

CLIL Module Plan

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School	IC Fondo-Revò				
School Grade	<input type="radio"/> Primary		<input checked="" type="radio"/> Middle		<input 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	Geografia		Topic		The city
CLIL Language	<input checked="" type="radio"/> English			<input type="radio"/> Deutsch	

Personal and social-cultural preconditions of all people involved	<p>The class is composed by 20 students living in little villages of val di Non. They are all born in Italy, but 3 of the are second-generation students (one from Albania and two from Morocco). There is a student with Specific Learning Disorders (a light form of dyslexy). They are used to learn with frontal lessons, but they seem more excited when the teacher proposes group work. The level of learning is good. The learners are Italian mothertongues. The CEFR level of student is an average A1, but a consistent group of kids can be considered of A2 level.</p>
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Students' prior knowledge, skills, competencies	Subject	Language
	<p>The history of the first civilization What is a landscape Reading and describing a landscape Comparing tables What is in the city</p>	<p>Comparative and superlative Present simple Past tense Future tense 5 W questions</p>

Timetable fit	<input checked="" type="radio"/> Lesson	Length 20
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Description of teaching and learning strategies

For this module there will be both individual, pair and group work. Students will learn by doing, watching videos, calculating, comparing tables and also playing. They will discuss and express their opinion. They will be able to think at the future of cities and to have their own ideas on how it will be. The teacher will alternate moments of group work with moments of explanation, tables and maps with videos. He will constantly check the students' reactions and their skills. The teacher will make a large use of digital tools like IWB. He will also let the student speak, read and write. There will be a different test for the students with Specific Learning Disorders. They can also have a reduction of the writing tasks.

Overall Module Plan

Unit: 1 The city Unit length: 6	Lesson 1 What is a city?
	Lesson 2 What are cities?
	Lesson 3 Terminology of the city
	Lesson 4 Building a city
	Lesson 5 The best city ever
	Lesson 6 My city
Unit: 2 Cities in the world Unit length: 5	Lesson 1 4 types of city
	Lesson 2 Megacities in the world
	Lesson 3 Where in the world is Carmen Sandiego?
	Lesson 4 Review game
	Lesson 5 Summative test

<p>Unit: 3</p> <p>Urbanization and its problems</p> <p>Unit length: 5</p>	<p>Lesson 1</p> <p>Urbanisation - terminology</p>
	<p>Lesson 2</p> <p>World population growth</p>
	<p>Lesson 3</p> <p>Overpopulation and its consequences</p>
	<p>Lesson 4</p> <p>City problems</p>
	<p>Lesson 5</p> <p>The slums</p>

<p>Unit: 4</p> <p>Cities of the future</p> <p>Unit length: 4</p>	<p>Lesson 1</p> <p>A slum action plan</p>
	<p>Lesson 2</p> <p>Smart cities</p>
	<p>Lesson 3</p> <p>Examples of smart cities</p>
	<p>Lesson 4</p> <p>Final test</p>

CLIL Lesson Plan

Unit number	1	Lesson number	1	Title	What is a city?
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	10 minutes	Preactivate the knowledge of the students about the city	The students watch this short video and write down their impressions link	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Listening to the music</p> <p>Communicative structures Listening to the music</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"> • 1st lesson.pdf Best Aerial Urban and City Landscapes: link	Formative assessment: observing students' reaction/emotions in their watching
L	S	R	W								

2	15 minutes	Preactivate the knowledge of the students about the city. Build a brainstorming map and discuss	After the video, teacher and students discuss about the content of the video. When the discussion is concluded, students say every word they know about cities (mostly in L2, but they can also say words in L1 if they don't know the L2 word). The teacher collects them in a brainstorming map around the main word "CITY". Students copy the scheme on their notebooks.	<p>Skills</p> <table border="1" data-bbox="1048 167 1391 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary - city, park, city hall, garden... - the words of the city</p> <p>Communicative structures Do you know...? What do you think about...? How do you say "...." in English?</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"> • 1st lesson.pdf link	Formative assessment: the teacher takes note of the level of participation
L	S	R	W								

3	20 minutes	The students can understand if a specific landscape belongs to an urban or a rural landscape	The teacher gives some data about the percentage of people living in cities and then splits the students into pairs. They have to look at a series of pictures and decide if they represent an urban or a rural landscape.	<p>Skills</p> <table border="1" data-bbox="1048 900 1391 944"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary - urban landscape - rural landscape</p> <p>Communicative structures What do you think...? What can you see...? Where are we?</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"> • 1st lesson.pdf link link link link link link link	Formative assessment: completing the exercise and interacting with the partner
L	S	R	W								

4	10 minutes	The students can understand if a specific landscape belongs to an urban or a rural landscape	The teacher corrects the worksheet with the students and then he assigns a homework	<p>Skills</p> <table border="1" data-bbox="1048 204 1393 256"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary - urban landscape - rural landscape</p> <p>Communicative structures Look at the pictures; what is there on the picture?</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"> • 1st work.pdf • 1st lesson.pdf 	Formative assessment: completing and correcting the worksheet
L	S	R	W								

CLIL Lesson Plan

Unit number	1	Lesson number	2	Title	What are cities?
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	30 minutes	The students can locate the events in a chronological order; they can understand the difference between an ancient city and a modern city	After reading a short description, the teacher splits the students into small groups. The students discuss and try to order the cities in a chronological order and to put them among the spiral of time, from the oldest to the most recent.	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary - found - ancient/modern - explorations, factories...</p> <p>Communicative structures - What do you think? What's your opinion? - Passive forms, past tense</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"> • 2nd lesson.pdf link link link link link link link link link	Formative assessment: how students interact, how they organize their work
L	S	R	W								

2	20 minutes	The students can express their opinion; the students understand the existence of advantages and disadvantages both living in a city and in a town.	The teacher corrects the previous exercise and then starts a discussion. The students should express their opinion about the advantages or disadvantages of living in a city or in a town, using some beginnings of sentences.	<p>Skills</p> <table border="1" data-bbox="996 167 1377 215"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary</p> <ul style="list-style-type: none"> - advantages/disadvantages - city/town <p>Communicative structures</p> <ul style="list-style-type: none"> - I think that living in a city/town is good/bad because... - Cities/Towns are better because... - In the city/town there are... - In the city/town you can... - An advantage of living in a city/town is that... - One of the problems of the town/city is that... - I wouldn't like living in a city/town because... - I want to live in a city/town because... 	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 type="checkbox"/> Individual work 	<ul style="list-style-type: none"> • 2nd lesson.pdf 	Formative assessment: how the students can express their opinion sharing their ideas.
L	S	R	W								

3	10 minutes	Summarizing	Using a website like www.answergarden.ch , the teacher copies the answers of the students and publishes the result on their web classroom.	<p>Skills</p> <table border="1" data-bbox="996 167 1377 215"> <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 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"> • 2nd work.pdf • 2nd lesson.pdf www.answergarden.ch	
L	S	R	W								

CLIL Lesson Plan

Unit number	1	Lesson number	3	Title	Terminology of the city
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	10 minutes	Correction of homework	The teacher and the students correct the homework. The teacher also asks some questions to review the concept.	<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 remember...? Can you tell the name...?</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"> • 3rd lesson.pdf 	Formative assessment: the teacher checks the comprehension of the previous lesson
L	S	R	W								

2	40 minutes	The teacher know the main words about the city and can use them in their sentences. They can explain the meaning of these words.	The teacher splits the students into pairs and gives them the list of definitions, without the correct terms and some words. The complete definitions are shown on the walls. In turns, a student goes to a definition, reads it and comes back, referring the missing words and terms to his companion. After a while, they exchange their roles. The first couple to finish gets a prize.	<p>Skills</p> <table border="1" data-bbox="1086 167 1426 215"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary city - city centre - district - environment - flat - ghetto - high-density - homeless - industrial district - inhabitant - low-density - neighbourhood - overpopulation - railway - renovate - residential district - satellite town - sewage - skyscraper - slum - suburb - unemployment - urbanization</p> <p>Communicative structures</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"> • 3rd work.pdf • 3rd lesson.pdf 	Formative assessment: the teacher evaluates the collaboration between the students and the use of English dictating parts of the sentences
L	S	R	W								

CLIL Lesson Plan

Unit number	1	Lesson number	4	Title	Building a city
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	10 minutes	Correction of homework and review of the previous lesson	The teacher and the students correct the homework. The teacher also asks some questions to review the concept.	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary All those of the previous lesson</p> <p>Communicative structures What is...? Can you describe...?</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"> • 4th lesson.pdf 	Formative assessment: the teacher checks the comprehension of the terms explained in the previous lesson
L	S	R	W								

2	20 minutes	The students can understand that building a new city isn't an easy process. They can think at the difficulties of ancient engineers and explain why they chose to build a specific shape.	The teacher shows the students a couple of videos about two of these cities (Brasilia and Palmanova) and the students answer two particular questions: what is the shape of the city? Why did they build it that way?	Skills <table border="1" data-bbox="1086 167 1426 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> Key vocabulary - shape, engineer Communicative structures What is the shape of the city? Why did they build it that way?	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"> • 4th lesson.pdf Brasilia: link Palmanova 1st video: link Palmanova 2nd video: link	Formative assessment: the teacher verifies the understanding of the videos in the answers of the students
L	S	R	W								

3	30 minutes	The students can understand that building a new city isn't an easy process. They can think at the difficulties of ancient engineers and explain why they chose to build a specific shape.	Singularly or in pairs, the students search the web for further information about other cities (San Salvador, Washington, La Plata, Canberra) and answer the same two questions	Skills <table border="1" data-bbox="1086 861 1426 906"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> Key vocabulary - shape, engineer Communicative structures What is the shape of the city? Why did they build it that way?	L	S	R	W	<input type="checkbox"/> Whole class <input type="checkbox"/> Group work <input checked="" type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work	<ul style="list-style-type: none"> • 4th work.pdf • 4th lesson.pdf The students search the web; Homework: link mappa-della-citt%C3%A0-di-washington-dc-usa.jpg link link link link link 3-vector-map-of-the-city-of-brasilia-capital-of-brazil.jpg	Formative assessment: the teacher checks the effectiveness of the research and the motivation; he can also evaluate the written results.
L	S	R	W								

CLIL Lesson Plan

Unit number	1	Lesson number	5	Title	The best city ever
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	10 minutes	Correction of homework and review of the previous lesson	The teacher and the students correct the homework. The teacher also asks some questions to review the concept.	Skills <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> Key vocabulary Communicative structures What is...? What shape...?	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"> 5th lesson.pdf 	Formative assessment: the teacher checks if the students correctly completed their homework
L	S	R	W								

2	10 minutes	The students can take inspiration and imagine the city they want to realize	To introduce the main theme of this lesson, the teacher shows to the students a video about the creation of the best city ever and stimulates them with some questions.	Skills	<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"> • 5th lesson.pdf How Can We Make The Perfect City? ft. Real Engineering: link	Formative assessment: the teacher checks the comprehension of the video				
				<table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table>				L	S	R	W
				L				S	R	W	
Key vocabulary											
				Communicative structures best city ever							

3	40 minutes	The students can build an imaginary city and start to understand the problems behind it	The students take a sheet of paper, pencils, markers and draw their own perfect city. They give their city a name, they must think of all the facilities and imagine parks, gardens and places of fun. In the following lesson, they will present their city to the rest of the class.	Skills	<input type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work	<ul style="list-style-type: none"> • 5th lesson.pdf 	Formative assessment: the teacher valuates individual organization, commitment and ideas.				
				<table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table>				L	S	R	W
				L				S	R	W	
Key vocabulary											
				Communicative structures							

CLIL Lesson Plan

Unit number	1	Lesson number	6	Title	My city
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	60 minutes	The students can share their ideas and present their perfect imaginary city	The students present their projects to the others. In order to help them, they have this list of sentences.	<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 - The name of my city is... - In my city live inhabitants - In my city there is a ... - In the city center there are ... - The industrial district lies in the northern/southern... part - In my city there are ... parks/playgrounds/supermarkets</p>	L	S	R	W	<input type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work	<ul style="list-style-type: none"> • 6th lesson.pdf 	Summative assessment: the teacher evaluates the originality of work, the commitment of the student, the oral presentation and the general exploit.
L	S	R	W								

CLIL Lesson Plan

Unit number	2	Lesson number	1	Title	4 types of city
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	5 minutes	Preactivate the knowledge of the students about the different size of cities	The teacher shows this video comparing big cities: link	Skills <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> Key vocabulary Communicative structures Superlative	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"> 7th lesson.pdf link	Formative assessment: observing students' reaction/emotions in their watching
L	S	R	W								

2	10 minutes	The students can distinguish different cities by their shape or population; they know what are a megacity, a metropolis, a conurbation, a metropolitan area	The teacher shows 4 different pictures, which represent the 4 types of city (1. MEGACITY - 2. METROPOLIS - 3. CONURBATION - 4. METROPOLITAN AREA) and asks what is the difference between the 4 pictures.	<p>Skills</p> <table border="1" data-bbox="1048 167 1391 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Megacity, metropolis, conurbation, metropolitan area</p> <p>Communicative structures Could you tell me...? What is the difference between...? What do you think...? Can you identify the different aspects of...?</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"> • 7th lesson.pdf link link link link	Formative assessment: interpreting images, discussing and finding difference
L	S	R	W								

3	20 minutes	The students can classify different cities by their shape or population. They can read a map and the landscape	The class moves to the hall (or in a large room). The teacher had prepared, on the walls, four papers with the types of city and their definitions. When the students arrive, the teacher gives each of them a picture with the map of a big city. They have to compare their pictures to the ones of their companions and create four groups. Then, they can try to understand which type of city is represented on their photos and move under the paper with their city. After that, the teacher checks the answers.	<p>Skills</p> <table border="1" data-bbox="1048 167 1391 212"> <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 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"> • 7th lesson.pdf <p>Various pictures chosen by the teacher</p>	Formative assessment: group work, comparing pictures, classifying cities
L	S	R	W								

4	15 minutes	The students reinforce their knowledge about the different types of city	To check the comprehension of the difference, the teacher explains a game. When the teacher says out loud the name of a type of city, the students create the formation requested: o Megacity: the students move all together in one group; o Metropolis: the students move in groups of 3-4 contiguous people; o Conurbation: the students move in groups of 6-7 people and take each other's hand; o Metropolitan area: groups of 3-4 students form a compact group and other schoolmates stand around them at a short distance.	<p>Skills</p> <table border="1" data-bbox="1048 167 1391 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Megacity, metropolis, conurbation, metropolitan area</p> <p>Communicative structures</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"> • 7th work.pdf • 7th lesson.pdf 	The teacher checks if the students understood the difference and move quickly in the requested position
L	S	R	W								

CLIL Lesson Plan

Unit number	2	Lesson number	2	Title	Megacities in the world
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	10 minutes	Correction of homework and review of the previous lesson; the students know how a megacity looks like.	The teacher and the students correct the homework. The teacher also asks some questions to review the concept. He shows an input video: link	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Megacity, metropolis, conurbation, metropolitan area</p> <p>Communicative structures What is...? Can you describe it?</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"> 8th lesson.pdf 	Formative assessment: the teacher checks the comprehension of the terms explained in the previous lesson
L	S	R	W								

2	15 minutes	The students know the prediction about the number of megacities in the future	After a short explanation, the students complete a graph drawing the final bar to show. The students can compare datas and draw part of a graph	Skills	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work	<ul style="list-style-type: none"> • 8th lesson.pdf link	Formative assessment: the teacher checks if students correctly compare datas and draw part of the graph				
				<table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table>				L	S	R	W
				L				S	R	W	
Key vocabulary Megacity, graph											
				Communicative structures Future tense							

3	15 minutes	The students can find information and they know the position of the main megacities in the world	The teacher gives students a table with the 10 most populated cities in the world. The students have to complete it finding the continent where the 10 cities are and they have to locate the cities on a map	Skills	<input type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work	<ul style="list-style-type: none"> • 8th lesson.pdf 	Formative assessment: the teacher checks if the students can easily find information				
				<table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table>				L	S	R	W
				L				S	R	W	
Key vocabulary City, country, population, continent											
				Communicative structures Superlative; in which continent...?							

4	15 minutes	The students can locate the most populated area of Europe and know the definition of Blue Banana	The teacher gives a map showing the most populated cities of Europe and a blue area and starts a discussion, asking some questions: What does it show? Where are the biggest cities? Which shape do you find? Does it remind you of a fruit?	<p>Skills</p> <p>L S R W</p> <p>Key vocabulary Blue banana, megacity</p> <p>Communicative structures What does it show? Where are...? Does it remind you of...? Future tense</p>	<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"> • 8th work.pdf • 8th lesson.pdf 	Formative assessment: the engagement of the students and their understanding of the map
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CLIL Lesson Plan

Unit number	2	Lesson number	3	Title	Where in the world is Carmen Sandiego?
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	60 minutes	The students can move in the world; they know the main cities of the world	More teachers are required for this game. The students are divided into groups. There has been a big crime in the city and they have to find the criminal. They have a list of suspect people and a travel pass; they must ask for information and follow the clues. They move from one city to another, using time. The winners of the game are the group with the minimum amount of hours spent.	Skills <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> Key vocabulary Communicative structures	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"> • 9th lesson.pdf 	Formative assessment: the engagement of the students and the understanding of answers and clues
L	S	R	W								

CLIL Lesson Plan

Unit number	2	Lesson number	4	Title	Review game
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	10 minutes	Review of the content of the previous lessons	Students review the content of the previous lessons. The teacher explains the following test and gives instructions how to prepare for it	<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 What is...? Where are...?</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"> • 10th lesson.pdf 	Formative assessment: the teacher checks what the students remember
L	S	R	W								

2	20 minutes	The students review the content and check if they understood everything.	The teacher divides the students into pairs and gives them the instructions for the review. 1. The students look at their notebooks together. They check the vocabulary in it and the content of the previous lessons. 2. After the revision, the teacher gives each group three pieces of paper. On every piece the number of the group (1, 2, 3...) is written. 3. Every group must write three different questions on the three pieces of paper and must give them to the teacher	Skills <table border="1" data-bbox="1115 164 1456 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> Key vocabulary All Communicative structures	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"> • 10th lesson.pdf 	Formative assessment: how do the students work in pairs and organize their work
L	S	R	W								

3	20 minutes	The students review the contents of the module; they can answer their classmates' questions	When every pair has finished, the review game can start: the teacher asks each group a question of another group: a. If they can answer correctly, they receive 2 points; b. If they cannot answer correctly, they receive no points, but the group that wrote the question receives 1 point; c. If it is impossible to understand the question, the group that must answer receives 2 points and the group that wrote the question LOSES 1 point. After every question, the teacher sums the points and gives a prize to the winners	Skills <table border="1" data-bbox="1115 836 1456 884"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> Key vocabulary All Communicative structures Various	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"> • 10th lesson.pdf 	Formative assessment: how the students answer the questions
L	S	R	W								

CLIL Lesson Plan

Unit number	2	Lesson number	5	Title	Summative test
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	60 minutes	The students know the topic of the module	The teacher gives the test and the instructions	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary All</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 checked="" type="checkbox"/> Individual work	<ul style="list-style-type: none"> • 11th lesson - test DSA.pdf • 11th lesson - test.pdf <p>link link link link link link link link link</p>	Summative assessment: the teacher corrects the test and gives a mark
L	S	R	W								

CLIL Lesson Plan

Unit number	3	Lesson number	1	Title	Urbanisation - terminology
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	20 minutes	The students know the meaning of population density, population growth, birth rate, mortality rate and natural growth	The teacher shows on the IWB some sentences about urbanization and students shall think about their meaning. The teacher can also show and give one graph or map per subject. When they reach a quite acceptable answer, the teacher can make them write the sentence on their notebook and glue the table under the statement.	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Population density, population growth, birth rate, mortality rate, natural growth</p> <p>Communicative structures Past tense, superlative</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"> 12th lesson.pdf link link link link link link	Formative assessment: the teacher valuates the understanding of terms and the reading of graphs.
L	S	R	W								

2	10 minutes	The students can calculate the population density of a little room	Together, teacher and students calculate the area of the classroom and find the data of the classroom's population density.	<p>Skills</p> <table border="1" data-bbox="1099 164 1440 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Population density, surface</p> <p>Communicative structures How many...? How much...?</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"> • 12th lesson.pdf 	Formative assessment: how the students intervene during the exercise
L	S	R	W								

3	20 minutes	The students can calculate birth rate, mortality rate and natural growth of some countries	The students work with a schoolmate and complete the table calculating the birth rate, mortality rate and natural growth of the following countries.	<p>Skills</p> <table border="1" data-bbox="1099 703 1440 751"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary birth rate, mortality rate and natural growth</p> <p>Communicative structures</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"> • 12th work.pdf • 12th lesson.pdf 	Formative assessment: the teacher checks if the students correctly completed the exercise
L	S	R	W								

CLIL Lesson Plan

Unit number	3	Lesson number	2	Title	World population growth
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	10 minutes	Correction of homework and review of the previous lesson; the students know the meaning of population density, birth rate, mortality rate, natural growth, population growth	Correction of the homework and review of the concepts of population density, birth rate, mortality rate, natural growth, population growth	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary population density, birth rate, mortality rate, natural growth, population growth</p> <p>Communicative structures What is...? Can you explain...? What does it mean? How can you calculate...?</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"> 13th lesson.pdf 	Formative assessment: the teacher checks the comprehension of the terms explained in the previous lesson
L	S	R	W								

2	10 minutes	The students can calculate population density using mathematics. They learn how the physical geography of countries influences where people live	To reinforce the key concepts, the teacher shows an explicative video and comments it: link	<p>Skills</p> <table border="1" data-bbox="1086 167 1426 212"> <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 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"> • 13th lesson.pdf <p>Video: link</p>	Formative assessment: observing students' reactions and comprehension in their watching
L	S	R	W								

3	35 minutes	The students learn how the world population grows; they also understand how the situation is changing in the 7 continents.	The teacher divides the students into groups, giving each group a laptop. A bigger group works on a bigger poster. They search information on the internet about the world population growth, finding the data on the population from 10000 BC to the present and creating a bar chart. They also need to find previsions about the population growth by 2050. They can find the needed information here: link . The other groups search information on the web about each of the 7 continents and draw a similar graph (link). The results will be glued in the edges of the big poster.	<p>Skills</p> <table border="1" data-bbox="1086 167 1429 215"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Population growth</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"> • 13th work.pdf • 13th lesson.pdf <p>link link</p>	Formative assessment: the teacher valutates how students work in group, their ability to find information and to use them to relize their task.
L	S	R	W								

CLIL Lesson Plan

Unit number	3	Lesson number	3	Title	Overpopulation and its consequences
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	10 minutes	The students can read graphs and understand the global population growth	Looking at the poster, the teacher asks what it symbolizes. The review must move to the subject of this lesson: overpopulation and its consequences	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary overpopulation, consequence</p> <p>Communicative structures What can you see? What does it represent? What does it symbolize?</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"> • 14th lesson.pdf 	Formative assessment: how the students answer the questions and how they understand the poster they realized
L	S	R	W								

2	15 minutes	The students understand the problems caused by a sudden overpopulation of the cities; they are aware of the actual and future situation	Starting with the main word, OVERPOPULATION, teacher and students reflect on the main consequences of overpopulation and write some of them in a brainstorming on the IWB. Before starting, the teacher shows a graph with the prediction of people who live in cities now and in the next 30 years.	<p>Skills</p> <table border="1" data-bbox="1106 165 1447 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary For example: poverty, transportation, crowded, pollution, car traffic</p> <p>Communicative structures What do you think? Do you agree? What do you think about...? In my opinion...?</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"> • 14th lesson.pdf link link	Formative assessment: how the students interact and speak in the creation of the brainstorming map
L	S	R	W								

3	30 minutes	Students think about the consequences of their action; they are aware of the problems of overpopulation in the city and can explain their ideas.	The teacher divides the students into groups of 3-4 people and gives them the document. It is a list of various environmental and urban problems caused by overpopulation. Students discuss if the problems are important or not important. Students must also write a sentence explaining why they consider that problem important or not.	<p>Skills</p> <p>L S R W</p> <p>Key vocabulary Pollution, noise, traffic, waste, overbuilding, poverty, queues, land use</p> <p>Communicative structures What do you think? In my opinion...; Do you agree?</p>	<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"> • 14th lesson.pdf 	Formative assessment: the teacher evaluates how students interact and how they can reason about big problems
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CLIL Lesson Plan

Unit number	3	Lesson number	4	Title	City problems
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	10 minutes	Review of the previous lesson; the students know what are the main consequences of urbanisation	The teacher asks some questions to review the concept	Skills <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> Key vocabulary Communicative structures	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"> 15th lesson.pdf 	Formative assessment: the teacher checks the comprehension of what was explained in the previous lesson
L	S	R	W								
2	10 minutes	Students are aware of the problems of overpopulation in the city	In order to remember the concerns of the previous lesson, the teacher shows this short video and discusses urban problems again: link .	Skills <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> Key vocabulary Air pollution Communicative structures What can you see? What do you think? Do you agree?	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"> 15th lesson.pdf link	Formative assessment: the comprehension of the video and the ability of remembering the information
L	S	R	W								

3	40 minutes	The students can explain their thoughts about big problems and write a text argumenting them. They are aware of the man problems of big cities.	The teacher gives the students a sheet with images representing the problems of the cities. In pairs, the students look at the sheet. They have to discuss WHY they have such pictures and HOW they can represent a problem for a city. After the discussion, they write a text in which they explain the major concerns of cities nowadays.	<p>Skills</p> <p>L S R W</p> <p>Key vocabulary Traffic, pollution, air pollution, trashes, waste, poverty, overbuilding, land use, criminality</p> <p>Communicative structures</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"> • 15th lesson.pdf <p>link link link link link link link link</p>	Ongoing assessment the students can write a text and articolate their thoughts using specific terms and correct communicative structures.
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CLIL Lesson Plan

Unit number	3	Lesson number	5	Title	The slums
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	10 minutes	The students can understand their mistakes; they can think at the consequences of overpopulation in poor countries.	Review and introduction: first of all, teacher and students comment about the works; after that, the teacher shows this activation sentence, describing the causes of the creation of slums: "Too many people moved from the countryside to the cities and this caused an uncontrolled urbanization. Cities have enlarged, without worrying about giving their citizens good houses and responding to their needs. New districts have been born, extremely poor and degraded, built in unhealthy places and composed by shacks of sheet metal, cardboard, mud, 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 Uncontrolled urbanisation, enlarge, degraded, unhealthy, shacks of sheet metal, mud</p> <p>Communicative structures Past and passive tense; What do you think? Where do you think...? How do they live there?</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"> • 16th lesson.pdf 	Formative assessment: the teacher checks how students answer the questions, how they articulate their thoughts and their opinions.
L	S	R	W								

2	25 minutes	The students can identify the real problems in the slums and note them. They know the disparity of condition in some areas of the world.	The teacher gives the name of these districts: slums. He shows four videos which explain life in four different shanty towns, or slums. As far as they watch the videos, the students have to note down the characteristics of the four different slums and their general characteristics.	Skills <div style="display: flex; justify-content: space-around; border: 1px solid black; background-color: #f0f0f0; padding: 2px;"> L S R W </div> Key vocabulary Shanty town, slum Communicative structures	<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"> • 16th lesson.pdf link link link link	Formative assessment: the teacher evaluates the engagement of the students writing down the characteristics of the slums
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3	20 minutes	The students are aware of the diseases of people living in the slums.	The students share their work with the schoolmates and the teacher, who says if their sentences are correct or not. After that, the teacher gives a sheet containing 4 questions and, together, students and teacher answer them.	Skills <div style="display: flex; justify-content: space-around; border: 1px solid black; background-color: #f0f0f0; padding: 2px;"> L S R W </div> Key vocabulary environment, slums, unhealthy, disease Communicative structures What kind of...? What is/are...like?	<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"> • 16th work.pdf • 16th lesson.pdf Homework: link	Formative assessment: how students discuss, how they wrote down their sentences, how they answer the questions.
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CLIL Lesson Plan

Unit number	4	Lesson number	1	Title	A slum action plan
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	5 minutes	The students review the arguments of the previous lesson; they know the meaning of slum and its problems	Review. What is a slum? How are life conditions in slums?	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Slum, shanty town</p> <p>Communicative structures</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"> • 17th lesson.pdf 	Formative assessment: the teacher corrects the homework and checks the comprehension of the terms explained in the previous lesson
L	S	R	W								

2	15 minutes	The students know what is Agenda 2030 and its goals	The teacher (or the students in the PC room, if available) goes on the website link and calls a student to complete the puzzle. When the jigsaw is solved, he shows the picture of the objectives of Agenda 2030 and asks the students if they know this table. What does it show? What are these 17 squares? Why has it got this name and this date?	Skills	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work	<ul style="list-style-type: none"> • 17th lesson.pdf link link	Formative assessment: the teacher checks if the students understand the relevance of the Agenda 2030 plan and can explain it				
				<table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table>				L	S	R	W
				L				S	R	W	
Key vocabulary Agenda 2030											
				Communicative structures							

3	5 minutes	The students can explain the importance of Agenda 2030 and find its goals about the city	After the discussion, the teacher asks which goals refer to the main subject, city and urbanization (goals 9 and 11, but also 1, 7, 8, 15 can be acceptable)	Skills	<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"> • 17th lesson.pdf link	Formative assessment: the teacher checks if the students understand the relevance of the Agenda 2030 plan and can explain it				
				<table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table>				L	S	R	W
				L				S	R	W	
Key vocabulary Goal, city, urbanisation											
				Communicative structures							
				What do you think? Do you agree? Is it acceptable?							

4	30 minutes	The students understand the difficulty of solving the slums' problems. They have to make a choice and take action against the poor condition of people in favelas.	Remembering the main problems found in the slums in the previous lesson and the goals proposed by the United Nations, the teacher proposes a game. The game can be found on the website link as a free resource (only registration needed). The teacher explains how the students can find it and use it and be careful to explain that "favela" is the name of Brazilian slums. The students pretend to be the directors of a bank that has an amount of money to spend to improve a favela. They must decide how to spend it.	<p>Skills</p> <p>L S R W</p> <p>Key vocabulary drainage, pipe, concrete, factory, employ, rubbish, sewerage network, street lighting, medical supplies</p> <p>Communicative structures What would you choose? Why do you choose...? Do you agree? In my opinion...</p>	<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"> • 17th lesson.pdf link	Formative assessment: the teacher evaluates the way chosen by every group and their ability to explain the motivations that lead to their choice.
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CLIL Lesson Plan

Unit number	4	Lesson number	2	Title	Smart cities
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	10 minutes	The students review the goals of Agenda 2030; they can start thinking at the future of the cities and imagining a best world.	Review and introduction: first of all, teacher and students review. They read again and together the goal number 9 and 11 of Agenda 2030; after that, the teacher projects on the IWB a big question: How will cities in the future be? Students are called to answer the question, giving their opinions.	<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 In my opinion...; Do you agree? Can you explain your opinion? Why do you say so? What would you do?</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"> • 18th lesson.pdf 	Formative assessment: the teacher checks the comprehension of the goals and valuates the students' intervention in the discussion
L	S	R	W								

2	15 minutes	The students start making their own idea about how the city of the future will look like	The teacher shows two videos: One with a fantastic vision of life in 2050: link The second with a most common view, introducing the concept of Smart City: link	Skills	<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"> • 18th lesson.pdf link link	Formative assessment: the teacher checks the reactions of the students					
				<table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table>				L	S	R	W	Key vocabulary Smart city
				L				S	R	W		
Communicative structures												

3	30 minutes	The students can distinguish the 6 different areas where the governments intervene in order to build smart cities	The teacher explains that a smart city is a city which uses modern technologies to face urban problems and wants to use and create energy, giving a high-quality life to its citizens. Then, the teacher assigns a list of many aspects of intervention and asks to put them in the right cell of a table. The students are also called to complete the table with their own ideas.	Skills	<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"> • 18th work.pdf • 18th lesson.pdf 	Formative assessment: the teacher valuates how students interact in groups and how they take decisions. He also checks if the students could add good ideas in the list.					
				<table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table>				L	S	R	W	Key vocabulary Smart city, traffic issues, unemployment, digital credentials...
				L				S	R	W		
Communicative structures What do you think...? Do you agree...?												

CLIL Lesson Plan

Unit number	4	Lesson number	3	Title	Examples of smart cities
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	20 minutes	The students interiorize the concept of smart city and can dream a city more green, technologic and connected.	The teacher shows two videos about two examples of smart cities (Woven City: link ; Frey: link) and discusses again about new cities.	Skills <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> Key vocabulary Communicative structures	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"> 19th lesson.pdf link link	Formative assessment: the teacher checks how students intervene in the discussion and share their ideas to the rest of the class
L	S	R	W								

2	30 minutes	The students can repeat the notions learnt in the previous lessons.	The teacher explains the next test and gives instructions on how to prepare for it. To review the vocabulary about slums, birth rate and density, problems of cities and smart cities, the teacher prepares a short test using Quizizz, Quizlet, Kahoot or Wordwall.	<p>Skills</p> <table border="1" data-bbox="1115 164 1456 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary All</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 checked="" type="checkbox"/> Individual work	<ul style="list-style-type: none"> • 19th lesson.pdf link link link link	Formative assessment: the results of the short game-test
L	S	R	W								

CLIL Lesson Plan

Unit number	4	Lesson number	4	Title	Final test
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	60 minutes	The students know the topics covered in class in the module	The teacher gives the test and the instructions	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary All</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 checked="" type="checkbox"/> Individual work	<ul style="list-style-type: none"> • 20th lesson - final test DSA.pdf • 20th lesson - final test.pdf <p>link(263x159:361x257)/cdn.vox-cdn.com/uploads/chorus_image/image/65449430/1.0.jpg link link</p>	Summarise the test and give
L	S	R	W								