fill in a gapped text using some given words.	The teacher gives the students 5 minutes to discuss in pairs the questions in section b. They work in pairs and then the results are compared together.	Key vocabulary square, to extend, to reposition, below- above, bottom-top, to connect, intersection, to figure out, diagonal, to rotate, congruent, length, link, midpoint	□ Whole class □ Group work □ Pair work ■ Individual work	• 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.
				Communicative structures Do you agree with ?/I agree with / I don't agree with; What do you think about? In my opinion, according to			

 Unit number
 1
 Lesson number
 3
 Title
 Draw an equilateral triangle

Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
1	15 min	Viewing of a video that describes the procedure which cn 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.	Key vocabulary equilateral, to construct, to adjust, inside, to set, exactly, edge, to show, without, again, polygon, vertex. Communicative structures	■ Whole class □ Group work □ Pair work □ Individual work	• 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.	Key vocabulary equilateral, to construct, to adjust, inside, to set, exactly, edge, to show, without, again, polygon, vertex.	□ Whole class □ Group work □ Pair work □ Individual work	• U1_L3_ALL2.pdf Hand-out 3, exercise 1	Formative: the teacher checks if the students have understood the text.
				Communicative structures			

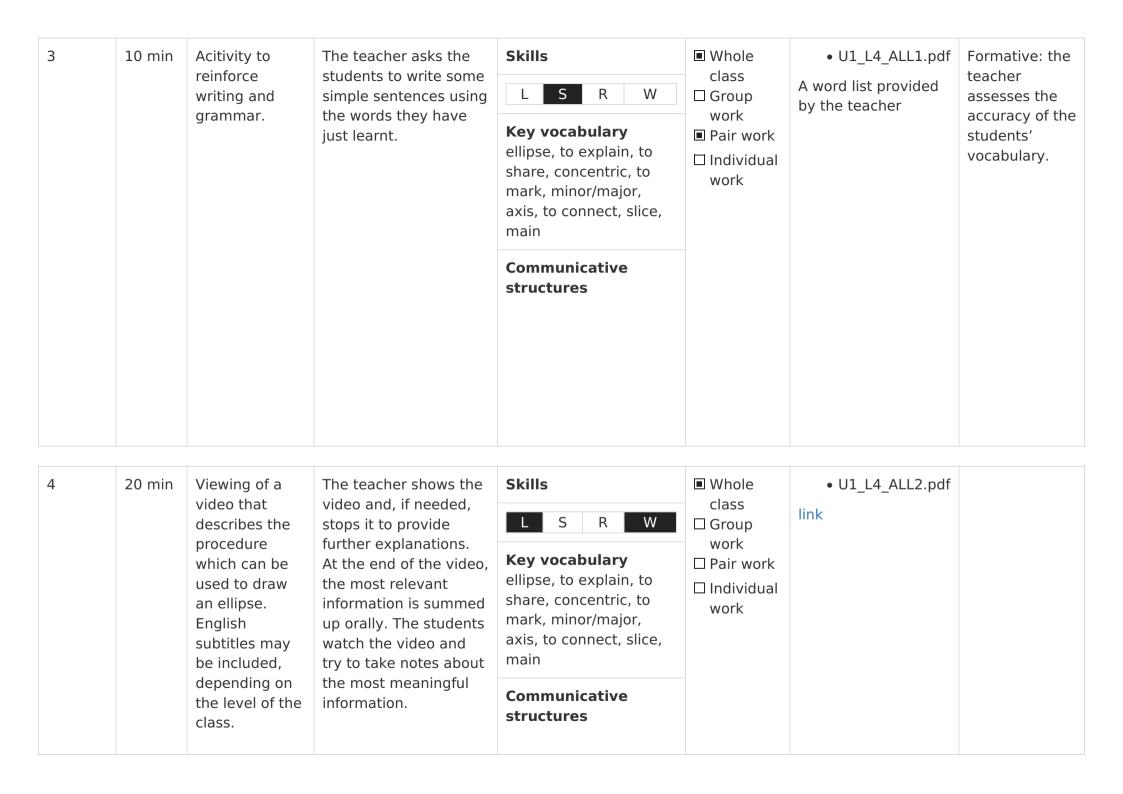
3 30 min The students The teacher monitors Skills ☐ Whole Formative: the try to put into the students and class teacher S R W practice what supports them while ☐ Group assesses the they have they are drawing. The work correctness of **Key vocabulary** ☐ Pair work learnt in the teacher then the students' equilateral, to previous encourages the drawing. ■ Individual construct, to adjust, students to ask sessions. This work inside, to set, exactly, activity is part questions in English edge, to show, without, whenever they need of a class again, polygon, vertex. assistance. The project which students make the the students Communicative will be working drawing following the structures on during the assignment. An entire unit. example is then shown They draw an to the entire class to equilateral correct the exercise triangle. together. The whole class checks the correctness of the drawing.



Unit number1Lesson number4TitleDraw an ellipse

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.	L S R W Key vocabulary ellipse, to explain, to share, concentric, to mark, minor/major, axis, to connect, slice, main Communicative structures	■ Whole class Group work Pair work Individual work	• U1_L3_ALL2.pdf Hand-out 3	

2	10 min	Activity to reinforce and	The teacher asks the students to say the	Skills	■ Whole class	• U1_L4_ALL1.pdf	Formative: the teacher
		improve vocabulary.	English translation of a list of chosen words. A	L S R W	■ Group work	A word list provided by the teacher.	assesses the accuracy of the
		vocabalary.	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	Key vocabulary ellipse, to explain, to share, concentric, to mark, minor/major, axis, to connect, slice, main	□ Pair work □ Individual work		students' vocabulary as well as their pronunciation.
			technical words which are read out by the teacher. The whole class interacts to correct the mistakes.	Communicative structures			



5	15 min	The teacher assigns exercise 1: Put the sentences	The teacher gives the students 5 minutes to discuss in pairs the questions in section b.	Skills L S R W	□ Whole class □ Group work	• U1_L4_ALL3.pdf Hand-out 4, exercise 1	Formative: the teacher checks if the students have
		in the correct order	They work in pairs and then the results are compared together.	Key vocabulary ellipse, to explain, to share, concentric, to mark, minor/major, axis, to connect, slice, main	■ Pair work □ Individual work		understood the text.
				Communicative structures			

6 20 min The students The teacher monitors Skills ☐ Whole Formative: the teacher try to put into the students and class S R W practice what supports them while ☐ Group assesses the they are drawing. The they have work correctness of **Key vocabulary** teacher then ☐ Pair work learnt in the the students' ellipse, to explain, to previous encourages the drawing. ■ Individual share, concentric, to sessions. This students to ask work mark, minor/major, activity is part questions in English axis, to connect, slice, of a class whenever they need main assistance. The project which students make the the students **Communicative** will be working drawing following the structures on during the assignment. An entire unit. example is then shown They draw an to the entire class to correct the exercise ellipse. together. The whole class checks the correctness of the drawing.

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.	Key vocabulary ellipse, to explain, to share, concentric, to mark, minor/major, axis, to connect, slice, main	□ Whole class □ Group work □ Pair work □ Individual work	• 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.
				Communicative structures			

Unit number	1	Lesson number	5	Title	Draw a tangent line
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Acti	vity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
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1 15 min Viewing of a The teacher shows **Skills** Whole • U1 L5 ALL1.pdf link video that the video. At the end class S R L describes the of the video, the W ☐ Group most relevant procedure work **Key vocabulary** information is ☐ Pair work which can be tangent, arch, straight used to draw summed up orally. ☐ Individual line, circumference, to The students watch tangent line. work join, smooth, to touch, English the video and try to to disappear, to take notes about the subtitles may accomplish, skill, to be included, most important subtract, to add, square information. depending on root, brackets, the level of the approximation, class. sum/total, coordinates. to round down/up, dashed-dotted line, row, column Communicative structures Do you agree with ?/I agree with / I don't agree with; What do you think about....? In my opinion, according to....

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.	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 Communicative structures Do you agree with ?/I agree with / I don't agree with; What do you think about? In my opinion, according to	□ Whole class □ Group work ■ Pair work □ Individual work	• U1_L5_ALL2.pdf Hand-out 5, exercise 1	Formative: the teacher checks if the students have understood the text.
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3 15 min Viewing of a The teacher shows Skills ☐ Whole • U1 L5 ALL1.pdf video that the video and, if class link S R describes the needed, stops it to W ☐ Group provide further procedure work **Key vocabulary** ☐ Pair work which can be explanations. At the tangent, arch, straight used to draw end of the video, the ☐ Individual line, circumference, to an equilateral most relevant work join, smooth, to touch, triangle. information is to disappear, to English summed up orally. accomplish, skill, to The students watch subtitles may subtract, to add, square the video and try to be included, root, brackets, take notes about the depending on approximation, the levele of most important sum/total, coordinates. information. the class. to round down/up, dashed-dotted line, row, column Communicative structures Do you agree with ?/I agree with / I don't agree with; What do you think about....? In my opinion, according to....

4 25 min The students The teacher monitors Skills ☐ Whole Formative: the try to put into the students and class teacher assesses S R practice what supports them while W ☐ Group the correctness they have they are drawing. work of the **Key vocabulary** learnt in the The students make ☐ Pair work students'drawing. tangent, arch, straight previous the drawing following Individual line, circumference, to sessions. This the assignment. An work join, smooth, to touch, activity is part example is then to disappear, to of a class shown to the entire accomplish, skill, to class to correct the project which subtract, to add, square the students exercise together. root, brackets, will be working The whole class approximation, on during the checks the sum/total, coordinates, entire unit. correctness of the to round down/up, They draw drawing. dashed-dotted line, tangent line. row, column Communicative structures Do you agree with ?/I agree with / I don't agree with; What do you think about....? In my opinion, according to....

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.	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 Communicative structures Do you agree with ?/I agree with / I don't agree with; What do you think about? In my opinion, according to	□ Whole class □ Group work □ Pair work ■ Individual work	• U1_L5_ALL2.pdf Hand-out 5, exercise 2	The students do the reading comprehension exercise and then try to correct the false statements with the teacher.
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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.	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 Communicative structures Do you agree with ?/I agree with / I don't agree with; What do you think about? In my opinion, according to	■ Whole class ■ Group work □ Pair work □ Individual work	• U1_L5_ALL3.pdf A word list is provided by the teacher.	Formative: the teacher assesses the accuracy of the students' vocabulary as well as their pronunciation.
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Unit number 1 Lesson number 6 Title Orthographic projection

Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
1	10 min	Activity to reinforce	Before starting, the handouts which were	Skills	■ Whole class	• U1_L5_ALL2.pdf	
	vocabulary an	vocabulary and	presented in the	L S R W	☐ Group work	Hand-out 5	
		grammar.	previous lesson are reviewed.	Key vocabulary flattened, height, to project,width, to fold, dashed line, depht, to hinge, ground line, surface, hidden line, width, lenght, thickness	□ Pair work □ Individual work		
				Communicative structures Do you agree with ?/I agree with / I don't agree with; What do you think about? In my opinion, according to			

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.	Key vocabulary flattened, height, to project, width, to fold, dashed line, depht, to hinge, ground line, surface, hidden line, width, lenght, thickness Communicative structures Do you agree with ?/I agree with / I don't agree with; What do you think about? In my opinion, according to	■ Whole class □ Group work □ Pair work □ Individual work	• 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.	Skills L S R W	□ Whole class □ Group work ■ Pair work □ Individual work	• U1_L6_ALL2.pdf Hand-out 6, exercise 1	Formative: the teacher checks if the students have understood the text.
				Key vocabulary flattened, height, to project,width, to fold, dashed line, depht, to hinge, ground line, surface, hidden line, width, lenght, thickness			
				Communicative structures Do you agree with ?/I agree with / I don't agree with; What do you think about? In my opinion, according to			

4 15 min Viewing of a The teacher shows the Skills Whole • U1 L6 ALL1.pdf video that video and, if needed, class link S R W describes the stops it to provide ☐ Group further explanations. work procedure **Key vocabulary** which can be At the end of the video. ☐ Pair work flattened, height, to the most relevant used to draw ☐ Individual project, width, to fold, information is summed orthographic work dashed line, depht, to projection. up orally. The students hinge, ground line, English watch the video and surface, hidden line, try to take a few notes subtitles may width, lenght, thickness about the most be included, relevant information. depending on Communicative the level of the structures class. Do you agree with ?/I agree with / I don't agree with; What do you think about....? In my opinion, according to....

5	20 min	try to put into practice what they have learnt in the previous sessions. They do a test online (using Kahoot)	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.	Key vocabulary flattened, height, to project, width, to fold, dashed line, depht, to hinge, ground line, surface, hidden line, width, lenght, thickness	■ Whole class □ Group work □ Pair work □ Individual work	link	Formative: the teacher assesses the correctness of the students' answers.
				Communicative structures Do you agree with ?/I agree with / I don't agree with; What do you think about? In my opinion, according to			

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.	Key vocabulary flattened, height, to project,width, to fold, dashed line, depht, to hinge, ground line, surface, hidden line, width, lenght, thickness	□ Whole class □ Group work □ Pair work ■ Individual work	• U1_L6_ALL2.pdf Hand-out 6, exercise 2	do the reading
				Communicative structures Do you agree with ?/I agree with / I don't agree with; What do you think about? In my opinion, according to			

7	15 min	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.	Skills L S R W Key vocabulary flattened, height, to project, width, to fold, dashed line, depht, to hinge, ground line, surface, hidden line, width, lenght, thickness	■ Whole class ■ Group work □ Pair work □ Individual work	• U1_L6_ALL3.pdf A word list is provided by the teacher.	Formative: the teacher assesses the accuracy of the students' vocabulary as well as their pronunciation.
			technical words which are read out by the teacher. The whole class interacts to	Communicative structures Do you agree with ?/I agree with / I don't agree with; What do you think about? In my opinion, according to		

Unit number 2 Lesson number 1 Title Coordinates systems and line

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.	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 Communicative structures Do you agree with ?/I agree with / I don't agree with; What do you think about? In my opinion, according to	■ Whole class □ Group work □ Pair work □ Individual work	• U1_L6_ALL2.pdf Hand-out 6	

2	20 min	Viewing of a	The teacher shows the	Skills	■ Whole	• U2_L1_ALL1.pdf	
		video that describes the	video. At the end of the video, the most	L S R W	class	link	
		procedure which can be	relevant information is summed up orally. The	Key vocabulary	work □ Pair work		
		used to students watch different video and try to notes about the	students watch the video and try to take notes about the most important information.	toggle/to toggle, toolbar, to edit, to undo, tab key, slot/to slot, icon, numeric keypad, comma, polar tracking, key, press, type, enter	□ Individual work		
				Communicative structures Do you agree with ?/I agree with / I don't agree with; What do you think about? In my opinion, according to			

3	15 min	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.	Skills L S R W	□ Whole class □ Group		Formative: the teacher checks if the students have understood the text.
				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	work Pair work Individual work		
				Communicative structures Do you agree with ?/I agree with / I don't agree with; What do you think about? In my opinion, according to			

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.	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 Communicative structures Do you agree with ?/I agree with / I don't agree with; What do you think about? In my opinion, according to	■ Whole class □ Group work □ Pair work □ Individual work	• U1_L6_ALL1.pdf • U2_L1_ALL1.pdf link	
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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.	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 Communicative structures Do you agree with ?/I agree with / I don't agree with; What do you think about? In my opinion, according to	□ Whole class □ Group work □ Pair work ■ Individual work	• U2_L1_ALL2.pdf Hand-out 7, exercise 2	The students do the reading comprehension exercise and then try to correct the false statements with the teacher.
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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.	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	■ Whole class ■ Group work □ Pair work □ Individual work	• U2_L1_ALL3.pdf A word list is provided by the teacher.	Formative: the teacher assesses the accuracy of the students' vocabulary as well as their pronunciation.
				Communicative structures Do you agree with ?/I agree with / I don't agree with; What do you think about? In my opinion, according to			

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.	Key vocabulary interface, smooth, to hold down, to offset, to drag, nifty, dimensioned, scroll wheel, tricky, to alter, wall, to extrude, raise Communicative structures Do you agree with ?/I agree with / I don't agree with; What do you think about? In my opinion, according to	■ Whole class □ Group work □ Pair work □ Individual work	• 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.	Key vocabulary interface, smooth, to hold down, to offset, to drag, nifty, dimensioned, scroll wheel, tricky, to alter, wall, to extrude, raise	□ Whole class □ Group work ■ Pair work □ Individual work	• U2_L2_ALL2.pdf Hand-out 8, exercise 1	Formative: the teacher checks if the students have understood the text.
				Communicative structures Do you agree with ?/I agree with / I don't agree with; What do you think about? In my opinion, according to			

3 15 min Viewing of a The teacher shows the Skills Whole • U2 L1 ALL1.pdf video that video and, if needed, class link S R W describes the stops it to provide ☐ Group further explanations. work procedure **Key vocabulary** which can be At the end of the ☐ Pair work interface, smooth, to video, the most used to use ☐ Individual hold down, to offset, to "offset relevant information is work drag, nifty, command". summed up orally. The dimensioned, scroll English students watch the wheel, tricky, to alter, video and try to take subtitles may wall, to extrude, raise notes about the most be included, depending on important information. Communicative the level of the structures class. Do you agree with ?/I agree with / I don't agree with; What do you think about....? In my opinion, according to....

4 25 min The students The teacher monitors Skills ☐ Whole Formative: the try to put into the students and class teacher S R W practice what supports them while ☐ Group assesses the they have they are drawing. The work correctness of **Key vocabulary** students make the □ Pair work learnt in the the students' interface, smooth, to previous drawing following the drawing. ■ Individual hold down, to offset, to sessions. This assignment. An work drag, nifty, activity is part example is then shown dimensioned, scroll to the entire class to of a class wheel, tricky, to alter, correct the exercise project which wall, to extrude, raise together. The whole the students will be working class checks the Communicative on during the correctness of the structures entire unit. drawing. Do you agree with ?/I They select agree with / I don't elements and agree with; What do use "offset". you think about....? In my opinion, according to....

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.	Key vocabulary interface, smooth, to hold down, to offset, to drag, nifty, dimensioned, scroll wheel, tricky, to alter, wall, to extrude, raise	□ Whole class □ Group work □ Pair work ■ Individual work		The students do the reading comprehension exercise and then try to correct the false statements with the teacher.
				Communicative structures Do you agree with ?/I agree with / I don't agree with; What do you think about? In my opinion, according to			

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	Key vocabulary interface, smooth, to hold down, to offset, to drag, nifty, dimensioned, scroll wheel, tricky, to alter, wall, to extrude, raise	■ Group work	U2_L2_ALL3.pdf A word list is provided by the teacher.	Formative: the teacher assesses the accuracy of the students' vocabulary as well as their pronunciation.
			translate some technical words which are read out by the teacher. The whole class interacts to correct the mistakes.	Communicative structures Do you agree with ?/I agree with / I don't agree with; What do you think about? In my opinion, according to			

Unit number 2 Lesson number 3 Title Basic cad commands

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.	Key vocabulary snap, alias, chamfer, shaft, encompassed, filled, dialog box, straightforward, mirror line, array, counterclockwise, spacebar, escape, to mark, equal, segments Communicative structures Do you agree with ?/I agree with / I don't agree with; What do you think about? In my opinion, according to	■ Whole class □ Group work □ Pair work □ Individual work	• U2_L3_ALL1.pdf link (part 1)	

2	15 min	The teacher assigns exercise 1: Put the sentences	'	Skills L S R W	□ Whole class □ Group work	class Hand-out 9, exercise	Formative: the teacher checks if the students have
		in the correct order.	They work in pairs and then the results are compared together.	Key vocabulary snap, alias, chamfer, shaft, encompassed, filled, dialog box, straightforward, mirror line, array, counterclockwise, spacebar, escape, to mark, equal, segments Communicative structures Do you agree with ?/I agree with / I don't agree with; What do you think about? In my opinion, according to	Pair work ☐ Individual work		understood the text.

3 15 min Viewing of a The teacher shows the Skills Whole • U2 L3 ALL1.pdf video that video and, if needed, class link (part 2) S R describes the stops it to provide W ☐ Group further explanations. At work procedure **Key vocabulary** ☐ Pair work the end of the video. which can be snap, alias, chamfer, the most relevant used the basic ☐ Individual shaft, encompassed, cad commands information is summed work filled, dialog box, . English up orally. The students straightforward, mirror subtitles may watch the video and try line, array, be included, to take notes about the counterclockwise, most important depending on spacebar, escape, to information. the level of the mark, equal, segments class. Communicative structures Do you agree with ?/I agree with / I don't agree with; What do you think about....? In my opinion, according to....

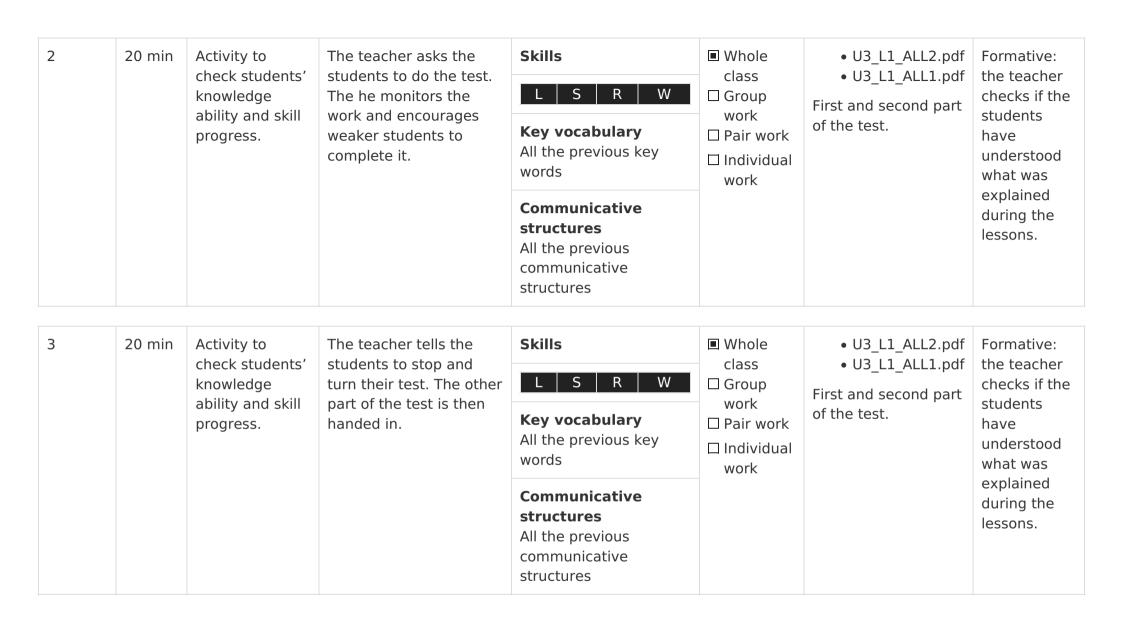
4 25 min The students The teacher monitors Skills ☐ Whole Formative: the try to put into the students and class teacher S R W practice what supports them while ☐ Group assesses the they are drawing. The they have work correctness of **Key vocabulary** students make the □ Pair work learnt in the the students' snap, alias, chamfer, previous drawing following the drawing. ■ Individual shaft, encompassed, sessions. This assignment. An work filled, dialog box, activity is part example is then shown straightforward, mirror of a class to the entire class to line, array, correct the exercise project which counterclockwise, the students together. The whole spacebar, escape, to will be working class checks the mark, equal, segments on during the correctness of the entire unit. drawing. Communicative structures Do you agree with ?/I agree with / I don't agree with; What do you think about....? In my opinion, according to....

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.	Key vocabulary snap, alias, chamfer, shaft, encompassed, filled, dialog box, straightforward, mirror line, array, counterclockwise, spacebar, escape, to mark, equal, segments Communicative structures Do you agree with ?/I agree with / I don't agree with; What do you think about? In my opinion, according to	□ Whole class □ Group work □ Pair work ■ Individual work	• U2_L3_ALL2.pdf Hand-out 9, exercise 2	The students do the reading comprehension exercise and then try to correct the false statements with the teacher.
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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	L S R W Key vocabulary snap, alias, chamfer, shaft, encompassed, filled, dialog box, straightforward, mirror line, array, counterclockwise, spacebar, escape, to mark, equal, segments	■ Whole class ■ Group work □ Pair work □ Individual work		Formative: the teacher assesses the accuracy of the students' vocabulary as well as their pronunciation.
			are read out by the teacher. The whole class interacts to correct the mistakes.	Communicative structures Do you agree with ?/I agree with / I don't agree with; What do you think about? In my opinion, according to			

 Unit number
 3
 Lesson number
 1
 Title
 Let's test your knowledge

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.	Skills L S R W Key vocabulary All the previous key words Communicative structures All the previous communicative structures	■ Whole class Group work Pair work Individual work	• U3_L1_ALL2.pdf • U3_L1_ALL1.pdf Test prepared using kahoot.	



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.	L S R W Key vocabulary All the previous key words Communicative structures All the previous communicative structures	□ Whole class □ Group work ■ Pair work □ Individual work	• U3_L1_ALL2.pdf • U3_L1_ALL1.pdf Tests	Formative: the teacher checks if the students speak English and supports them if needed.
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.	L S R W Key vocabulary All the previous key words Communicative structures All the previous communicative structures	□ Whole class □ Group work ■ Pair work □ Individual work	• U3_L1_ALL2.pdf • U3_L1_ALL1.pdf Tests	Formative: the teacher checks the answers of the students, and correct them.

6	20 min	Evaluating the whole project, underlining the positive and the negative aspects; improving	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	Skills L S R W Key vocabulary All the previous key words	■ Whole class □ Group work ■ Pair work □ Individual work	Notebook, blackboard	Formative: the teacher gives an assessment of the activities performed,
		students' awareness in the learning process.	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.	Communicative structures All the previous communicative structures			taking notes of the aspects to improve.