CLIL Module Plan

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School	ITT Buonarroti-	T Buonarroti-Pozzo								
School Grade	O Primary	Primary O Middle							jh	
School Year	01	0 2		○ 3			0 5			
Subject	Altro - Electrot	echnics	Topi	ic		Ele	ectrical Te	echnolo	gy and Design	
CLIL Language	English				O De	uts	ch			

Personal and social-cultural preconditions of all people involved

Students of this class mostly come from Trentino with a few exceptions from East Europe and north Africa, both perfectly integrated. Students' disciplinary skills level is fairly homogeneous and their motivation is positive, although lacking inclination toward homework. The Electrical Technology and Design course is intended to develop technical and professional skills, practical abilities and designing expertise in the electric plant field. Reading English datasheets is part of their job. Module objectives: a) to give students the basic knowledge in terms of parameter units and technologies adopted in Lighting Design techniques; b) to enable students how to interpret technical data sheet used in Lighting Design; c) to activate students' competences in choosing materials (light bulbs) with regard to different technologies, performances, costs and environmental impact. Teacher's role: to introduce the topics to monitor activities, to support students during class tasks, to provide further explanations, to check the assigned exercises, to encourage the use of spoken English and to assess students' learning. The average CFR language level of students is B1. They have experienced CLIL activities. The teacher's CFR language level is C2.

Students' prior knowledge, skills, competencies

Subject

Students should have the following knowledge: -the notion of light as a wave; -how a waveform is described in terms of frequency and wavelength; -the notions of electrical impedance, current and voltage; -what is a diode/LED. Skills students should be able to: -read a Cartesian graph in linear or logarithmical scale; -read and understand the technical characteristics of electric components. Competences students learn how: to form a technical decision by comparing technical parameters.

Language

Students should have the following knowledge: -comparatives and superlatives; -passive form; -relative clauses; -physics measurement unit; scientific vocabulary pertaining physics electric subjects (they have previously been exposed to written materials in English, either in the English course or CLIL activities) Skills students should be able to: -watch and understand both the general meaning and the detailed information of videos contents; -Read and understand both the general meaning and the detailed information of short and at times also long written texts; -orally interact with classmates in pairs and group work, and with the teacher to ask for help and further explanations when necessary; -answer questionnaires on covered topics; -use both monolingual and bilingual dictionaries to look up and check specific vocabulary. Competences students can: -orally communicate in FL with a sufficient level reciprocal comprehension; -infer and distinguish relevant from specific information in the presented materials; -well structured short texts to express their thoughts.

Timetable fit

Module

Length 20 hours

Description of teaching and learning strategies

Students are introduced to the topics by means of a variety of activities, mostly task-based, presented throughout the whole module. In addition, the improvement of the reading comprehension of technical texts and data sheets is a significant aim of the module, as a part of further professional work and university education. Excerpts of various length and relevant activities have been purposely included, trying not to burden the lessons flow. The course timetable allows back to back 100 minute-lessons, which ease the fully development of topics presentation. Students carry out their activities both in the regular classroom not designed for group work, and provided with one computer station and an interactive board, and in the laboratory. A booklet containing the materials used throughout the module will be handed out in the first lesson, and it is meant to provide the students with an overview of the contents presented and to present a clear reference for the activities introduced in the lessons. The module is intended for a fairly homogeneous disciplinary and English language level of the students and the language input is However, tasks are constructed to allocate the necessary space to go deeper in areas the cleverest students may be interested in either with some task expansions or with additional references. The employment of videos in this module facilitates the delivery of theoretical and descriptive contents helping the display of lighting components, of their application and of the physical phenomena involved. Videos with non British accent will not be avoided. In fact, it is assumed that students may come in touch with non English mother-tongue speakers during their working or future academic career. Use of a dictionary is recommended since the beginning of the module, even though occasional footnotes are included as a scaffolding. Lessons format consists of the following steps: -an introduction often recalling either previous knowledges or ou

Overall Module Plan

Unit: 1

Light, Vision and Photometry

Unit length: Four Academic Hours (50 min)

Lesson 1

What is Light?

Lesson 2

Photometry

Unit: 2

Artificial Light Sources

Unit length: seven academic hours (50 min)

Lesson 1

Types of Artificial Light Sources

Lesson 2

Technology of Artificial Light Sources

Lesson 3

Technical Parameters

Lesson 4

Choosing a Lamp

Unit: 3

Luminaires

Unit length: seven academic hours (50 min)

Lesson 1

Types of Luminaires

Lesson 2

Controlling Light

Lesson 3

Photometric Distribution Curves

Unit: 4

Conclusion

Unit length: Three academic lessons

Lesson 1

Crossword Contest

Lesson 2

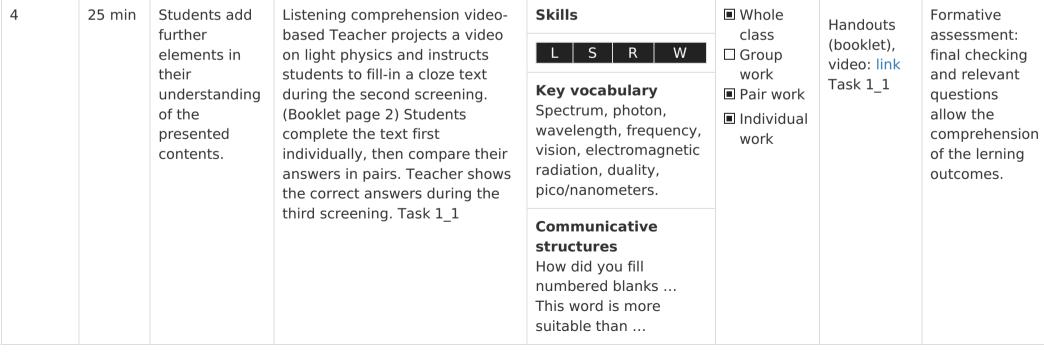
Final Assessment

Unit number 1 Lesson number 1 Title What is Light?

Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
1	12 min	Students become aware of module goals and procedures.	Teacher introduces module objectives, materials and procedures, and makes sure about students' comprehension of module aims by asking questions.	Skills L S R W Key vocabulary	■ Whole class □ Group work □ Pair work □ Individual	At the end of the introduction teacher hands out the whole	
				Communicative structures Instructions verbs and imperative mood.	work	booklet (or single lesson material)	

2 10 m	in Students recall general terms related to light.	Brainstorming: Teacher writes the word "light" on the board, and asks students to suggest related terms. Students provide terms coming to their mind related to the suggested word and write them on to the board. Teacher asks students reasons for the words provided,	Skills L S R W Key vocabulary Spectrum, photon, wavelength, frequency, vision, electromagnetic radiation, nanometers.	■ Whole class □ Group work □ Pair work □ Individual work	Blackboard or interactive board.
		explanations in case of unusual suggestions, and check spelling.	Communicative structures Can you write any word that comes to your mind related to? If I say the word what words can you think of? What's the correct spelling for?		

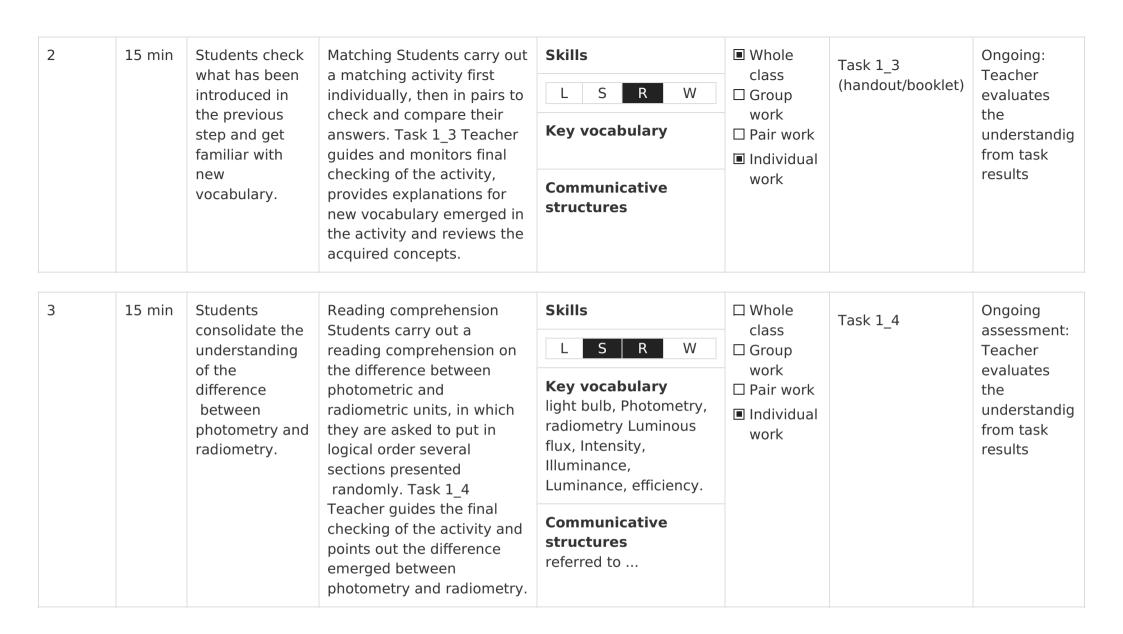
3	15 min	Students understand of	Direct instruction Teacher	Skills	■ Whole class	Handouts	Ongoing
	the basic light phy visible spectrum visible cu	the basics of light physics, visible and explains the topic. (Booklet page 1) Teacher checks students comprehension of the topic by eliciting questions. Then he has		L S R W Key vocabulary Spectrum, photon, wavelength, frequency, vision, electromagnetic radiation, nanometers.	Group work Pair work Individual work	(booklet), projected materials (pg. 1)	assessment: monitoring of students' understanding
			missing words.	Communicative structures On the board you can see While On the contrary On one hand on the other hand. To sum up			



5	30 min	Students Consolidate their understanding of the subject and promote self assessment.	Teacher divides class into groups of three students each and asks them to work on a questionnaire in the booklet. Task 1_2 Student first answer individually, then compare their work and build up together the most suitable answers for the questions. Teacher monitors the activity by	L S R W Key vocabulary Spectrum photon	■ Whole class■ Group work□ Pair work■ Individual work	Booklet Task 1_2	Self assessment about the whole lesson.
		supporting the students' work, promotes the use of English, and leads the final students expositions of their answers.	Communicative structures What do you think? We haven't heard from you yet's idea. Do you agree? What answer did you get?				
6	6 min	Consolidate and sort the understanding.	Teacher recaps what has been done, highlights some key words assigns homework (review and build up personal glossary).	Skills L S R W Key vocabulary Visible light spectrum, sensitivity curve, wavelength. Communicative structures	■ Whole class □ Group work □ Pair work □ Individual work		

Unit number 1 Lesson number 2 Title Photometry

Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
1	30 min	Students understand the meaning of the photometry, the object of its study, and how it differs from radiometry. They also understand the definition of the	Teacher introduces the relevance of photometry in the study of light as an instrument of its quantitative representation and the differences between photometry and radiometry. Teacher presents the topic explaining photometry basic concepts illustrated by a file	Key vocabulary Photometry, Luminous flux, Intensity, solid angle, Illuminance, steradiant, Luminance, efficiency, units of measure.	■ Whole class □ Group work ■ Pair work ■ Individual work	Booklet, projected material and videos: link link link link	Ongoing: Teacher observes students' response to lesson and activities.
		photometry parametres.	on the interactive board. Then, he alternates direct instruction, short videos and filling-in exercises on the definition of the introduced concepts. Students answer individually then chek in pair. (Booklet, page 4)	Communicative structures P. deals with whereas The unit of maesure is per/on/upon			



4	15 min	Test about the subject of the lesson	Students carry out a self- assessment activity on the acquired contents. Test 1 Teacher provides correct answers for the test.	Skills L S R W Key vocabulary Communicative structures	■ Whole class Group work Pair work Individual work	Test 1	Self Assesment
5	10 min	Students become aware of information acquired and of the necessary specific vocabulary.	Teacher recaps the lesson contents, assigns homework and suggests further references.	Skills L S R W Key vocabulary Communicative structures	■ Whole class Group work Pair work Individual work		

Unit number 2 Lesson number 1 Title Types of Artificial Light Sources

Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
1	3 min	Students verify their understanding.	Teacher ask students the solutions to homework, then check for the correct answers.	Skills L S R W Key vocabulary radiated, measurement, flux, illuminance, brightness, reflection. Communicative structures	■ Whole class □ Group work □ Pair work □ Individual work		

2	18 min	Start using the specific vocabulary, relevant to the unit.	Teacher briefly introduces the topic through a picture showing several different types of lamp and focuses on the different substances and physics involved. Grid fill-in Students fill in a grid focusing on the different categories emerged in the teacher explanation. Task 2_1 Teacher checks students activity and provides further explanations if necessary.	Key vocabulary Sodium, glow, bulb gallium, filament, oxygen, mercury incandescent, LED, fluorescent, tungsten, electrode, ultraviolet, tube. Communicative structures	■ Whole class □ Group work ■ Pair work ■ Individual work	Booklet: projected material. Task 2_1	Students self assess their comprehension.

3	25 min	Students understand basic	Teacher divides class into groups of three students each and presets through a video different	Skills L S R W	■ Whole class ■ Group	Projected video link , booklet.	Ongoing assesment: Teacher
		difference in physics of the main families of lamps	types of lamps. Task 2_2 After the second screening, students work out together the answers for a questionnaire on the video contents. Teacher monitors the exposition of students' work to the class, checks the answers and leads a follow-up discussion.	Key vocabulary Sodium, glow, bulb gallium, filament, Oxygen, mercury incandescent, LED, fluorescent, tungsten, electrode, ultraviolet, tube.	work □ Pair work □ Individual work	Task 2_2	evaluate the actual understanding from task results.
				Communicative structures used to be, keep from			

4 40 min Students, by a Peer learning based on reading **Skills** Whole Ongoing Booklet peer lerning comprehension Teacher divides class assessment: Task 2 3 S R practice. class into groups of four students L W Group Teacher understand to perform a peer learning work evaluates the **Key vocabulary** the different activity based on reading □ Pair work actual Sodium, glow, bulb features and comprehension and further understanding Individual gallium, filament, physics of discussion on different types of by the work Oxygen, mercury lamps. Task 2 3 Each student in a main types of explanations incandescent, LED, group reads and works and answers of lamps. fluorescent, tungsten, individually on a single section of the students. consolidate electrode, ultraviolet, the a reading passage and tube, quartz, arc, vocabulary. presents/explains its content to cathode. the rest of his group. Each groups discusses the features of the Communicative different lamps and decides which structures one presents more advantages. In my opinion ... I Teacher eases the believe ... The way I see comprehension of the reading it... From my point of task and promotes the use of view It seems to me English in the groups interactions. that... As far as I Also, he provides some structures understand / That's for that may come convenient in sure I agree with this students' expressions. A student opinion I couldn't agree from each group (chosen either more I disagree with by the fellow students or by the vou I don't think so No teacher) reports an account of the way group work to the class.

5	10 min	Students learn how to distinguish	Students assign the correct name to different types of lamps showed on the picture task 2_4.	Skills L S R W	■ Whole class	Booklet: Task 2_4	This task is a quick instrument to
		different types of lamps by their shape.	Teacher checks with the class. Follows recapping and homework assignment.	Key vocabulary bulb, filament, mercury incandescent, halogen, LED, fluorescent, arc lamp, cold cathode, ultraviolet, tube.	work Pair work Individual work		verify the general comprehension of the lesson topic.
				Communicative structures What do you think? Do you agree? What answer did you get?			

 Unit number
 2
 Lesson number
 2
 Title
 Technology of Artificial Light Sources

Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
1	30 min	Students understand how fluorescent lamps work and are made.	Teacher introduces the topic, namely a follow-up of the previous lesson, meant to expand on the functioning of some of the lamps so far presented. Listening comprehension video-based. Teacher instructs the students to work individually to recognise a list of words while watching the first 5.50 minutes of a video on how fluorescent lamps function. Task 2_5 After the second screening students build up task questions cooperating in pairs. Teacher reviews and corrects students' answers and provides	Key vocabulary argon, electron, glow, thermoionic, starter, vaporize, powder, preheat, electrode, phosphor. Communicative structures Simple present with quite common verbs	□ Whole class □ Group work ■ Pair work ■ Individual work	Booklet: projected video: link Task 2_5	Self assesment: At the end of the activity a student, out of each group, provides an account of their outcomes. Teacher checks and corrects.
			further explanations if necessary.	like: hit, emit, produce, activate, behave, stay, start, heat that results in			

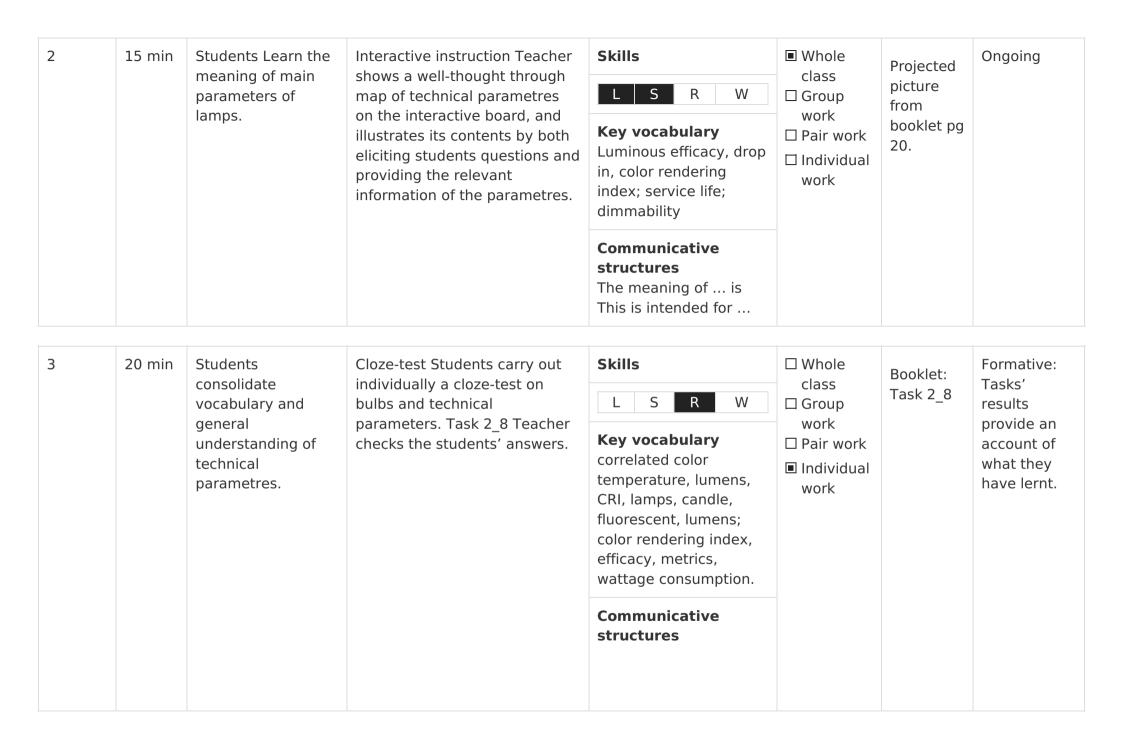
2 20 mi	Students learn about ballasts, what they are useful to, which types are available, and about their Factor.	Listening comprehension videobased. Teacher divides up the class into groups of three/four students and projects a video on ballast accompanied by a questionnaire. Task 2_6 Students discuss the video contents according to the task questions and then cooperate to provide the group answers for the questionnaire. Teacher monitors the activity, supports the interaction in English and guides the following discussion by eliciting groups explanations for their answers.	Key vocabulary Ballast, instant start, ballast factor Communicative structures Bics are enough to express the whats and the whys.	■ Whole class ■ Group work □ Pair work □ Individual work	Booklet, projected video link Task 2_6.	Self assessment: At the end of the activity a student, out of each group, provides an account of their outcomes. Teacher checks and corrects.
3 10 mi	Students learn about LED lamps are and how light is generated through them.	Direct instruction Teacher explains how light is generated in a LED and the main features of a LED lamp.	Key vocabulary LED, silicon, bias, junction, recombine, band gap, photon, energy. Communicative structures Simple present with descriptive verbs like: hit, emit, produce, bias,	■ Whole class Group work Pair work Individual work	Projected material from the booklet	

4	25 min	Student practice the comparison among lamps performances and start reading their	Teacher divides up the class into group of three students each to first discuss the features of the lamps studied so far, according to the task questions. Task 2_7 Each group compare the outcomes of the discussion with the table providing	Skills L S R W Key vocabulary Durability, sensitivity, efficacy, lifespan.	☐ Whole class ■ Group work ☐ Pair work ☐ Individual work	Booklet: Task 2_7.	sel assessment: At the end of the activity a student, out of each group,
		parameters.	the typical data for the three main types of lamps. Teacher monitors the activity by both encouraging the interaction in English and providing technical support, then guides the final expositions of the groups findings.	Communicative structures In my opinion I believe The way I see it From my point of view It seems to me that As far as I understand /			provides an account of their outcomes. Ongoing: Teacher checks and corrects.

5	10 min	Students become aware of the comparing competence acquired and of the necessary specific vocabulary.	Teacher:briefly recaps the lesson contents focusing on the features of different types of lamps, then he assigns homework, Then he assigns homework a query on the Internet on which the following lesson will be based.	Key vocabulary Sodium, glow, bulb, filament, oxygen, mercury, incandescent, fluorescent, tungsten, electrode, tube, gallium, Oxygen, tungsten, electrode, ultraviolet, quartz, arc, cathode, LED, silicon, bias, junction, band gap, photon.	■ Whole class □ Group work □ Pair work □ Individual work	Booklet: homework.
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Unit number2Lesson number3TitleTechnical Parameters

Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
1	10 min	Students verify their understanding	Homework check Teacher asks a few students to report the outcomes of their Internet	Skills L S R W	■ Whole class		Teacher receives e feedback of
		of the parameter Luminous Efficacy. This is also the starting point of this	query. Students provide an oral account of their research. Teacher provides an	Key vocabulary Luminous Efficacy	☐ Group work ☐ Pair work ☐ Individual		a specific point and about
		lesson focused on technical parameters.	appropriate feed-back to the students accounts along with some correction where necessary.	Communicative structures The meaning of is You can calculate its value by the ratio	work		students' home engagement.



4	5 min	Students consolidate the understanding of the technical parametres so far practiced.	Teacher recaps the main contents of the lesson. Then he assigns Test_2 and the "LED optical properties" reading as homework, recommending an accurate self-checking of their answers, which will work as a review of general contents.	Key vocabulary Luminous efficacy, CRI, Ra, color rendering index; service life; dimmability. Communicative structures	■ Whole class Group work Pair work Individual work	Booklet: Test 2.	
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Unit number 2 Lesson number	4	Title	Choosing a Lamp
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Activity	Timing	Learning	Activity Procedure	Language	Interaction	Materials	Assessment	
		Outcomes						

1	15 min	Students reinforce technical parametres contents.	Test_2 checking Teacher checks the test assigned as a homework and elicits further questions and provides further explanations as a feed-back.	Key vocabulary correlated color temperature, lumens, CRI, lamps, candle, fluorescent, lumens; color rendering index, efficacy, metrics, wattage consumption.Luminous efficacy, CRI, Ra, color rendering index; service life; dimmability.	■ Whole class □ Group work □ Pair work □ Individual work	Solutions in Final materials.	Formative: Test results provide an assessment of general understanding of the previous lessons.
				Communicative structures What do you think? We haven't heard from you yet's idea. Do you agree? What answer did you get?			

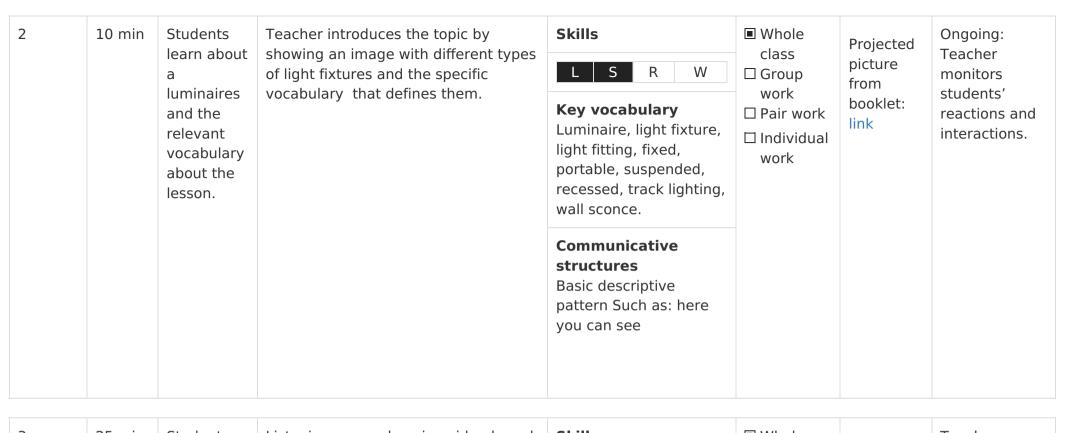
2	30 min	Students learn how to build a simple LED lamp and its advantages	Teacher writes key vocabulary on the blackboard explaining the non intuitive meanings (on request), then projects a video illustrating how to build a lamp. Task 2_9 Students answer the a questionnaire on the video individually after the second screening and then compare their answers in pairs. Teacher checks the students' answers and provides further explanations.	Key vocabulary Housing, PCB, light diffuser, soldering iron, thermal paste, flat head screw, awl Communicative structures up to (often used in the video)	□ Whole class □ Group work ■ Pair work ■ Individual work	Booklet: Projected Video: link blackboard, Task 2_9.	Teacher evaluates the actual understanding from task results
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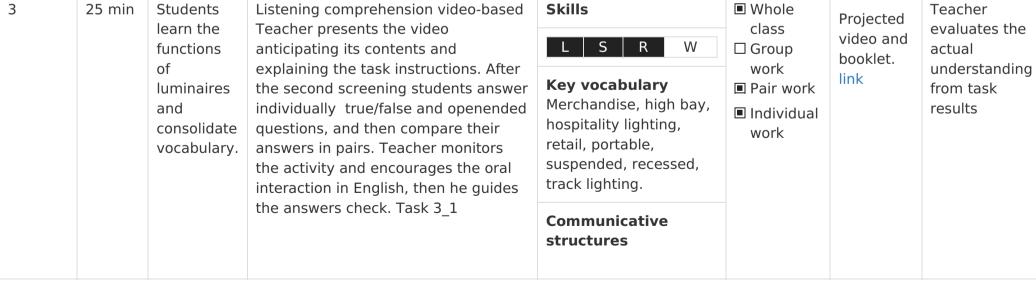
3 45 min Students Case study activity Teacher Skills ■ Whole Self Projected improve their divides up class into groups of class assessment material. S R competences students each and asks them to W ■ Group booklet. in choosing work individually in the first step of work dictionary **Key vocabulary** lamps in the activity, and work in group in □ Pair work Fluorescent. different the second step to compare their ■ Individual incandescent, halogen, scenarios. findings. Task 2 10 Students carry work LED, Xenon, efficiency, out the first step of the activity by Also, they lifetime, color analysing the features of several understand temperature. which factors types of light sources according to the information provided by the should be Communicative image. Then, they make a decision considered in structures the given about the appropriate type of light I'll.... I don't/think that source based on the three environmental the best option... In my conditions. scenarios they are presented with, opinion the best and take notes about their solution is... I find decisions. Finally, they compare suitable/appropriate to and discuss their decisions with adopt... I find --- more the rest of their groups. Teacher effective than... I prefer monitors students expositions of to.... What do you their decisions to the class think? We haven't highlighting pros and cons of their heard from you yet. choices. ___'s idea. Do you agree? What answer did you get?

4 5	5 min	Teacher recaps the activities contents asking for students' opinion and assigns homework.	Skills L S R W Key vocabulary Efficiency, color temperature, Ra, life.	■ Whole class Group work Pair work Individual work
			Communicative structures	

Unit number3Lesson number1TitleTypes of Luminaires

Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
1	8 min	Students reinforce " Choosing a Lamp" lesson's contents.	Teacher checks the assigned homework and elicits further questions and provides further explanations as a feed-back	Key vocabulary Fluorescent, incandescent, halogen, LED, Xenon, efficiency, lifetime, color temperature. Communicative structures	■ Whole class □ Group work □ Pair work □ Individual work		Test results allows an (self) assessment of general understanding.





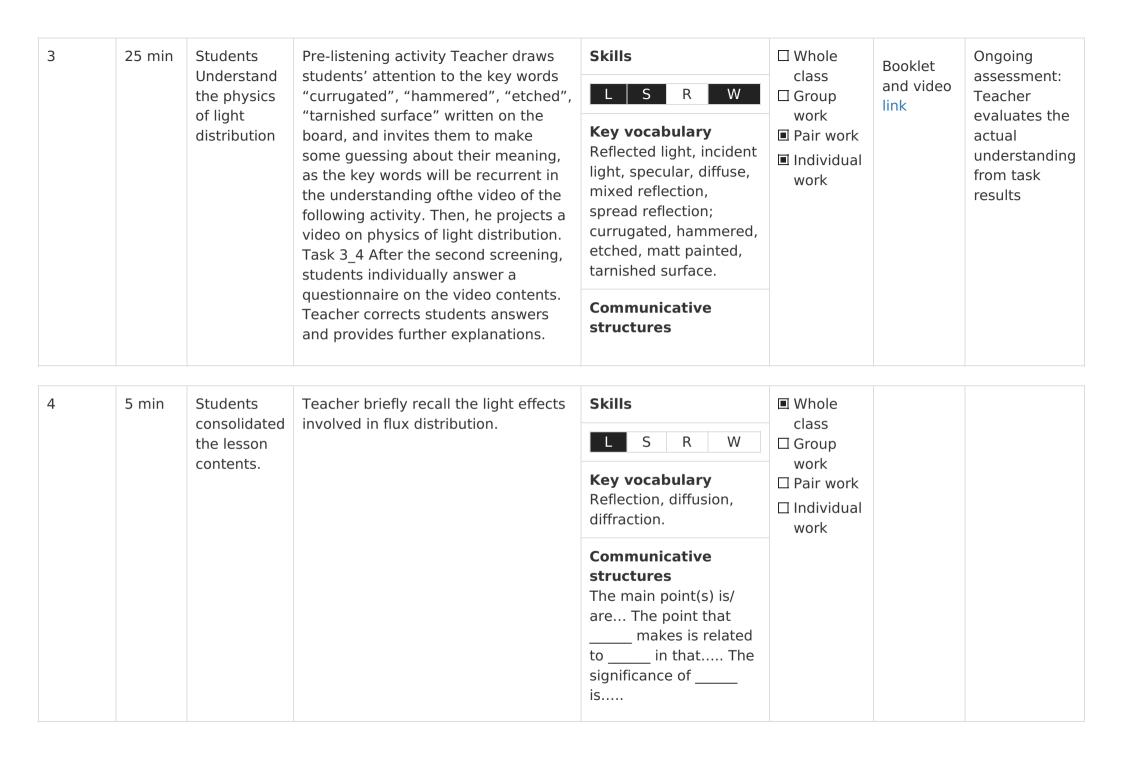
4	3 min	recommends students to updates the	Skills L S R W	■ Whole class
		glossary due to the emergence of relevant specific vocabulary during the lesson.	Key vocabulary Luminaire, light fixture, light fitting, fixed, portable, suspended, recessed	☐ Group work ☐ Pair work ☐ Individual work
			Communicative structures The main point(s) is/ are The point that makes is related to in that The significance of is	

Unit number	3	Lesson number	2	Title	Controlling Light
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
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1 40 min Students Learning by "doing" reading and **Skills** Whole Ongoing Booklet video-based Teacher introduced the understand class assessment: and video S how the topic focusing on the functions of flux R W Group Teacher link distribution distribution of luminaires, and divides work evaluates the **Key vocabulary** of luminous up the class in groups of three □ Pair work actual Direct, indirect, semiflux is students each. Task 3 2 Student understanding ☐ Individual direct, diffuse lighting. obtained in groups read a text on the categories from task work specular reflection; of luminaires based on their flux results luminaires parallel, convergent distribution and compare the and divergent beam. definitions with the image associated to the text. Then, on intuitive base, Communicative groups employ the useful expressions structures below text to understand and discuss Ranges from ... to... to provide a temporary answer on how the different types of luminaire fluxes can be produced. Teacher encourages the interaction in English and provide explanations on the useful expressions if necessary. Then, he projects a video on the techniques of flux distribution. Groups reconsider their solutions previously provided and modify their answers if necessary. Teacher checks the exposition of students' answers and provides corrections where necessary.

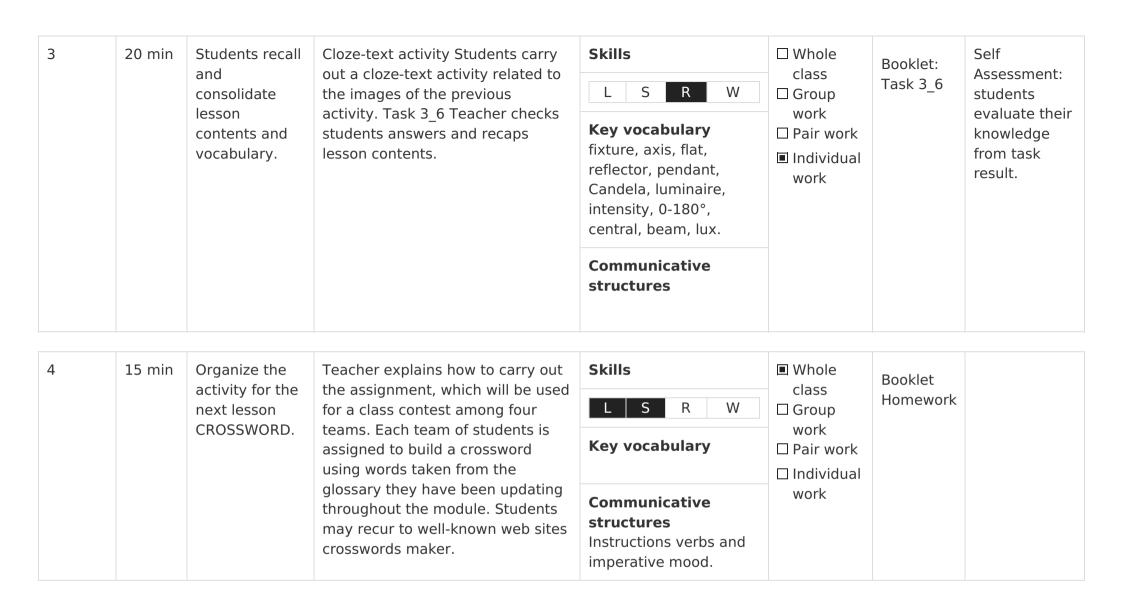
2	15 min	in Students consolidate the knoledge of different types of light distribution.	Teacher divides up the class into groups of three and explain the activity instructions. Task 3_3 tudent analyse a datasheet describing different types of flux distributions for some luminaires, and decide which category of flux distribution they belong to. Teacher checks students answer.	Key vocabulary Direct, indirect, semi- direct, diffuse lighting, specular reflection; parallel, convergent and divergent beam.	■ Whole class ■ Group work □ Pair work □ Individual work	Booklet Task 3_3	Self assessment: At the end of the activity a student, out of each group, tells their outcomes.
				Communicative structures In my opinion I believe The way I see it From my point of view It seems to me that As far as I understand			



 Unit number
 3
 Lesson number
 3
 Title
 Photometric Distribution Curves

Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
1	15 min	Students understand what are Photometric curves how they are represented and what they are useful to.	Direct instruction Teacher briefly introduces the topic on photometric distribution curves. Then, he presents a file on the interactive board containing images illustrating the representation and function of photometric curves (Booklet page 34), explains the topic, and asks students questions to check their comprehension of the topic.	Key vocabulary Photometric solid, intensity, axis, symmetry, plane, coordinates, polar. Communicative structures The main point(s) is/ are The significance of is We can interpret as on After a thorough analysis we conclude that This is significant because We need to identify	■ Whole class □ Group work □ Pair work □ Individual work	Booklet: projected materials link	Ongoing assessment: Teacher monitors students' reactions and interactions.

2	20 min	Students Consolidate the understanding and the vocabulary of the topic.	Teacher shows students some images on linear and flux distribution, then asks students to work in pair to describe each other the picture related to the topic. Task 3_5	Key vocabulary Photometric solid, intensity, axis, symmetry, plane, coordinates, polar. Communicative structures We can interpret as I agree/disagree withthat idea. Asalready mentioned In the pictures we can see The picture above represents	□ Whole class □ Group work ■ Pair work □ Individual work	Booklet: Task 3_5	Ongoing assessment: Teacher evaluates the actual understanding from task interaction
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5	15 min	Students self- assess the	Students carry out a test based on True/False and Multiple Choice	Skills	□ Whole class	Booklet:	Formative assessment
		comprehension of the module	exercises. Test 3 Teacher checks the answers, providing further	L S R W	☐ Group work	Test 3 Solutions	dosessiment
		topics.	explanations.	Key vocabulary	□ Pair work □ Individual	in final materials	
				Communicative structures	work		

 Unit number
 4
 Lesson number
 1
 Title
 Crossword Contest

Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
1	100 min	Students review all past acquired topics through a ludic experience.	The four/five teams of students take turn to present each other their Crossword puzzles. Contestants raise their hands to answer. Each correct answer scores one point. Teacher acts as the referee and proclaims the winning team.	L S R W Key vocabulary The whole module vocabulary is involved. Communicative structures	■ Whole class ■ Group work □ Pair work □ Individual work	Produced by the students and projected.	Teacher receives e feedback about students' home engagement.

Unit number4Lesson number2TitleFinal Assessment

Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
1	50 min	Teacher assesses and evaluates students' acquisition of module contents.	Teacher administers a summative test on the main module topics and including a variety of activities presented throughout the module.	Skills L S R W Key vocabulary	■ ⊔ Group work	Not included in the material.	Summative assessment.
				Communicative structures			