

CLIL Module Plan

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School	MARTINO MARTINI				
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	Altro - MECHANICS-MECCANICA E MACCHINE		Topic		FLIGHT DYNAMICS
CLIL Language	<input checked="" type="radio"/> English		<input type="radio"/> Deutsch		

Personal and social-cultural preconditions of all people involved	The class is made up of nine students with similar backgrounds. Some of them are motivated, others need to be encouraged and solicited in order to achieve the right level of attention. The average CEFR level of the class is B2. There are no Special Needs students nor foreigners.
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Students' prior knowledge, skills, competencies	Subject	Language
	flight dynamics, equations of equilibrium, interaction between air, wings and fuselage, theorem of momentum, characteristics and parameters of the atmosphere, gyroscopic effect, gyroscopic precession, centre of gravity, aircraft balance, aircraft stability, degrees of freedom of the aircraft.	BICS. Tenses: present simple, present continuous, past simple. Grammatical structures: zero conditional. Lexis: specific terminology related to flight dynamics: wing, lift, resistance, weight etc.

Timetable fit	<input checked="" type="radio"/> Module	Length 20 hours of 50 minutes
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Description of teaching and learning strategies	The aim of this module is to let students focus on the knowledge already acquired, in order to define a comment to an existing and relevant video. The students will also be asked to make reasonings and comparisons in order to decide how to integrate the content of the video, by adding new commented slides or other materials. The methodologies in use will be: Jigsaw and cooperative learning, peer to peer.
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Overall Module Plan

<p>Unit: 1 FLIGHT DYNAMICS 1 Unit length: 14h (7 lessons of 100 min.)</p>	<p>Lesson 1 Preliminary activity</p> <p>Lesson 2 mindmap</p> <p>Lesson 3 storyboard and record 1</p> <p>Lesson 4 storyboard and record 2</p> <p>Lesson 5 storyboard and record 3</p> <p>Lesson 6 storyboard and record 4</p> <p>Lesson 7 storyboard, record and comparison</p>
<p>Unit: 2 FLIGHT DYNAMICS 2 Unit length: 6 h (3 lessons of 100 min.)</p>	<p>Lesson 1 preliminary activity</p> <p>Lesson 2 making comment</p> <p>Lesson 3 final activity</p>

CLIL Lesson Plan

Unit number	1	Lesson number	1	Title	Preliminary activity
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	5		T shows to students the assessment methodology: the evaluation grids for the pair work, the grid for the materials produced by students, the grid for CLIL assessment and the final score calculations. The pair work will be assessed each lesson. The U1_L7_ALL1 should be shared with students (only in read mode) in order to show them the score given by teacher lesson by lesson. from now on, it understood that T will make assessment any time, he will declare it at the beginning of the specific lesson or activity	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary assessment, evaluation, pair work, video comment, lesson, grid</p> <p>Communicative structures simple present, zero conditional</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_ALL1.docx • U1_L1_ALL6.pdf • U1_L7_ALL1.xlsx • U1_L1_ALL7.pdf 	
L	S	R	W								

2	10	recall of knowledge and prediction of the incoming activity	the class is given a handout with questions to answer. Students will answer the questions in pairs	<p>Skills</p> <table border="1" data-bbox="1014 167 1352 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary physical phenomenon, airplane, axis, rotation, control</p> <p>Communicative structures simple present, zero conditional</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_L1_ALL1.docx 	Teacher monitors the activity and helps when needed
L	S	R	W								

3	10	reasonings and comparison	the teacher will build a page on Padlet.com and he will share it with the class. Each pair will put on the virtual wall the answers. each pair will make comparisons with a document of only one other pair and make reasonings about differences of the answers. the teacher will decide what each group will reason on.	<p>Skills</p> <table border="1" data-bbox="1014 896 1352 941"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary physical phenomenon, axis, rotation, airplane, aircraft, degrees of freedom, surfaces of control</p> <p>Communicative structures simple present, zero conditional</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		The teacher walks around the class and listens to pairs analysing the words.
L	S	R	W								

4	10		<p>T hands out a worksheet containing useful words and asks students in pairs to discuss their meanings and answer related questions.</p>	<p>Skills</p> <p>L S R W</p> <p>Key vocabulary elevator lateral axis spoilerons ailerons yaw rudder pitch roll spoiler coordinated flight heading altitude displacements fuselage thrust climb weight balance power indicated airspeed descent rate sensitivity</p> <p>Communicative structures simple present, zero conditional</p>	<p><input type="checkbox"/> Whole class <input type="checkbox"/> Group work <input checked="" type="checkbox"/> Pair work <input type="checkbox"/> Individual work</p>	<ul style="list-style-type: none"> • U1_L1_ALL2.docx 	<p>Teacher monitors the activity and helps when needed</p>
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5	10		<p>T shows the video, the students will fill the gap of a handout text given by the teacher, working in pairs. the video will be viewed two times</p>	<p>Skills</p> <table border="1" data-bbox="1014 167 1352 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary elevator lateral axis spoilerons ailerons yaw rudder pitch roll spoiler coordinated flight heading altitude displacements fuselage thrust climb weight balance power indicated airspeed descent rate sensitivity</p> <p>Communicative structures simple present, zero conditional</p>	L	S	R	W	<p><input type="checkbox"/> Whole class <input type="checkbox"/> Group work <input checked="" type="checkbox"/> Pair work <input type="checkbox"/> Individual work</p>	<p>• U1_L1_ALL3.docx link</p>	<p>Teacher monitors the activity and helps when needed</p>
L	S	R	W								

6	20		T hands out a worksheet containing useful words and asks students in pairs to discuss their meanings and answer related questions.	<p>Skills</p> <p>L S R W</p> <p>Key vocabulary wingspan propeller jet engines airfoil Bernoulli drag weight payload baggage empty weight gross weight drag tail</p> <p>Communicative structures simple present, zero conditional</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_ALL4.docx 	Teacher monitors the activity and helps when needed
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7	10		T shows the video, the students will fill the gap of a handout text given by the teacher, working in pairs. the video will be viewed two times	<p>Skills</p> <p>L S R W</p> <p>Key vocabulary wingspan propeller jet engines airfoil Bernoulli drag weight payload baggage empty weight gross weight drag tail</p> <p>Communicative structures simple present, zero conditional</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_ALL5.docx link	Teacher monitors the activity and helps when needed
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8	10	reasonings and comparison	the pairs go back to the questions and discuss about to modify the answers already given.	<p>Skills</p> <table border="1" data-bbox="1014 167 1352 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary physical phenomenon, airplane, axis, rotation, control</p> <p>Communicative structures simple present, zero conditional</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_L1_ALL1.docx 	Teacher monitors the activity and helps when needed
L	S	R	W								

9	15	students should have now recalled knowledge and they should now master the key vocabulary	the class will repeat the activity done at point 2 with the modified answers	<p>Skills</p> <table border="1" data-bbox="1014 167 1355 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary physical phenomenon, airplane, axis, rotation, control elevator lateral axis spoilerons ailerons yaw rudder pitch roll spoiler coordinated flight heading altitude displacements fuselage thrust climb weight balance power indicated airspeed descent rate sensitivity light dynamics, equations of equilibrium, interaction between air, wings and fuselage</p> <p>Communicative structures simple present, zero conditional</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		Teacher takes notes and gives feedback, answers doubts. T will use the grid to evaluate the work done
L	S	R	W								

CLIL Lesson Plan

Unit number	1	Lesson number	2	Title	mindmap
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
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1	15	Students will decide what to put into a hypotetic video lesson and in what order	T asks to students to build a mind map of the sequence of the topics, as if they had to make a video lesson about flight dynamics, in particular about principles of flight.	<p>Skills</p> <table border="1" data-bbox="1189 169 1529 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary physical phenomenon, airplane, axis, rotation, control elevator lateral axis spoilers ailerons yaw rudder pitch roll spoiler coordinated flight heading altitude displacements fuselage thrust climb weight balance power indicated airspeed descent rate sensitivity light dynamics, equations of equilibrium, interaction between air, wings and fuselage,</p> <p>Communicative structures simple present, zero conditional</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	link	T circulates and monitors. T checks the text produced by students and gives feedback
L	S	R	W								

2	45	Students will interpret the sequence of images, recalling their knowledge.	T gives to the pairs a link containing a video, asking them to switch off the audio. The students are asked to answer to the questions in the interactive video. Some questions are open and they will be collected by T, possibly using google classroom	<p>Skills</p> <table border="1" data-bbox="1189 167 1532 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary elevator lateral axis spoilerons ailerons yaw rudder pitch roll spoiler coordinated flight heading altitude displacements fuselage thrust climb weight balance power indicated airspeed descent rate sensitivity</p> <p>Communicative structures simple present, zero conditional</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	link	Teacher takes notes and gives feedback, answers doubts
L	S	R	W								

3	20	The students will compare the answers to the open questions of the video	T asks to each pair to read and compare their own answers to open questions to the answers of another pair. Each group will take into consideration the answers of another group only. T could create a handout made using the results given by the students, alternatively, the teacher can scroll the video and ask the students make reasonings in pairs, putting them on padlet	<p>Skills</p> <table border="1" data-bbox="1189 165 1529 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary physical phenomenon, airplane, axis, rotation, control elevator lateral axis spoilers ailerons yaw rudder pitch roll spoiler coordinated flight heading altitude displacements fuselage thrust climb weight balance power indicated airspeed descent rate sensitivity light dynamics, equations of equilibrium, interaction between air, wings and fuselage</p> <p>Communicative structures simple present, zero conditional</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	Teacher monitors the activity and helps when needed. Ongoing assessment
L	S	R	W							

4	20	comparison and improvement	T asks to the students to examine the mindmap prepared at the beginning of this lesson and see if modifications are needed. They should find at least a reason to keep it as it is and another one to change it. They are also asked to say what they would add to the video.	<p>Skills</p> <table border="1" data-bbox="1189 169 1532 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary physical phenomenon, airplane, axis, rotation, control elevator lateral axis spoilers ailerons yaw rudder pitch roll spoiler coordinated flight heading altitude displacements fuselage thrust climb weight balance power indicated airspeed descent rate sensitivity light dynamics, equations of equilibrium, interaction between air, wings and fuselage</p> <p>Communicative structures simple present, zero conditional</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	Teacher monitors the activity and helps when needed. Ongoing assessment
L	S	R	W							

CLIL Lesson Plan

Unit number	1	Lesson number	3	Title	storyboard and record 1		
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
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1	10	The students will analyse the mindmap created, in comparison with the first part of the video.	Starting from the mindmap created in lesson n.2. the students will write a storyboard, by expanding each point of the map. They will take into consideration the first 3 minutes of the video, so the students will isolate the needed points, even watching again the first part of the video, with the audio switched off, of course.	<p>Skills</p> <p>L S R W</p> <p>Key vocabulary physical phenomenon, airplane, axis, rotation, control elevator lateral axis spoilerons ailerons yaw rudder pitch roll spoiler coordinated flight heading altitude displacements fuselage thrust climb weight balance power indicated airspeed descent rate sensitivity light dynamics, equations of equilibrium, interaction between air, wings and fuselage</p> <p>Communicative structures simple present, zero conditional</p>	<input type="checkbox"/> Whole class <input type="checkbox"/> Group work <input checked="" type="checkbox"/> Pair work <input type="checkbox"/> Individual work	origina video from youtube: link	T circulates and monitors.
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2	30	Students will create the comment	Now the students will write the storyboard in pairs	<p>Skills</p> <p>L S R W</p> <p>Key vocabulary physical phenomenon, airplane, axis, rotation, control elevator lateral axis spoilers ailerons yaw rudder pitch roll spoiler coordinated flight heading altitude displacements fuselage thrust climb weight balance power indicated airspeed descent rate sensitivity light dynamics, equations of equilibrium, interaction between air, wings and fuselage</p> <p>Communicative structures simple present, zero conditional</p>	<input type="checkbox"/> Whole class <input type="checkbox"/> Group work <input checked="" type="checkbox"/> Pair work <input type="checkbox"/> Individual work		T checks the text produced by students and gives feedback
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3	10		The students will get familiar with the recording tool, by making tests	<p>Skills</p> <table border="1" data-bbox="1014 167 1355 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary record, pause, save, store, retrieve, audio, video</p> <p>Communicative structures simple present</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		
L	S	R	W								

4	40		<p>Each pair will record the comment to the video. Each pair will record his part. It is mandatory, for the groups who are not recording, to stay in absolute silence. During the recording the pairs not recording, will observe and comment the pair recording, by using the handout given by T</p>	<p>Skills</p> <table border="1" data-bbox="1014 167 1352 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary physical phenomenon, airplane, axis, rotation, control elevator lateral axis spoilerons ailerons yaw rudder pitch roll spoiler coordinated flight heading altitude displacements fuselage thrust climb weight balance power indicated airspeed descent rate sensitivity light dynamics, equations of equilibrium, interaction between air, wings and fuselage</p> <p>Communicative structures simple present, zero conditional</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_L3_ALL1.docx 	<p>Teacher monitors the activity and helps when needed</p>
L	S	R	W								

5	10		Each pair will explain to the the others the result of the observation	<p>Skills</p> <table border="1" data-bbox="1014 167 1355 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary physical phenomenon, airplane, axis, rotation, control elevator lateral axis spoilers ailerons yaw rudder pitch roll spoiler coordinated flight heading altitude displacements fuselage thrust climb weight balance power indicated airspeed descent rate sensitivity light dynamics, equations of equilibrium, interaction between air, wings and fuselage</p> <p>Communicative structures simple present, zero conditional</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		Teacher takes notes and gives feedback, answers doubts
L	S	R	W								

CLIL Lesson Plan

Unit number	1	Lesson number	4	Title	storyboard and record 2
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	15	The students will analyse the mindmap created, in comparison with the second part of the video.	Starting from the mindmap created in lesson n.2, the students will write a storyboard, by expanding each point of the map. They will take into consideration the second part of the video (from min 4 to 6), so the students will isolate the needed points, even watching again the relevant part of the video, with the audio switched off, of course.	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary</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		
L	S	R	W								

2	30	Students will create the comment	Now the students will write the storyboard in pairs	<p>Skills</p> <p>L S R W</p> <p>Key vocabulary physical phenomenon, airplane, axis, rotation, control elevator lateral axis spoilers ailerons yaw rudder pitch roll spoiler coordinated flight heading altitude displacements fuselage thrust climb weight balance power indicated airspeed descent rate sensitivity light dynamics, equations of equilibrium, interaction between air, wings and fuselage</p> <p>Communicative structures simple present, zero conditional</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_L7_ALL1.xlsx 	T checks the text produced by students and gives feedback
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3	45		<p>Each pair will record the comment to the video. Each pair will record his part. It is mandatory, for the groups who are not recording, to stay in absolute silence. During the recording the pairs not recording, will observe and comment the pair recording, by using the handout given by T</p>	<p>Skills</p> <table border="1" data-bbox="1014 167 1352 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary physical phenomenon, airplane, axis, rotation, control elevator lateral axis spoilerons ailerons yaw rudder pitch roll spoiler coordinated flight heading altitude displacements fuselage thrust climb weight balance power indicated airspeed descent rate sensitivity light dynamics, equations of equilibrium, interaction between air, wings and fuselage</p> <p>Communicative structures simple present, zero conditional</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_ALL1.docx 	<p>Teacher takes notes and gives feedback, answers doubts</p>
L	S	R	W								

4	10		Each pair will explain to the the others the result of the observation	<p>Skills</p> <table border="1" data-bbox="1014 167 1355 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary physical phenomenon, airplane, axis, rotation, control elevator lateral axis spoilers ailerons yaw rudder pitch roll spoiler coordinated flight heading altitude displacements fuselage thrust climb weight balance power indicated airspeed descent rate sensitivity light dynamics, equations of equilibrium, interaction between air, wings and fuselage</p> <p>Communicative structures simple present, zero conditional</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_L1_ALL7.pdf 	Teacher takes notes and gives feedback, answers doubts
L	S	R	W								

CLIL Lesson Plan

Unit number	1	Lesson number	5	Title	storyboard and record 3
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
1	15	The students will analyse the mindmap created, in comparison with the third part of the video.	Starting from the mindmap created in lesson n.2, the students will write a storyboard, by expanding each point of the map. They will take into consideration the third part of the video (from min 7 to 9), so the students will isolate the needed points, even watching again the relevant part of the video, with the audio switched off, of course.	Skills <div style="display: flex; justify-content: space-around; border: 1px solid black; padding: 2px;"> L S R W </div> Key vocabulary Communicative structures	<input type="checkbox"/> Whole class <input type="checkbox"/> Group work <input checked="" type="checkbox"/> Pair work <input type="checkbox"/> Individual work		T circulates and monitors.

2	30	Students will create the comment	Now the students will write the storyboard in pairs	<p>Skills</p> <p>L S R W</p> <p>Key vocabulary physical phenomenon, airplane, axis, rotation, control elevator lateral axis spoilerons ailerons yaw rudder pitch roll spoiler coordinated flight heading altitude displacements fuselage thrust climb weight balance power indicated airspeed descent rate sensitivity light dynamics, equations of equilibrium, interaction between air, wings and fuselage</p> <p>Communicative structures simple present, zero conditional</p>	<input type="checkbox"/> Whole class <input type="checkbox"/> Group work <input checked="" type="checkbox"/> Pair work <input type="checkbox"/> Individual work		T checks the text produced by students and gives feedback
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3	45		<p>Each pair will record the comment to the video. Each pair will record his part. It is mandatory, for the groups who are not recording, to stay in absolute silence. During the recording the pairs not recording, will observe and comment the pair recording, by using the handout given by T</p>	<p>Skills</p> <table border="1" data-bbox="1014 167 1355 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary physical phenomenon, airplane, axis, rotation, control elevator lateral axis spoilerons ailerons yaw rudder pitch roll spoiler coordinated flight heading altitude displacements fuselage thrust climb weight balance power indicated airspeed descent rate sensitivity light dynamics, equations of equilibrium, interaction between air, wings and fuselage</p> <p>Communicative structures simple present, zero conditional</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_L3_ALL1.docx 	<p>Teacher takes notes and gives feedback, answers doubts</p>
L	S	R	W								

4	10		Each pair will explain to the the others the result of the observation	<p>Skills</p> <table border="1" data-bbox="1014 165 1355 212"> <tr> <td data-bbox="1014 165 1088 212">L</td> <td data-bbox="1088 165 1167 212">S</td> <td data-bbox="1167 165 1249 212">R</td> <td data-bbox="1249 165 1355 212">W</td> </tr> </table> <p>Key vocabulary</p> <p>Communicative structures</p>	L	S	R	W	<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_L1_ALL7.pdf 	Teacher takes notes and gives feedback, answers doubts
L	S	R	W								

CLIL Lesson Plan

Unit number	1	Lesson number	6	Title	storyboard and record 4		
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
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1	15	The students will analyse the mindmap created, in comparison with the fourth part of the video.	Starting from the mindmap created in lesson n.2, the students will write a storyboard, by expanding each point of the map. They will take into consideration the fourth part of the video (from min 10 to 12), so the students will isolate the needed points, even watching again the relevant part of the video, with the audio switched off, of course.	<p>Skills</p> <table border="1" data-bbox="1014 167 1355 215"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary physical phenomenon, airplane, axis, rotation, control elevator lateral axis spoilerons ailerons yaw rudder pitch roll spoiler coordinated flight heading altitude displacements fuselage thrust climb weight balance power indicated airspeed descent rate sensitivity light dynamics, equations of equilibrium, interaction between air, wings and fuselage</p> <p>Communicative structures simple present, zero conditional</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		T circulates and monitors.
L	S	R	W								

2	30	Students will create the comment	Now the students will write the storyboard in pairs	<p>Skills</p> <p>L S R W</p> <p>Key vocabulary physical phenomenon, airplane, axis, rotation, control elevator lateral axis spoilers ailerons yaw rudder pitch roll spoiler coordinated flight heading altitude displacements fuselage thrust climb weight balance power indicated airspeed descent rate sensitivity light dynamics, equations of equilibrium, interaction between air, wings and fuselage</p> <p>Communicative structures simple present, zero conditional</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_L3_ALL1.docx 	Teacher monitors the activity and helps when needed
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3				Skills	<input type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work		
				L S R W			
				Key vocabulary			
				Communicative structures			

4	10		Each pair will explain to the the others the result of the observation	Skills	<input type="checkbox"/> Whole class <input type="checkbox"/> Group work <input checked="" type="checkbox"/> Pair work <input type="checkbox"/> Individual work		Teacher takes notes and gives feedback, answers doubts
				L S R W			
				Key vocabulary			
				Communicative structures			

CLIL Lesson Plan

Unit number	1	Lesson number	7	Title	storyboard, record and comparison		
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
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1	10	<p>The students will analyse the mindmap created, in comparison with the fifth part of the video.</p>	<p>Starting from the mindmap created in lesson n.2, the students will write a storyboard, by expanding each point of the map. They will take into consideration the fifth part of the video (from min 13 to 14:24), so the students will isolate the needed points, even watching again the relevant part of the video, with the audio switched off, of course.</p>	<p>Skills</p> <table border="1" data-bbox="1014 167 1355 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary physical phenomenon, airplane, axis, rotation, control elevator lateral axis spoilerons ailerons yaw rudder pitch roll spoiler coordinated flight heading altitude displacements fuselage thrust climb weight balance power indicated airspeed descent rate sensitivity light dynamics, equations of equilibrium, interaction between air, wings and fuselage</p> <p>Communicative structures simple present, zero conditional</p>	L	S	R	W	<p><input type="checkbox"/> Whole class <input type="checkbox"/> Group work <input checked="" type="checkbox"/> Pair work <input type="checkbox"/> Individual work</p>		<p>T circulates and monitors.</p>
L	S	R	W								

2	20	Students will create the comment	Now the students will write the storyboard in pairs	<p>Skills</p> <p>L S R W</p> <p>Key vocabulary physical phenomenon, airplane, axis, rotation, control elevator lateral axis spoilers ailerons yaw rudder pitch roll spoiler coordinated flight heading altitude displacements fuselage thrust climb weight balance power indicated airspeed descent rate sensitivity light dynamics, equations of equilibrium, interaction between air, wings and fuselage</p> <p>Communicative structures simple present, zero conditional</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_ALL7.pdf 	T checks the text produced by students and gives feedback
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3	35		Each pair will record the comment to the video. Each pair will record his part. It is mandatory, for the groups who are not recording, to stay in absolute silence. During	<p>Skills</p> <p>L S R W</p>	<input type="checkbox"/> Whole class <input type="checkbox"/> Group work <input checked="" type="checkbox"/> Pair work	<ul style="list-style-type: none"> • U1_L3_ALL1.docx 	Teacher monitors the activity and helps when needed
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the recording the pairs not recording, will observe and comment the pair recording, by using the handout given by T

Key vocabulary

physical phenomenon, airplane, axis, rotation, control elevator lateral axis spoilerons ailerons yaw rudder pitch roll spoiler coordinated flight heading altitude displacements fuselage thrust climb weight balance power indicated airspeed descent rate sensitivity light dynamics, equations of equilibrium, interaction between air, wings and fuselage

Communicative structures

simple present, zero conditional

Individual work

4	10	Each pair will explain to the the others the result of the observation		<p>Skills</p> <table border="1" data-bbox="1014 256 1355 304"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary physical phenomenon, airplane, axis, rotation, control elevator lateral axis spoilerons ailerons yaw rudder pitch roll spoiler coordinated flight heading altitude displacements fuselage thrust climb weight balance power indicated airspeed descent rate sensitivity light dynamics, equations of equilibrium, interaction between air, wings and fuselage</p> <p>Communicative structures simple present, zero conditional</p>	L	S	R	W	<input type="checkbox"/> Whole class <input checked="" type="checkbox"/> Group work <input checked="" type="checkbox"/> Pair work <input type="checkbox"/> Individual work		Teacher monitors the activity and helps when needed
L	S	R	W								

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5	15	comparison between the original comment and the one created by students	The class watches the video hearing the original comment	<p>Skills</p> <table border="1" data-bbox="1014 598 1355 646"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary physical phenomenon, airplane, axis, rotation, control elevator lateral axis spoilers ailerons yaw rudder pitch roll spoiler coordinated flight heading altitude displacements fuselage thrust climb weight balance power indicated airspeed descent rate sensitivity light dynamics, equations of equilibrium, interaction between air, wings and fuselage</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		Teacher monitors the activity and helps when needed
L	S	R	W								

				Communicative structures simple present, zero conditional		
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6	10	evaluation	Open discussion about differences between the original comment and the one created by each pair The teacher will communicate the score assigned to each pair	Skills <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> Key vocabulary	L	S	R	W	<input type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	Teacher takes notes and gives feedback, answers doubts
L	S	R	W							

CLIL Lesson Plan

Unit number	2	Lesson number	1	Title	preliminary activity
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	20	Activation of prior knowledge	T gives a handout in which the students, in pairs, will give definitions of important physical facts related to flight mechanics. At this point the students should be skilled enough to make the building comment activity in less time. the system to assess the students is still the same of lesson 1, unit 1. the table U1_L7_ALL1 should be duplicated and adapted.	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary differential brakes, gyroscopic effect, stability of aircraft, air disturbance, pitch, yaw, roll, dihedral angle, vertical stabilizer, centre of gravity</p> <p>Communicative structures simple present, zero conditional</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_ALL1.docx 	Teacher monitors the activity and helps when needed
L	S	R	W								

2	15	Students will decide what to put into a hypotetic video lesson and in what order	T asks to students to build a mind map of the sequence of the topics, as if they had to make a video lesson about gyroscopic effect, gyroscopic precesion, centre of gravity, balance and equilibrium of the aircraft	<p>Skills</p> <table border="1" data-bbox="1014 167 1352 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary differential brakes, gyroscopic effect, stability of aircraft, air disturbance, pitch, yaw, roll, dihedral angle, vertical stabilizer, centre of gravity</p> <p>Communicative structures simple present, zero conditional</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		T circulates and monitors. T checks the text produced by students and gives feedback
L	S	R	W								

3	45	Students will interpret the sequence of images, recalling their knowledge	T gives to the pairs a link containing a video, asking them to switch off the audio. The students are asked to answer to the questions in the interactive video. Some questions are open and they will be collected by T, possibly using google classroom	<p>Skills</p> <p>L S R W</p> <p>Key vocabulary differential brakes, gyroscopic effect, stability of aircraft, air disturbance, pitch, yaw, roll, dihedral angle, vertical stabilizer, centre of gravity</p> <p>Communicative structures simple present, zero conditional</p>	<input type="checkbox"/> Whole class <input type="checkbox"/> Group work <input checked="" type="checkbox"/> Pair work <input type="checkbox"/> Individual work	Video with guided questions link	Teacher takes notes and gives feedback, answers doubts
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4	20	The students will compare the answers to the open questions of the video	T asks to each pair to read and compare their own answers to open questions to the answers of another pair. Each group will take into consideration the answers of another group only.	<p>Skills</p> <table border="1" data-bbox="1014 167 1355 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary differential brakes, gyroscopic effect, stability of aircraft, air disturbance, pitch, yaw, roll, dihedral angle, vertical stabilizer, centre of gravity</p> <p>Communicative structures simple present, zero conditional</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	Handout made using the results given by the students, alternatively, the teacher can scroll the video and ask the students make reasonings in pairs, putting them on padlet	Teacher monitors the activity and helps when needed. Ongoing assessment
L	S	R	W								

5	20		<p>T asks to the students to examine the mindmap prepared at the beginning of this lesson and see if modifications are needed. They should find at least a reason to keep it as it is and another one to change it. They are also asked to say what they would add to the video</p>	<p>Skills</p> <table border="1" data-bbox="1014 167 1352 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary differential brakes, gyroscopic effect, stability of aircraft, air disturbance, pitch, yaw, roll, dihedral angle, vertical stabilizer, centre of gravity</p> <p>Communicative structures simple present, zero conditional</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		<p>Teacher monitors the activity and helps when needed. Ongoing assessment</p>
L	S	R	W								

CLIL Lesson Plan

Unit number	2	Lesson number	2	Title	making comment
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	10	The students will analyse the mindmap created, in comparison with the first part of the video.	Starting from the mindmap created in lesson n.1 of this unit. the students will write a storyboard, by expanding each point of the map. They will take into consideration the first 3 minutes of the video, so the students will isolate the needed points, even watching again the first part of the video, with the audio switched off, of course.	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary differential brakes, gyroscopic effect, stability of aircraft, air disturbance, pitch, yaw, roll, dihedral angle, vertical stabilizer, centre of gravity</p> <p>Communicative structures simple present, zero conditional</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		T circulates and monitors.
L	S	R	W								

2	30	Students will create the comment	Now the students will write the storyboard in pairs	<p>Skills</p> <p>L S R W</p> <p>Key vocabulary differential brakes, gyroscopic effect, stability of aircraft, air disturbance, pitch, yaw, roll, dihedral angle, vertical stabilizer, centre of gravity</p> <p>Communicative structures simple present, zero conditional</p>	<input type="checkbox"/> Whole class <input type="checkbox"/> Group work <input checked="" type="checkbox"/> Pair work <input type="checkbox"/> Individual work	T checks the text produced by students and gives feedback
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3	40		<p>Each pair will record the comment to the video. Each pair will record his part. It is mandatory, for the groups who are not recording, to stay in absolute silence. During the recording the pairs not recording, will observe and comment the pair recording, by using the handout given by T</p>	<p>Skills</p> <table border="1" data-bbox="1189 169 1532 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary differential brakes, gyroscopic effect, stability of aircraft, air disturbance, pitch, yaw, roll, dihedral angle, vertical stabilizer, centre of gravity</p> <p>Communicative structures simple present, zero conditional</p>	L	S	R	W	<input type="checkbox"/> Whole class <input checked="" type="checkbox"/> Group work <input checked="" type="checkbox"/> Pair work <input type="checkbox"/> Individual work	<p>Teacher monitors the activity and helps when needed</p>
L	S	R	W							

4	20		<p>Each pair will explain to the the others the result of the observation. Because the topic is now more complex than in previous unit, more time is dedicated to this activity</p>	<p>Skills</p> <table border="1" data-bbox="1189 167 1532 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary differential brakes, gyroscopic effect, stability of aircraft, air disturbance, pitch, yaw, roll, dihedral angle, vertical stabilizer, centre of gravity</p> <p>Communicative structures simple present, zero conditional</p>	L	S	R	W	<p><input type="checkbox"/> Whole class <input checked="" type="checkbox"/> Group work <input checked="" type="checkbox"/> Pair work <input type="checkbox"/> Individual work</p>	<p>Teacher takes notes and gives feedback, answers doubts</p>
L	S	R	W							

CLIL Lesson Plan

Unit number	2	Lesson number	3	Title	final activity
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	10	The students will analyse the mindmap created, in comparison with the second part of the video.	Starting from the mindmap created in lesson n.1 of this unit, the students will write a storyboard, by expanding each point of the map. They will take into consideration the second part of the video (from min 2 to the end), so the students will isolate the needed points, even watching again the relevant part of the video, with the audio switched off, of course.	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary differential brakes, gyroscopic effect, stability of aircraft, air disturbance, pitch, yaw, roll, dihedral angle, vertical stabilizer, centre of gravity</p> <p>Communicative structures simple present, zero conditional</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		T circulates and monitors.
L	S	R	W								

2	20	Students will create the comment	Now the students will write the storyboard in pairs	<p>Skills</p> <p>L S R W</p> <p>Key vocabulary differential brakes, gyroscopic effect, stability of aircraft, air disturbance, pitch, yaw, roll, dihedral angle, vertical stabilizer, centre of gravity</p> <p>Communicative structures simple present, zero conditional</p>	<input type="checkbox"/> Whole class <input type="checkbox"/> Group work <input checked="" type="checkbox"/> Pair work <input type="checkbox"/> Individual work		T checks the text produced by students and gives feedback
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3	35		Each pair will record the comment to the video. Each pair will record his part. It is mandatory, for the groups who are not recording, to stay in absolute silence. During the recording the pairs not recording, will observe and comment the pair recording, by using the handout given by T	<p>Skills</p> <p>L S R W</p> <p>Key vocabulary</p> <p>Communicative structures</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_L3_ALL1.docx 	Teacher monitors the activity and helps when needed
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4	10		Each pair will explain to the the others the result of the observation	<p>Skills</p> <table border="1" data-bbox="1014 167 1355 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary differential brakes, gyroscopic effect, stability of aircraft, air disturbance, pitch, yaw, roll, dihedral angle, vertical stabilizer, centre of gravity</p> <p>Communicative structures simple present, zero conditional</p>	L	S	R	W	<input type="checkbox"/> Whole class <input checked="" type="checkbox"/> Group work <input checked="" type="checkbox"/> Pair work <input type="checkbox"/> Individual work		Teacher monitors the activity and helps when needed
L	S	R	W								

5	15		The class watches the video hearing the original comment	<p>Skills</p> <table border="1" data-bbox="1014 167 1355 212"> <tr> <td><input checked="" type="checkbox"/> L</td> <td><input type="checkbox"/> S</td> <td><input type="checkbox"/> R</td> <td><input type="checkbox"/> W</td> </tr> </table> <p>Key vocabulary differential brakes, gyroscopic effect, stability of aircraft, air disturbance, pitch, yaw, roll, dihedral angle, vertical stabilizer, centre of gravity</p> <p>Communicative structures</p>	<input checked="" type="checkbox"/> L	<input type="checkbox"/> S	<input type="checkbox"/> R	<input type="checkbox"/> W	<input type="checkbox"/> Whole class <input checked="" type="checkbox"/> Group work <input checked="" type="checkbox"/> Pair work <input type="checkbox"/> Individual work		Teacher monitors the activity and helps when needed
<input checked="" type="checkbox"/> L	<input type="checkbox"/> S	<input type="checkbox"/> R	<input type="checkbox"/> W								

6	10		Open discussion about differences between the original comment and the one created by each pair The teacher will communicate the score assigned to each pair	<p>Skills</p> <table border="1" data-bbox="1014 865 1355 909"> <tr> <td><input type="checkbox"/> L</td> <td><input checked="" type="checkbox"/> S</td> <td><input type="checkbox"/> R</td> <td><input type="checkbox"/> W</td> </tr> </table> <p>Key vocabulary differential brakes, gyroscopic effect, stability of aircraft, air disturbance, pitch, yaw, roll, dihedral angle, vertical stabilizer, centre of gravity</p> <p>Communicative structures simple present, zero conditional</p>	<input type="checkbox"/> L	<input checked="" type="checkbox"/> S	<input type="checkbox"/> R	<input type="checkbox"/> W	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work		Teacher takes notes and gives feedback, answers doubts
<input type="checkbox"/> L	<input checked="" type="checkbox"/> S	<input type="checkbox"/> R	<input type="checkbox"/> W								