

CLIL Module Plan

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School	ITT Buonarroto-Pozzo				
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 checked="" type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
Subject	Chimica	Topic	Environmental and Materials Chemistry		
CLIL Language	<input checked="" type="radio"/> English			<input type="radio"/> Deutsch	

Personal and social-cultural preconditions of all people involved	<p>The class 3CMB is composed by 20 students (4 girls and 16 boys) who were in different classes in the past year. Some of them are affected by learning disabilities, so the expected elaboration time of the instructions and the test schedule take in count their special needs. Two of the girls have participated in the current year in a language exchange program abroad (in the Netherlands and Austria). The group generally reacts well to innovative learning methods, and shows motivation in studying new topics that are not usually part of the standard teaching programs. The CEF levels of the class varies from A2 to B1. The CEF level of the teachers is C1. The program is articulated in 4 hours per week, with thorough tutoring of the teacher. No lab activities are scheduled in the module.</p>
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Students' prior knowledge, skills, competencies	Subject	Language
	<p>Students should have the following knowledge: -Main routes of air, water and soil pollution; -Consequences of water contamination and relative health concerns. -Principal methods of metal extraction -Classification of alloys -Chemistry of metallic bonds</p> <p>Skills Student should be able to: - Recognize the most common pollutants; -For every pollutant mentioned, identify in which conditions it manifest the worst possible impact on the environment; - Identify the principal methods of metal extraction; -Recognize different alloys by composition and chemical properties.</p> <p>Competences Students can: -Understand in which way the use of materials and specific compounds can alter the environment -Utilize the concepts and principles of Chemical Physics to explain the structure of systems and their transformations -Be aware of potential and limits of specific technologies in the social-cultural background in which they are used.</p>	<p>Students should have the following knowledge: -Verb tenses -Conditional forms -General scientific vocabulary</p> <p>Skills: Students should be able to - Listen to a lesson or watch a video in L2 and understand the general meaning of their contents. -Read meaningful material such as short text and understand the general meaning. -Answer to simple questions to verify general comprehension.</p> <p>Competences Students can: - Communicate in L2 -interact with sufficient fluency -Competent use of a technical jargon</p>

Timetable fit	☉ Module	Length 20 hours
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Description of teaching and learning strategies	<p>-Multimodality lesson: the lesson is taught in a interactive way, using worksheets, videos and presentations. The language is simple, plain and mainly schematic. -Interactive teaching: use of didactic devices like tablets, pc and apps (Power Point, Prezi, Cloud, Google Apps, etc...) -Language output: stress on simplicity, with individuation and repetition of key words -Peer Tutoring: Worksheets will be assigned to small student groups to maximize the acquisition of assigned tasks and promote collaboration -Cooperative Learning: Team work aimed at the redaction of a presentation to be taught in front of an expert guest. This activity will be tutored by the teacher both in the linguistic and content aspects. -Adapting language input: to ensure a good communication, it is important that the language in the classroom is tuned to the level of the students, just as above</p>
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Overall Module Plan

Unit: 1 Pollution Unit length: 8 h	Lesson 1 Warm-up and general information about pollution
	Lesson 2 Introduction to the movie
	Lesson 3 Viewing of the movie “ Erin Brockovich”
	Lesson 4 Reading of the scheduled worksheets

Unit: 2 Materials Science Unit length: 12 h	Lesson 1 Extraction of Metals
	Lesson 2 Lead-in to Group Work
	Lesson 3 Group work on alloys
	Lesson 4 Final exposition of the work done

CLIL Lesson Plan

Unit number	1	Lesson number	1	Title	Warm-up and general information about pollution
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	15 min	Students find out what is the topic they are going to study and recall some key words	Warm- up: teacher welcomes students and asks them what they know about the topic.	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Environment, pollution</p> <p>Communicative structures Do you know...? The argument of the module will be.....</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		Informal assessment: the teacher collects some information during the discussion
L	S	R	W								

2	25 min	Students will learn first the specific terms needed to speak about environmental pollution. After that, the main routes of air, water and soil pollution will be presented.	Worksheets will be given to every working pair of students. The comprehension of the text will be supported by the use of a monolingual dictionary.	<p>Skills</p> <p>L S R W</p> <p>Key vocabulary Natural disaster, living organism, oil refineries, deforestation, coal, hazardous, mining, acid rain, climate change, greenhouse effect,.</p> <p>Communicative structures Reading of the worksheet Do you know the meaning of “.....”? The meaning of “.....” is....</p>	<input type="checkbox"/> Whole class <input type="checkbox"/> Group work <input checked="" type="checkbox"/> Pair work <input type="checkbox"/> Individual work	From page 135 to 137, pag 146-147 - ESP New A Matter of Life, Paolo Brian, Edisco. Oxford Dictionary of English, Oxford university press	Informal assessment: the teacher collects some information during the educational activity.
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3	25 min	Students will learn first the specific terms needed to speak about environmental pollution. After that, the main routes of air, water and soil pollution will be presented.	Every pair will be asked to complete the worksheet. The work will be supported by the use of a monolingual dictionary. The teacher will oversee the task.	<p>Skills</p> <p>L S R W</p> <p>Key vocabulary Natural disaster, living organism, oil refineries, deforestation, coal, hazardous, mining, acid rain, climate change, greenhouse effect,.</p> <p>Communicative structures Do you know the meaning of “.....”? The meaning of “.....” is.... Can you answer to the question #...?</p>	<input type="checkbox"/> Whole class <input type="checkbox"/> Group work <input checked="" type="checkbox"/> Pair work <input type="checkbox"/> Individual work	Page 138 - ESP New A Matter of Life, Paolo Brian, Edisco. Oxford Dictionary of English, Oxford university press	Informal assessment: the teacher collects some information during the educational activity.
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4	35 min	Students will learn to properly use the technical terms given, producing simple sentences.	The teacher asks every group to read aloud the answers to the questionnaire presented in phase 3 and makes corrections when needed.	<p>Skills</p> <p>L S R W</p> <p>Key vocabulary Natural disaster, living organism, oil refineries, deforestation, coal, hazardous, mining, acid rain, climate change, greenhouse effect,.</p> <p>Communicative structures Can you read me your answer to question #.....? Is now clear the meaning of “....”?</p>	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input checked="" type="checkbox"/> Pair work <input type="checkbox"/> Individual work	Page 138 ESP New A Matter of Life, Paolo Brian, Edisco.	Self assessment: the students will correct their answers by confronting with the work of their colleagues and with the solutions given by the teacher.
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CLIL Lesson Plan

Unit number	1	Lesson number	2	Title	Introduction to the movie
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	20 min	A general introduction to the movie “Erin Brockovich” will be done. Students will learn to use simple sentences to present the themes that will be explored during the view.	The teacher explains the general setting and the main themes of the screenplay. Additional information will be given using the data sheet from the Internet Movie Database and by showing the movie trailer.	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Actors, Director, Screenwriter, plot, dialogue, trailer</p> <p>Communicative structures The movie is about Have you ever seen a movie in English ? Did you have understood the part of this video?</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	link link	Informal assessment: the teacher will assess the degree of interaction of the students
L	S	R	W								

2	30 min	The students recall the basic grammatical and syntactical structures needed for the didactical activity .	The teacher presents to the class the worksheet and reads the comprehension questionnaire. There will be given some simple examples of the expected answers.	<p>Skills</p> <p>L S R W</p> <p>Key vocabulary toxic chemicals, contamination, health, long term consequence, symptoms</p> <p>Communicative structures The corporation has polluted the with People living in the contaminated area started to manifest the following symptoms:..... The disease has been caused by....</p>	<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"> • Worksheet 1.pdf 	Informal assessment: the teacher will assess the degree of interaction of the students
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CLIL Lesson Plan

Unit number	1	Lesson number	3	Title	Viewing of the movie “ Erin Brockovich”
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	10 min (The view of the movie will be split in two lessons of the length of 50 minutes each)	Students will be focused on listening	The teacher reads again the questions given during the previous lesson.	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary toxic chemicals, contamination, health, long term consequence, symptoms</p> <p>Communicative structures The corporation has polluted the with People living in the contaminated area started to manifest the following symptoms:..... The disease has been caused by....</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"> Worksheet 1.pdf 	Informal assessment: the teacher will assess the degree of interaction of the students
L	S	R	W								

2	90 min	Students will learn to follow the plot of a movie in English, paying particular attention to the main themes of interest for the present activity (i.e. Environmental issues). They will be encouraged to take notes during the view, in particular for the sake of collecting specific keywords.	Viewing of the movie. The fundamental parts of the plot will be paused and reprised for assuring a better understanding. The notes taken during the vision will be used at home to work over the questionnaire.	<p>Skills</p> <table border="1" data-bbox="1077 165 1424 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary toxic chemicals, hexavalent chromium, tumors, Hodgkin's lymphoma, safe, class action.</p> <p>Communicative structures Did you have understood this part of the movie? Can you guess the meaning of "...."? What's the meaning of this scene/dialogue? Can you find in this scene some information useful to answer one of the questions?</p>	L	S	R	W	<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"> • Worksheet 1.pdf 	
L	S	R	W								

3	20 min	The attention of the class will be focused on listening.	Will be asked to the students to recall the first part of the movie seen in the previous lesson by telling a synopsis to their colleagues.	<p>Skills</p> <table border="1" data-bbox="1079 167 1422 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary toxic chemicals, hexavalent chromium, tumors, Hodgkin's lymphoma, safe, class action.</p> <p>Communicative structures What's the main theme of the movie? What happens at the end of the first part? Can you describe the actions and the motivations of the main character?</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"> • Worksheet 1.pdf 	<p>Informal assessment: the teacher evaluate the comprehension by posing simple questions to the students.</p>
L	S	R	W								

4	80 min	<p>Students will learn to follow the plot of a movie in English, paying particular attention to the main themes of interest for the present activity (i.e. Environmental issues). They will be encouraged to take notes during the view, in particular for the sake of collecting specific keywords.</p>	<p>Viewing of the movie. The fundamental parts of the plot will be paused and reprised for assuring a better understanding. The notes taken during the vision will be used at home to work over the questionnaire.</p>	<p>Skills</p> <table border="1" data-bbox="1079 164 1424 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary toxic chemicals, hexavalent chromium, tumors, Hodgkin's lymphoma, safe, class action.</p> <p>Communicative structures Did you have understood this part of the movie? Can you guess the meaning of "...."? What's the meaning of this scene/dialogue? Can you find in this scene some information useful to answer one of the questions?</p>	L	S	R	W	<ul style="list-style-type: none"> <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"> • Worksheet 1.pdf 	
L	S	R	W								

CLIL Lesson Plan

Unit number	1	Lesson number	4	Title	Reading of the scheduled worksheets
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	50 min	Done the assigned homework and recalled the activities done during the previous lesson, the students focus their attention on the comprehension of the main themes of the movie.	Forming small groups, the students confronts the answers given during the homework. The teacher eventually intervenes giving suggestions.	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary chemicals, hexavalent chromium, tumors, Hodgkin's lymphoma, safe, class action.</p> <p>Communicative structures Can you read me your answer to question #...? Do you think the answer given by is correct? Is the answer complete? If it's not, what can be specified to make it more exhaustive?</p>	L	S	R	W	<input checked="" type="checkbox"/> Whole class <input checked="" type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	<ul style="list-style-type: none"> Worksheet 1.pdf Oxford Dictionary of English, Oxford university press	Formative assessment (collect feedback during the group discussion)
L	S	R	W								

CLIL Lesson Plan

Unit number	2	Lesson number	1	Title	Extraction of Metals
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	5 min	Students find out what is the topic they are going to study and recall some key words	Warm- up: teacher welcomes students and asks them what they know about the topic.	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Environment, pollution</p> <p>Communicative structures Do you know...? The argument of the module will be.....</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		Informal assessment: the teacher collects some information during the discussion
L	S	R	W								

2	25 min	Students will learn about the main techniques of metal extraction.	Worksheets will be given to every working pair of students. The comprehension of the text will be supported by the use of a monolingual dictionary.	<p>Skills</p> <table border="1" data-bbox="1111 169 1449 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Extraction, oxide, reduction, electrolysis, purify, molten compounds, electrolyte, cathode, anode</p> <p>Communicative structures Reading of the worksheet Do you know the meaning of “.....”? The meaning of “.....” is.... What is electrolysis?</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"> Worksheet 2.pdf <p>From page 37 to 41 - GCSE chemistry, complete Revision & Practice, CGP Oxford Dictionary of English, Oxford university press</p>	Informal assessment: the teacher collects some information during the educational activity
L	S	R	W								

3	10 min	Students will learn about the benefits and the drawbacks of the process of metal extraction. Special attention will be paid in addressing the environmental issues, especially in relation to the possibilities linked to the application of recycling technologies.	Worksheets will be given to every working pair of students. The comprehension of the text will be supported by the use of a monolingual dictionary.	<p>Skills</p> <table border="1" data-bbox="1108 167 1451 215"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Useful product, dangerous , subsidence, energy, fossil fuel, acid rain, landfill, money, waste.</p> <p>Communicative structures Reading of the worksheet Do you know the meaning of “.....”? The meaning of “.....” is.... How much recycling is important for you? Why?</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"> • Worksheet 2.pdf <p>From page 42 to 43 - GCSE chemistry, complete Revision & Practice, CGP Oxford Dictionary of English, Oxford university press</p>	Informal assessment: the teacher collects some information during the educational activity
L	S	R	W								

4	30 min	Students will learn about the chemico-physical properties of metals and their alloys.	Worksheets will be given to every working pair of students. The comprehension of the text will be supported by the use of a monolingual dictionary.	<p>Skills</p> <table border="1" data-bbox="1111 165 1451 213"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Strong, bendy, transition metal, conduct, corrode, hard, strong, steel, alloy, shaped, inflexible, corrosion-resistance</p> <p>Communicative structures Reading of the worksheet Do you know the meaning of “.....”? The meaning of “.....” is.... How much recycling is important for you? Why?</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"> Worksheet 2.pdf <p>from pages 46 to 49 - GCSE chemistry, complete Revision & Practice, CGP Oxford Dictionary of English, Oxford university press</p>	Informal assessment: the teacher collects some information during the educational activity
L	S	R	W								

5	20 min	Students will learn to answer to scientific questions.	The teacher asks every group to read aloud the answers to the questionnaire presented in phase 3 and makes corrections when needed.	<p>Skills</p> <p>L S R W</p> <p>Key vocabulary Natural disaster, living organism, oil refineries, deforestation, coal, hazardous, mining, acid rain, climate change, greenhouse effect,.</p> <p>Communicative structures Can you read me your answer to question #.....? Is now clear the meaning of “....”?</p>	<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"> • Worksheet 2.pdf <p>Material written by the class</p>	<p>Self assessment: students will correct their answers by confronting with the work of their colleagues and with the solutions given by the teacher.</p>
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CLIL Lesson Plan

Unit number	2	Lesson number	2	Title	Lead-in to Group Work
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	5 min	Introduction to the class work	Warm- up: teacher welcomes students and asks them what they know about the work	<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 Do you know...? The argument of the module will be.....</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		
L	S	R	W								

2	35 min	Students will learn which are the expected features that a good scientific presentation must have. The good characteristics described will regard both form and clarity of the argumentation.	Using dialogic learning methods and the exhibition of a model presentation, the teacher explains the principal topics in pursuing a group work.	<p>Skills</p> <table border="1" data-bbox="1043 164 1386 209"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Deadline, essential information, emphasis, font size, picture,</p> <p>Communicative structures A well crafted presentation has the following features: The images utilized have to be..... Pay attention to Remember that.....</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"> • Clil presentation.pdf 	Informal assessment: the teacher collects some information during the didactical activity
L	S	R	W								

3	10 min	Organization of a class work	5 groups of 4 students each will be formed.. Every group will choose a specific alloy to work on. Every work will be divided in thematic sections: typologies of materials, chemical-physical properties, production, recycling, industrial applications.	<p>Skills</p> <table border="1" data-bbox="1043 978 1386 1023"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary</p> <p>Communicative structures Every group have to The work consists in Always keep in mind the features expected...</p>	L	S	R	W	<input checked="" type="checkbox"/> Whole class <input checked="" type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	<ul style="list-style-type: none"> • Clil presentation.pdf 	
L	S	R	W								

CLIL Lesson Plan

Unit number	2	Lesson number	3	Title	Group work on alloys
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	50 min	Students will learn how to do a bibliographic research on a chosen topic.	The groups will start to work in the PC room, beginning with a bibliographical research on the web. Every group choose a specific alloy to work on (e.g . brass, steel, cast iron etc..)	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Specific of the chosen topic</p> <p>Communicative structures I have found this resource... This page have interesting information... This material is not suitable for our work...</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	Material found on the web by the work groups of students.	Informal assessment: the teacher collects some information during the educational activity
L	S	R	W								

2	50 min	Students will learn about the chemical composition and the crystalline structure of the alloy of choice.	In the PC Room the student groups will be asked to focus their study on the structure and composition of the chosen material.	<p>Skills</p> <table border="1" data-bbox="1160 165 1503 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Specific of the chosen topic</p> <p>Communicative structures I have found this resource... The composition is.... The structure of this alloy can be described as...</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	Overall planification of the presentation	The teacher collects some information during the educational activity
L	S	R	W								

3	50 min	Student will learn the principal chemico-physical properties of alloys. They will also learn to interpret numerical data.	Gathered all the information needed, the groups start to elaborate their presentations, using the specific apps (Power Point or Prezi).	<p>Skills</p> <table border="1" data-bbox="1160 167 1503 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Specific of the chosen topic</p> <p>Communicative structures I have found this resource... This material has the following characteristics: ... On the base of the numerical data acquired, we can say that.....</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	Elaboration	The teacher collects some information during the educational activity
L	S	R	W								

4	50 min	Students will learn the production techniques of the alloy and if there are technologies for the re cycling of the materials.	Using the chosen software (Power Point or Prezi) the group start editing the presentations. Specific slides on production techniques are draw up.	<p>Skills</p> <table border="1" data-bbox="1160 167 1503 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Specific of the chosen topic</p> <p>Communicative structures I have found this resource... For the production of this alloy the materials needed are:</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	Elaboration	The teacher collects some information during the educational activity
L	S	R	W								
5	50 min	Students will learn about the principal uses of the alloys in the chemical and in the industrial fields.	Specific slides on uses and applications of materials are redacted. The groups start to arrange their presentation in function of the exposition. The final editing will be done as a homework.	<p>Skills</p> <table border="1" data-bbox="1160 892 1503 936"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Specific of the chosen topic</p> <p>Communicative structures This alloy can be used for.... A possible application is ...</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	Work material edit from every group	The teacher collects some information during the educational activity
L	S	R	W								

CLIL Lesson Plan

Unit number	2	Lesson number	4	Title	Final exposition of the work done
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	3 h - 30 minutes for each presentation (presentation and discussion)	The educational goal of every presentation activity is the improvement of the communicative skills of the students. The class will learn about the characteristic of every alloy studied by the groups.	Every member of the work groups will report a part of the work done in front of the class and of an expert invited as a guest. The teacher at the end of every presentation, will give suggestions on how to improve the work in the scientific and linguistic features. The suggestions will be worked on and implemented in the presentations as a homework.	<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 This slide is too long The images utilized are few/too many Instead of is better to say that</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	Work material from every group	Formative assessment: the teacher will evaluate the work of every group on the base of the requirements expressed in lesson 2. The evaluation will take into account the expressive skills (vocabulary, fluency) and also the strength of the presentation.
L	S	R	W								

2	2 h (15' minutes for each presentation)	Every group will present a reediting of their work that takes into account the suggestions gathered in the previous lesson. The educational goal of every presentation activity is the improvement of the communicative skills of the students. The class will learn about the characteristic of every alloy studied by the groups.	Every member of the work groups will report a part of the work done in front of the class and of an expert invited as a guest (a teacher of another class of the school).	<p>Skills</p> <table border="1" data-bbox="1146 164 1487 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Specific of the chosen topic</p> <p>Communicative structures In which way do you have improved your presentation.. This slide can be modified.... Overall, this presentation is</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	Presentations redacted by the work groups	The teacher will evaluate the work of every group on the base of the requirements expressed in lesson 2. The evaluation will take into account the expressive skills (vocabulary, fluency) and also the strength of the presentation. The teacher will assign a grade.
L	S	R	W								