

CLIL Module Plan

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School	Liceo "B. Russell" Cles				
School Grade	<input type="radio"/> Primary		<input type="radio"/> Middle		<input checked="" type="radio"/> High
School Year	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input checked="" type="radio"/> 5
Subject	Storia dell'arte		Topic	History of architecture	
CLIL Language	<input checked="" type="radio"/> English			<input type="radio"/> Deutsch	

Personal and social-cultural preconditions of all people involved	<p>The class is composed of 24 students, 8 male and 16 female, they attend the 5th class of Liceo delle Scienze Umane. English mother tongue: none English level of the class is heterogeneous: A2/B1/B2 Other mother tongue: Arabic, Romanian Migrant background: 2 from Marocco, 3 from Romania, 1 from Venezuela, 1 from Moldavia Special Educational Needs: none Previous CLIL experience: since last year the class has studied art history in CLIL. The motivation is not very high and students have to be pushed to study. Learning space: the classroom is equipped with LIM with internet connection and a blackboard. Teacher has been teaching art history in CLIL since last year in this class.</p>
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Students' prior knowledge, skills, competencies	Subject	Language
	<p>Art specific terminology in English (past modules); Ss can describe a work of art, talk about an artist's style or technique, can make comparisons with other movements.</p>	<p>Present and past tenses, conditionals, reporting verbs, modal verbs, superlatives and comparatives, lexis and grammar expressing similarities and differences, to describe, compare and contrast ideas, to express opinions, to provide evidence, to agree and disagree, to support an argument, to take part in a discussion, synonyms.</p>

Timetable fit	<input checked="" type="radio"/> Module	Length 8 lessons, 15 hours
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Description of teaching and learning strategies	<p>The methodological approaches used are cooperative learning and project-based learning. Students work in pairs and small groups using the cooperative learning methodology and pursuing an interactive learning, guided by the teacher. Group research, self and peer-correction, use of prior knowledge and testing their theories and assumptions against their peers. By the end of the module students have also to elaborate a project creating something new. Teachers facilitate output production by encouraging learners' reactions, working in different interactive formats and practicing creative forms of oral and written output production. Teacher selects input material in order to have it challenging but comprehensible for learners. The teacher checks whether the meaning of the input has been comprehended sufficiently. If meaning is processed insufficiently or erroneously, the teacher might give some kind of support. Teachers facilitate exposure to input by scaffolding on the content and language level by active use of body language and visual aids.</p>
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Overall Module Plan

Unit: 1 Urban transformation Unit length: 2 lessons, 4 hours	Lesson 1 Haussmann's plan of Paris
	Lesson 2 Cast iron architecture
Unit: 2 New materials and shapes Unit length: 2 lessons, 4 hours	Lesson 1 Concrete's timeline and concrete's recipe
	Lesson 2 The Chicago Fire and the birth of skyscrapers
Unit: 3 Futurism and Modern movement. Unit length: 4 lessons, 7 hours	Lesson 1 Futuristic architecture: Saint Elias and the New City
	Lesson 2 Le Corbusier and the five points of architecture
	Lesson 3 Students' presentations: The _____'s tower
	Lesson 4 Final written test

CLIL Lesson Plan

Unit number	1	Lesson number	1	Title	Haussmann's plan of Paris
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
1	15 min	Recall and connect previous knowledge. To come to a shared definition for the subject.	T writes the word "Urban design" on the board and asks Ss to brainstorm it in pairs. SS share their ideas with the whole class.	Skills <div>L S R W</div> Key vocabulary Urban design Roads Sewage system Buildings Skyline Monuments Public and private spaces To shape To design Communicative structures What do you think...? In my opinion... It's the process of... In contrast to...	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input checked="" type="checkbox"/> Pair work <input type="checkbox"/> Individual work	Blackboard, Ss' notes.	

2	15 min	Make inferences and find evidence to support ideas Compare and contrast images. Social and communicative skills: express themselves politely using L1 if needed.	T introduces the topic showing pictures of Paris "before and after" Haussmann's renovation. T asks Ss to guess in pairs the differences. Ss share their ideas with the whole class	<div>Skills</div> <div><div>L</div><div>S</div><div>R</div><div>W</div></div> <div>Key vocabulary Modernization Road system Sewage system Gas lightning system Arrondissements Façade</div> <div>Communicative structures In my opinion... Can you compare..? Which are the main differences...? I agree/ I disagree with.... The roads are better defined... The space looks less chaotic Here there is a street lamp</div>	<div><input checked="" type="checkbox"/> Whole class</div> <div><input type="checkbox"/> Group work</div> <div><input checked="" type="checkbox"/> Pair work</div> <div><input type="checkbox"/> Individual work</div>	<div>• U1_L1_all1.pptx</div>	Formative assessment: Teacher facilitates language while checking students' opinions.
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3	45 min	To show understanding finding information from the text.	T forms groups of three and gives instructions about the activity. T assigns different roles using role cards: there is a notetaker, a leader and a checker in each group. Each card contains language suggestions. Then T circulates and facilitates language. Ss, divided in groups, read a text and complete it with words given At the end T checks the Ss' answers	<div>Skills</div> <div><div>L</div><div>S</div><div>R</div><div>W</div></div> <div>Key vocabulary Modernization Road system Sewage system Gas lightning system Arrondissements Façade</div> <div>Communicative structures What does it mean...? In my opinion... Where can I find the word... Is it correct?</div>	<div><input type="checkbox"/> Whole class</div> <div><input checked="" type="checkbox"/> Group work</div> <div><input type="checkbox"/> Pair work</div> <div><input type="checkbox"/> Individual work</div>	<div><div>• U0_L0_all0b.pdf</div><div>• U1_L1_all2A.pdf</div><div>• U1_L1_all2B.pdf</div></div>	Group assessment
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4	15 min	Demonstrating basic understanding of facts.	Ss complete a questionnaire, answering questions related to the topic. T checks Ss' answers	<div data-bbox="1032 86 1377 129">Skills</div> <div data-bbox="1032 165 1377 209"> <div>L</div> <div>S</div> <div>R</div> <div>W</div> </div> <div data-bbox="1032 245 1377 416"> Key vocabulary Decrease/increase Worthy Rebuild Renovation </div> <div data-bbox="1032 437 1377 639"> Communicative structures There is no communication since it's an individual work. </div>	<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_all3A.pdf • U1_L1_all3B.pdf 	Formative assessment. T checks Ss' work and comments in case of wrong answers.
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5	10 min	Reflect. Relate previous knowledge.	Feedback. T assigns some questions related to the lesson. For example: Something that I didn't know before... Something that surprised me... Something that I remember... There is no material since they are asked not to use their notes, so they have to recall what they've done.	<div data-bbox="1032 780 1377 823">Skills</div> <div data-bbox="1032 860 1377 903"> <div>L</div> <div>S</div> <div>R</div> <div>W</div> </div> <div data-bbox="1032 940 1377 1182"> Key vocabulary Modernization Road system Sewage system Gas lightning system Arrondissements Façade </div> <div data-bbox="1032 1203 1377 1485"> Communicative structures What do you think...? In my opinion... As I supposed... I didn't know that... Differently from what I supposed... </div>	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work		
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CLIL Lesson Plan

Unit number	1	Lesson number	2	Title	Cast iron architecture
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
1	15 min	Listen and recall facts.	T introduces the topic explaining what cast iron architecture is and how it became popular, talking about Crystal Palace and Eiffel Tower. Ss listen and take notes	<div> Skills </div> <div> <div>L</div> <div>S</div> <div>R</div> <div>W</div> </div> <div> Key vocabulary Cast iron Steel Industrial revolution Exhibition Prefabricated elements </div> <div> Communicative structures Developed through the use of... Was held to show... It took place... It's a special kind of iron, it's an alloy of... This structure was made for... It took less time to build it because... </div>	<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_all1.pptx 	

2	25 min	<p>To show understanding finding information from the text. Compare and contrast two different buildings. Social and communicative skills: ability to cover the assigned role.</p>	<p>T composes groups of three and hands out material. T assigns different roles using role cards: there's a leader, a notetaker and a checker. Each card contains language suggestions. Ss read a text and complete a Venn diagram At the end T checks Ss' diagram.</p>	<div> <div>Skills</div> <div> <div>L</div> <div>S</div> <div>R</div> <div>W</div> </div> <div> Key vocabulary Universal Exposition Cast iron Modular structure </div> <div> Communicative structures Can you compare...? Which are the main differences...? What do you think...? </div> </div>	<div> <input type="checkbox"/> Whole class <input checked="" type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work </div>	<ul style="list-style-type: none"> • U0_L0_all0b.pdf • U1_L2_all2.pdf • U1_L2_all3A.pdf • U1_L2_all3B.pdf 	
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3	30 min	Examine and break information into parts by identifying causes. Research and point out the most important information. Social and communicative skills	T divides the class in groups of four. T assigns a topic to each group. T assigns different roles using role cards: there's a leader, a checker, a time guard and a notetaker in each group. Each card contains some language suggestions. Ss have to do a brief research on the assigned topic and to report the basic information on worksheet Ss can use different type of technological devices to look up for information.	<div data-bbox="1032 92 1375 129">Skills</div> <div data-bbox="1032 165 1375 209"> <div>L</div> <div>S</div> <div>R</div> <div>W</div> </div> <div data-bbox="1032 245 1375 480"> Key vocabulary Cast iron Structure Glass Materials Map Ground/first/second floor Stairs/Elevators Pillar, Span Lightness </div> <div data-bbox="1032 517 1375 863"> Communicative structures In my opinion... What do you think...? Can you summarize what you've read? Which are the keypoints of...? What are the peculiar elements? </div>	<input type="checkbox"/> Whole class <input checked="" type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	<ul style="list-style-type: none"> • U1_L2_all4.pdf • U1_L2_all5.pdf • U1_L2_all6.pdf • U1_L2_all7.pdf • U0_L0_all0c.pdf Technological devices (P.C., smartphones...)	
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4	20 min	Explain and summarize collected information. Social and communicative skills, ability to summarize facts, distinguishing between more or less important information.	T composes new groups, so that in each new one there is at least one person from each previous group. Ss share their information on different topics.	<div data-bbox="1032 92 1375 129">Skills</div> <div data-bbox="1032 165 1375 209"> <div>L</div> <div>S</div> <div>R</div> <div>W</div> </div> <div data-bbox="1032 245 1375 480"> Key vocabulary Cast iron Structure Glass Materials Map Ground/first/second floor Stairs/Elevators Pillar, Span Lightness </div> <div data-bbox="1032 517 1375 1070"> Communicative structures How was this structure built? Can you summarize what you've read...? The keypoints are... Thiese are the peculiar elements... As you can see from the map/picture... I don't understand where the elevator is in the map. Is this the main entrance? </div>	<input type="checkbox"/> Whole class <input checked="" type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	<ul style="list-style-type: none"> • U1_L2_all4.pdf • U1_L2_all5.pdf • U1_L2_all6.pdf • U1_L2_all7.pdf • U1_L2_all8.pdf Ss' notes	T' assessment is made with the grid given.
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5	10 min	Reflect. Relate their previous knowledge.	Feedback. The groups are the same of the previous activity. Each student prepares a question related to his own topic to ask the others. All questions are put in a pack just like cards and in turn each student takes one and answer. T supervises what they're doing and corrects language and content mistakes if needed.	<div><div>Skills</div><div><div>L</div><div>S</div><div>R</div><div>W</div></div><div><div>Key vocabulary</div><div>Innovation Cast iron Structure Glass Materials Map Ground/first/second floor Stairs/Elevators Pillar, Span Lightness</div></div><div><div>Communicative structures</div><div>When was this built? How wide is this bridge? How do you call this part of the structure? How long did it take to build it? What material is this building made of?</div></div></div>	<div><div><input type="checkbox"/> Whole class</div><div><input checked="" type="checkbox"/> Group work</div><div><input type="checkbox"/> Pair work</div><div><input type="checkbox"/> Individual work</div></div>	Ss' notes on the lesson	Groups assessment
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CLIL Lesson Plan

Unit number	2	Lesson number	1	Title	Concrete's timeline and concrete's recipe
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
1	10 min	Make inferences and find evidence to support ideas.	T explains what "concrete" is. T asks Ss to guess whether Romans used concrete or not. Ss share their ideas with the whole class.	Skills <div> <div>L</div> <div>S</div> <div>R</div> <div>W</div> </div> Key vocabulary Concrete To build Materials	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work	Blackboard	

2	55 min	Examine and connect information by identifying motives or cause. Social and communicative skills	T tells Ss to form groups of four. T has previously cut out scraps of information, pictures and time references, all connected with concrete's development. T hands out the material to each group. Ss choose how to match all the material and glue it on a sheet in the correct order. T facilitates language and at the end checks Ss' work.	<div data-bbox="1003 92 1328 129"> Skills </div> <div data-bbox="1003 165 1348 210"> <div>L</div> <div>S</div> <div>R</div> <div>W</div> </div> <div data-bbox="1003 247 1328 560"> Key vocabulary Concrete Reinforced concrete Building Strenght Compression Admixture Advocated Landmarked Groundbreaking Exploitation Dam </div> <div data-bbox="1003 596 1328 874"> Communicative structures What is this figure connected with? Which came first?... Which came after? I doubt, this looks wrong... </div>	<input type="checkbox"/> Whole class <input checked="" type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	<ul style="list-style-type: none"> • U2_L1_all1A.pdf • U2_L1_all1B.pdf White sheets A3, two for group	
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3	25 min	Show understanding finding information from a video.	T shows Ss a video on concrete's recipe and asks them to take notes about: 1) The ingredients of concrete 2) The microstructure of concrete 3) What can change concrete's properties T checks Ss' answers and explains Ss which the properties of reinforced concrete are and why it is used. (it can resist both compression and tension, it is used for civil housing, bridges...)	<div data-bbox="990 75 1364 151">Skills</div> <div data-bbox="990 151 1364 228"> <div>L</div> <div>S</div> <div>R</div> <div>W</div> </div> <div data-bbox="990 228 1364 422"> Key vocabulary Limestone Clay Gravel Water To bind Mix design </div> <div data-bbox="990 422 1364 825"> Communicative structures </div>	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work	link (other similar video: link)	
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4	10 min	Reflect. Relate previous knowledge. Recall what they've just acquired.	Feedback. T assigns some questions related to the lesson. For example: Write something that you didn't know before... ...Something that surprised you... ...Something that you remember...	<div data-bbox="990 75 1364 151">Skills</div> <div data-bbox="990 151 1364 228"> <div data-bbox="990 151 1079 228">L</div> <div data-bbox="1079 151 1164 228">S</div> <div data-bbox="1164 151 1245 228">R</div> <div data-bbox="1245 151 1364 228">W</div> </div> <div data-bbox="990 228 1364 422"> Key vocabulary Concrete Reinforced concrete Materials Structure Ingredients </div> <div data-bbox="990 422 1364 732"> Communicative structures I'm surprised of... I didn't know that... It's interesting I remember/I don't remember </div>	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work	Ss' notes on the lesson	Formative assessment, T checks Ss comprehension of the target content and of new vocabulary.
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CLIL Lesson Plan

Unit number	2	Lesson number	2	Title	The Chicago Fire and the birth of skyscrapers
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
1	20 min	Relate to previous knowledge. Make inferences and find evidence to support ideas. Social and communicative skills: ability to express opinions politely, listen attentively to others, appreciate other's opinions.	T hands out materials to be used in the lesson. T reads the definition of “skyscraper” from the material and, following the material, asks Ss to guess in pairs the technological and social developments that led to the birth of skyscrapers. SS share their ideas with the whole class. T checks Ss' answers.	Skills	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input checked="" type="checkbox"/> Pair work <input type="checkbox"/> Individual work	• U2_L2_all1B.pdf Ss' notes, blackboard.	
				<div>L</div> <div>S</div> <div>R</div> <div>W</div>			
				Key vocabulary Skyscraper, business space, elevator, electricity, cast iron, reinforced concrete, industrial revolution Communicative structures What do you think? In my opinion... I wonder why... I don't think this point is really relevant			

2	30 min	<p>Show understanding finding information from the video. Demonstrating basic understanding of facts</p>	<p>T, following the handouts, shows the map showing the burnt district in Chicago. T asks Ss to listen to the video and answer the questions given. Ss check their answer in pairs. SS share their answer with T and with the whole class.</p>	<div> <div>Skills</div> <div> <div>L</div> <div>S</div> <div>R</div> <div>W</div> </div> <div> Key vocabulary To burn Chicago fire Steel Districts Homeless Lan's cost </div> <div> Communicative structures Look at the map The relationship is... The new materials are... </div> </div>	<div> <input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input checked="" type="checkbox"/> Pair work <input type="checkbox"/> Individual work </div>	<div> <ul style="list-style-type: none"> • U2_L2_all1B.pdf Video: link </div>	
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3	15 min	Relate words with their meaning. Demonstrate basic understanding of key vocabulary.	T asks Ss to read the definition of “steel” and explains some of its characteristics. T asks Ss to work in pairs, they have to match the characteristics with their correct definition and guess which properties a good steel should have T checks the answers in plenary.	<div data-bbox="987 92 1382 129"> Skills </div> <div data-bbox="987 165 1382 210"> <div>L</div> <div>S</div> <div>R</div> <div>W</div> </div> <div data-bbox="987 247 1382 419"> Key vocabulary Strength, Toughness, Weldability, Ductility, Durability </div> <div data-bbox="987 443 1382 751"> Communicative structures What does it mean...? Which are the most important qualities of steel? Why is this quality so important in building process? </div>	<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"> • U2_L2_all1B.pdf • U2_L2_all1A.pdf 	
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4	25 min	Present and defend opinions by making judgements about information. Proposing alternative solutions. Social skills and communicative skills: ability to support opinion with good evidence, ability to accept different reasons	T ask Ss to read the text on the Chicago School and the first skyscraper ever built (the Home Insurance building). T asks Ss to discuss in pairs the advantages and disadvantages of creating skyscrapers in their own city. Ss finally have to decide if they are pro or against skyscrapers and have to be ready to support their choice.	<div>Skills</div> <div><div>L</div><div>S</div><div>R</div><div>W</div></div> <div>Key vocabulary</div> <div>Masonry, Metal frame, Fireproof, Skepticism</div> <div>Communicative structures</div> <div>What do you think? In my opinion... This choice may present advantages and disadvantages... In my town there are/ there are few... Where could we place skyscrapers in our town?</div>	<div><input type="checkbox"/> Whole class</div> <div><input type="checkbox"/> Group work</div> <div><input checked="" type="checkbox"/> Pair work</div> <div><input type="checkbox"/> Individual work</div>	<div>• U2_L2_all1B.pdf</div>	Peer assessment
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5	10 min	Social skills and communicative skills: ability to be convincing, ability to evaluate peer performance using criteria.	T choses one student that supports advantages and one student that supports disadvantages. They are asked to express their ideas in plenary. All the others are asked to listen and to decide which student they side with since he has been the most convincing one.	<div>Skills</div> <div> <div>L</div> <div>S</div> <div>R</div> <div>W</div> </div> <div>Key vocabulary Skyscraper, Skyline, City/Town, Advantages/Disadvantages</div> <div>Communicative structures I strongly support skyscrapers because they are safest... They save space They connect people... They facilitate services/ relationships... They're too noisy and overcrowded What if there is a power shortage?</div>	<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_all2.pdf <p>Ss notes on the lesson</p>	Ss are asked to use the grid given with following criteria: creativity, adequate explanation and effective performance.
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CLIL Lesson Plan

Unit number	3	Lesson number	1	Title	Futuristic architecture: Saint Elias and the New City
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	10 min	Connect different topics and relate their previous knowledge. Ss can find connection with art and literature	T asks Ss to brainstorm the word “Futurist architecture” in groups of three Ss share their ideas with the whole class T can give some hints and tat the end of the activity can share his/her brainstorming taken from the received material.	Skills	<input checked="" type="checkbox"/> Whole class <input checked="" type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	• U3_L1_all1.pptx Ss notes, blackboard or Padlet					
				<table><tr><td>L</td><td>S</td><td>R</td><td>W</td></tr></table>				L	S	R	W
				L				S	R	W	
				Key vocabulary Industrialization, Dynamism, Lightness, Materials (concrete, glass...), Simplicity							
Communicative structures What do you think...? In my opinion... This word reminds me of... In literature we've seen... I suppose that...											

2	35 min	To show understanding finding information from the text. Social and communicative skills.	T forms groups of three. T assigns roles, which have been changed from the ones assigned during previous activity. T hands out the material. Ss read and complete the text given “Manifesto of Futurist Architecture” of Antonio Sant’Elia. T checks Ss’ comprehension	<div data-bbox="1032 92 1377 129">Skills</div> <div data-bbox="1032 165 1377 209"> <div>L</div> <div>S</div> <div>R</div> <div>W</div> </div> <div data-bbox="1032 245 1377 416"> Key vocabulary Impermanence, Temerity, Simplicity, Lightness </div> <div data-bbox="1032 437 1377 751"> Communicative structures What do you think about...? I agree because... What does it mean...? Which word fits best here? It doesn't make sense </div>	<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"> • U0_L0_all0b.pdf • U3_L1_all2A.pdf • U3_L1_all2B.pdf 	
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3	25 min	Examine in detail an image Social skills and communicative skills: ability to express opinions politely and to listen attentively, ability to be precise.	T shows Ss the pictures of “The new city of Saint Elias” T asks Ss to describe the characteristics of “The New City” in pairs Ss share their ideas with the whole class	<div>Skills</div> <div><div>L</div><div>S</div><div>R</div><div>W</div></div> <div>Key vocabulary Functionality, Dynamic, Elevators, Block of apartments, Transformation, Speed</div> <div>Communicative structures Can you identify the different elements of...? Look at the picture...</div>	<div><input checked="" type="checkbox"/> Whole class</div> <div><input type="checkbox"/> Group work</div> <div><input checked="" type="checkbox"/> Pair work</div> <div><input type="checkbox"/> Individual work</div>	<div>• U3_L1_all1.pptx</div>
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4	20 min	Make inferences and find evidence to support ideas. Social and communicative skills: ability to express opinions politely and to listen attentively, ability to be perceptive.	T shows Ss the image of “Maison Citrohan” of Le Corbusier. T asks Ss to guess in pairs the meaning of the sentence “The house is a machine for living in” T can give some hints (make Ss reflect on the name of the house...) Ss share their ideas with T and the whole class	<div>Skills</div> <div><div>L</div><div>S</div><div>R</div><div>W</div></div> <div>Key vocabulary Functionality Dynamism Simplicity</div> <div>Communicative structures Look at the picture... In my opinion... It doesn't have added ornaments, it's functional to man's needs</div>	<div><input checked="" type="checkbox"/> Whole class</div> <div><input type="checkbox"/> Group work</div> <div><input checked="" type="checkbox"/> Pair work</div> <div><input type="checkbox"/> Individual work</div>	<div>• U3_L1_all1.pptx</div>	
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5	10 min	To understand instructions received. Raise questions if necessary.	Homework assignment. T explains Ss that they have to build a tower with an everyday object repeated (module), one meter high with an inner empty space of about 10 centimeters, possibly without using any kind of glue. They also have to write a text to describe their project. T shows the instructions by using LIM to be sure Ss understand the task.	<div>Skills</div> <div><div>L</div><div>S</div><div>R</div><div>W</div></div> <div>Key vocabulary</div> <div>Communicative structures</div>	<div><input type="checkbox"/> Whole class</div> <div><input type="checkbox"/> Group work</div> <div><input type="checkbox"/> Pair work</div> <div><input checked="" type="checkbox"/> Individual work</div>	<div>• U3_L1_all3.pdf</div>	
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CLIL Lesson Plan

Unit number	3	Lesson number	2	Title	Le Corbusier and the five points of architecture
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
1	15 min	Listen to, read and take notes.	T explains what “Modern Movement” is and points out which were the three fathers of Modernist Architecture: Le Corbusier, Frank Lloyd, Wright, Mies Van Der Rohe. SS listen and take notes	<div> Skills </div> <div> <div>L</div> <div>S</div> <div>R</div> <div>W</div> </div> <div> Key vocabulary technologies of construction, engineering and building materials; rejection of the traditional neoclassical architecture; to break away from historical architectural styles </div> <div> Communicative structures </div>	<input type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work		

2	15 min	<p>Look at an image attentively and identify important elements. Make inferences and find evidence to support ideas. Relate an architectural element to its function.</p>	<p>T forms groups of three and gives instructions about the activity. T shows Ss some picture of Ville Savoye of Le Corbusier and ask them to find out five characteristics and five related aims, they have to complete the grid given. T circulates and facilitates language. Ss work in groups and then share their ideas with the whole class.</p>	<div> <div>Skills</div> <div> <div>L</div> <div>S</div> <div>R</div> <div>W</div> </div> <div> Key vocabulary Roof garden Ribbon windows Columns Free plan Free façade </div> <div> Communicative structures Look at the picture... What do you think about...? I agree with.../I disagree with... The function of this element could be... This element is usually used for... I notice that this building has/hasn't... </div> </div>	<div> <input checked="" type="checkbox"/> Whole class <input checked="" type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work </div>	<ul style="list-style-type: none"> • U3_L2_all1A.pdf 	
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3	10 min	Show understanding finding information from the video. Demonstrating basic understanding.	T asks Ss to listen to the video and to check their notes, completing worksheet U3_L2_all1A T shows the video twice or breaks it down into pieces to allow Ss to check their answer easier. At the end of the activity T can give some hints and add explanation if needed.	Skills	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work	<ul style="list-style-type: none"> • U3_L2_all1A.pdf • U3_L2_all1B.pdf Video link	Self assessment
				<div>L S R W</div>			
				Key vocabulary Roof garden Ribbon windows Columns Free plan Free façade Vehicle's movement Is relieved of Communicative structures			

4	15 min	Listen to, read and take notes.	T shows Ss the pictures of “Unité d’Abitation de Marseille” of Le Corbusier and explains its characteristics. Ss listen and take notes	Skills	<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"> • U3_L2_all2.pptx 	
				<div>L S R W</div>			
				Key vocabulary Theories on architecture; Anthropometric scale ; Golden ratio. Communicative structures			

5	25 min	Complete a Fibonacci sequence, build a golden rectangle Social and communicative skills: ability to explain a procedure, ability to relate different topics.	T forms groups of three, assigning different roles. T asks Ss to read a text about the “Modulor” of Le Corbusier. The Modulor is based on human measurements, the Fibonacci numbers, and the golden ratio. T asks Ss to complete a Fibonacci sequence and to construct a golden rectangle. Ss share their result with T and the whole class.	<div>Skills</div> <div> <div>L</div> <div>S</div> <div>R</div> <div>W</div> </div> <div>Key vocabulary Arm raised, Mathematical proportions, System, Golden rectangle, Fibonacci sequence.</div> <div>Communicative structures I think the next number is... I think we should draw a line from here... I agree with.../I disagree with This is the result. Is it correct?</div>	<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"> • U0_L0_all0b.pdf • U3_L2_all3A.pdf • U3_L2_all3B.pdf 	Formative assessment
6	20 min	Review of all content.	Feedback. Ss, by using their own smartphones, have to answer a Kahoot questionnaire on all the topics the've covered in the module.	<div>Skills</div> <div> <div>L</div> <div>S</div> <div>R</div> <div>W</div> </div> <div>Key vocabulary All previous vocabulary</div> <div>Communicative structures</div>	<input type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work	link	

CLIL Lesson Plan

Unit number	3	Lesson number	3	Title	Students' presentations: The _____'s tower
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
1	100 min	Create something new. Combine elements in a new pattern and propose alternative solution. Ss present cross curricular contents in an interesting manner using correct terminology.	T calls out groups to the board to present (10 mins per group in front of the class) Ss present their tower, explaining all the points required: choice of the everyday object, description of the building process, description of the architectural features, collocation, final comments. T warmly invites other groups to listen.	Skills <div> <div>L</div> <div>S</div> <div>R</div> <div>W</div> </div> Key vocabulary Everyday object Tower Building process Features Collocation Communicative structures The everyday object we've chosen for this project is... We decided to... First of all... Then... At the end... We found it difficult/easy/exciting to... We'd like to situate it... The tower could be a symbol of...	<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_L3_all2.docx Digital board (LIM) with internet connection, Ss' Tower, Ss' Powerpoint, Prezi... T can see a Ss' work example in the uploaded material.	Final assessment

CLIL Lesson Plan

Unit number	3	Lesson number	4	Title	Final written test
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
1	50 min	To ensure every student has a thorough knowledge of every part of the module Ss recall knowledge answering closed and open questions	T goes through the test with Ss giving clear instructions. T then hands out tests and sets the time for Ss to hand in, marking it on the board for everyone to see at all times. Ss sit where they are told. Ss listen to the T Ss receive their tests and start working. Ss hand in their tests when finished.	Skills	<input type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work	• U3_L4_all1.pdf	Final assessment
				<div>L</div> <div>S</div> <div>R</div> <div>W</div>			
				Key vocabulary			
				Communicative structures			