# CLIL Module Plan

| Author(s) | Maria Luisa Corrente | | | |
|---|---|---|---|---|
| **School** | ITET "C.A. Pilati" - Cles | | | |
| **School Grade** | ○ Primary | | ○ Middle | | ◉ High |
| **School Year** | ○ 1 | ○ 2 | ◉ 3 | ○ 4 | ○ 5 |
| **Subject** | Informatica | | **Topic** | | HTML |
| **CLIL Language** | ◉ English | | ○ Deutsch | | |

| Personal and social-cultural preconditions of all people involved | The school ITET "C.A. Pilati" is a tecnical, tecnhnological and economic institute with different specializations. The school allows students to face the labour market or to continue with university studies. In 3INTA class students are specialising in Information Technology; most of the students are highly motivated but only a little part of them show English skills. The average CEFR level is B1; there are foreign students who speak a second language that is not English. |
|---|---|

| Students' prior knowledge, skills, competencies | **Subject** | **Language** |
|---|---|---|
| | Basic concept of programming language | Students should be able to understand simple sentences containing the structure of the HTML tags and to ask for help or for clarifications if necessary. The grammatical level required is about B1; most of the technical words used in the module are of immediate comprehension. |

| Timetable fit | ◉ Module | Length 10 |
|---|---|---|

| | |
|---|---|
| **Description of teaching and learning strategies** | The lessons are a mixture of both frontal and student-centered lessons the teacher will introduce the topics and provide examples of HTML code, urging students to aks for clarifications as they find some difficulties in understanding words. The presentations will be used to support listening and will be shared with students. Students will only speak English during lessons; they will be asked to do exercise to consolidate the learned concepts, in pairs or by themselves and their feedback will be encouraged; students will carry out small projects. The learning tools are computer, projector, Internet, slides presentations. Lessons will be held in a computer laboratory and will last 50 minutes. The HTML documents information are taken by Wikipedia and W3school. |

# Overall Module Plan

| Unit: 1 Introduction to HTML<br><br>Unit length: 3 | **Lesson 1**<br><br>Introduction |
|---|---|
| | **Lesson 2**<br><br>Tools |
| | **Lesson 3**<br><br>The structure of an HTML document and metatags |

| Unit: 2 Text, images, links and tables<br><br>Unit length: 4 | **Lesson 1**<br><br>Text tags |
|---|---|
| | **Lesson 2**<br><br>Images and Paths |
| | **Lesson 3**<br><br>Links |
| | **Lesson 4**<br><br>Links and Banners |

| Unit: 3 Lists and Tables<br><br>Unit length: 2 | **Lesson 1**<br><br>Lists |
|---|---|
| | **Lesson 2**<br><br>Tables |

| Unit: 4 Test<br><br>Unit length: 1 | **Lesson 1**<br><br>CLIL test |
|---|---|

# CLIL Lesson Plan

| Unit number | 1 | Lesson number | 1 | Title | Introduction |
|---|---|---|---|---|---|

| Activity | Timing | Learning Outcomes | Activity Procedure | Language | Interaction | Materials | Assessment |
|---|---|---|---|---|---|---|---|
| 1 | 10 minutes | Focus on websites. | Teacher shows the presentation and the link to answergarden.ch to let the students associate words to "websites". Teacher reads each of the words, commenting them. | **Skills**<br><br>☑ L   S   ☑ R   ☑ W<br><br>**Key vocabulary**<br>Website, server.<br><br>**Communicative structures**<br>What do you think when I say...? | ☑ Whole class<br>☐ Group work<br>☐ Pair work<br>☐ Individual work | • HTML - Unit 1 - Lesson 1 - Introduction.pdf<br>• HTML - Unit 1 - Lesson 1 - Introduction.pptx<br><br>HTML - Unit 1 - Lesson 1 - Introduction. | Teacher activate prior language and check participation and interest. |

| 2 | 10 minutes | Develop communication; acquire the technical vocabulary of the topic; understand what websites are. | Teacher shows the presentation and ask the students to work in pairs to answer some questions; students can search information on the Internet. Teacher asks some students to read their answers. | **Skills**<br><br>L  S  R  W<br><br>**Key vocabulary**<br>Website, web pages, set of, web browser, application software, related content, WWW.<br><br>**Communicative structures**<br>What is...? Can you give some example? | ☑ Whole class<br>☐ Group work<br>☑ Pair work<br>☐ Individual work | • HTML - Unit 1 - Lesson 1 - Introduction.pdf<br>• HTML - Unit 1 - Lesson 1 - Introduction.pptx<br><br>HTML - Unit 1 - Lesson 1 - Introduction. | Teacher checks on students' collaboration and the correct answers. |

| 3 | 10 minutes | Acquire the technical vocabulary of the topic; understand the basics of HTML tags. | Teacher shows the presentation to provide example of HTML tags. Students are invited to explain what they have understood. | **Skills**<br><br>| L | S | R | W |<br><br>**Key vocabulary**<br>Tag, content, element, empty element, attribute, value.<br><br>**Communicative structures**<br>What is the difference between...?It indicates how to display...What kind of element...? | ☑ Whole class<br>☐ Group work<br>☐ Pair work<br>☐ Individual work | • HTML - Unit 1 - Lesson 1 - Introduction.pdf<br>• HTML - Unit 1 - Lesson 1 - Introduction.pptx<br><br>HTML - Unit 1 - Lesson 1 - Introduction. | Teacher checks on students' understanding, participation and interest. |
| 4 | 10 minutes | Analyse HTML page; identify elements, empty elements, attributes and values. | Teacher shows the presentation to project the activity and gives the material "Activity 1" to the students. Students are invited to ask for clarifications. | **Skills**<br><br>| L | S | R | W |<br><br>**Key vocabulary**<br>Tag, content, element, empty element, attribute, value.<br><br>**Communicative structures**<br>Indicate...Identify | ☐ Whole class<br>☐ Group work<br>☐ Pair work<br>☑ Individual work | • HTML - Unit 1 - Lesson 1 - Introduction.pdf<br>• HTML - Unit 1 - Lesson 1 - Introduction.pptx<br>• Unit 1 - Lesson 1 - Activity 1.docx<br>• Unit 1 - Lesson 1 - Activity 1.pdf<br><br>HTML - Unit 1 - Lesson 1 - Introduction, Unit 1 - Lesson 1 - Activity 1. | Teacher checks on students' understanding and the correct task execution. |

For row 3, Skills selected: L, S, R (highlighted), W not selected.
For row 4, Skills selected: R, W (highlighted), L, S not selected.

| 5 | 10 minutes | Develop communication; acquire the technical vocabulary of the topic; understand the basics of HTML tags. | Teacher shows the presentation to project the activity and gives the material "Activity 2" to the students to do in pairs. Students are invited to ask for clarifications. | **Skills** <br><br> L \| **S** \| **R** \| **W** <br><br> **Key vocabulary** <br> Tag, content, element, empty element, attribute, value. <br><br> **Communicative structures** <br> Compare with...Fill the table | ☐ Whole class <br> ☐ Group work <br> ◉ Pair work <br> ☐ Individual work | • HTML - Unit 1 - Lesson 1 - Introduction.pdf <br> • HTML - Unit 1 - Lesson 1 - Introduction.pptx <br> • Unit 1 - Lesson 1 - Activity 2.docx <br> • Unit 1 - Lesson 1 - Activity 2.pdf <br><br> HTML - Unit 1 - Lesson 1, Unit 1 - Lesson 1 - Activity 2. | Teacher checks on students' understanding, collaboration and the correct task execution. |

# CLIL Lesson Plan

| Unit number | 1 | Lesson number | 2 | Title | Tools |
|---|---|---|---|---|---|

| Activity | Timing | Learning Outcomes | Activity Procedure | Language | Interaction | Materials | Assessment |
|---|---|---|---|---|---|---|---|
| 1 | 10 minutes | Acquire the technical vocabulary of the topic; understand the basics of HTML tags. | Teacher shows the presentation and the link to kahoot in order to recap the content of the previous lesson. | **Skills**<br><br>L  S  R  W<br><br>**Key vocabulary**<br>Tag, content, element, empty element, attribute, value.<br><br>**Communicative structures**<br>How do you call...?How do you read...?Which of these is...? | ▣ Whole class<br>☐ Group work<br>☐ Pair work<br>☐ Individual work | • HTML - Unit 1 - Lesson 2 - Tools.pdf<br>• HTML - Unit 1 - Lesson 2 - Tools.pptx<br><br>HTML - Unit 1 - Lesson 2 - Tools. | Teacher checks on students' participation and interest. |

| # | Time | Objective | Activity | Skills / Key vocabulary / Communicative structures | Class arrangement | Materials | Assessment |
|---|---|---|---|---|---|---|---|
| 2 | 10 minutes | Understand how to create a website. | Teacher shows the presentation and ask the students to answer some questions; students can search information on the Internet. Teacher asks some students to read their answers. | **Skills** L ■ S □ R ■ W ■<br><br>**Key vocabulary** Text editor, web server, path, homepage, text editor.<br><br>**Communicative structures** Search on the Internet... | □ Whole class<br>□ Group work<br>□ Pair work<br>▣ Individual work | • HTML - Unit 1 - Lesson 2 - Tools.pdf<br>• HTML - Unit 1 - Lesson 2 - Tools.pptx<br><br>HTML - Unit 1 - Lesson 2 - Tools. | Teacher checks on students' understanding and the correct task execution. |
| 3 | 5 minutes | Understand how to create a website. | Students compare the information gained with their classmates, in pairs. | **Skills** L ■ S ■ R ■ W ■<br><br>**Key vocabulary** Text editor, web server, path, homepage, text editor.<br><br>**Communicative structures** Compare with...Order the steps... | □ Whole class<br>□ Group work<br>▣ Pair work<br>□ Individual work | • HTML - Unit 1 - Lesson 2 - Tools.pdf<br>• HTML - Unit 1 - Lesson 2 - Tools.pptx<br><br>HTML - Unit 1 - Lesson 2 - Tools. | Teacher checks on students' understanding, collaboration and the correct task execution. |

| 4 | 10 minutes | Use and customise Notepad++. | The lesson is in a computer laboratory. The teacher shows the presentation and how to use the software Notepad++ (create a file, save a file, customisation). Students are invited to ask for clarifications. | **Skills**<br><br>☑ L  ☐ S  ☑ R  ☐ W<br><br>**Key vocabulary**<br>File, save as, folder, collocate in, text-editor, user options, type, indent, be nested<br><br>**Communicative structures**<br>How can we...? | ☑ Whole class<br>☐ Group work<br>☐ Pair work<br>☐ Individual work | • HTML - Unit 1 - Lesson 2 - Tools.pdf<br>• HTML - Unit 1 - Lesson 2 - Tools.pptx<br><br>HTML - Unit 1 - Lesson 2 - Tools. | Teacher checks on students' understanding, participation and interest. |

| 5 | 5 minutes | Focus on indentation and nested tags. | Teacher shows the presentation and ask the students to answer some questions. Students are invited to clarify their answers. | **Skills**<br><br>☑ L  ☑ S  ☐ R  ☐ W<br><br>**Key vocabulary**<br>Indent, source code, nested, key.<br><br>**Communicative structures**<br>What is the key to..?.Why do we...?What do you notice...? | ☑ Whole class<br>☐ Group work<br>☐ Pair work<br>☐ Individual work | • HTML - Unit 1 - Lesson 2 - Tools.pdf<br>• HTML - Unit 1 - Lesson 2 - Tools.pptx<br><br>HTML - Unit 1 - Lesson 2 - Tools. | Teacher checks on students' understanding, participation and interest. |

| 6 | 10 minutes | Create an HTML page using Notepad++. | Teacher shows the presentation to project the activity and gives the material "Activity 1" to the students. Students are invited to ask for clarifications. | **Skills** L S R W  **Key vocabulary** HTML document, page, tags.  **Communicative structures** Create a folder...Name the file as...Place the file in... | ☐ Whole class ☐ Group work ☐ Pair work ◉ Individual work | • Unit 1 - Lesson 2 - Activity 1.docx • Unit 1 - Lesson 2 - Activity 1.pdf • HTML - Unit 1 - Lesson 3 - The structure of an HTML document and metatags.pdf • HTML - Unit 1 - Lesson 3 - The structure of an HTML document and metatags.pptx  HTML - Unit 1 - Lesson 2 - Tools, Unit 1 - Lesson 2 - Activity 1. | Teacher checks on students' understanding and the correct task execution. |

# CLIL Lesson Plan

| Unit number | 1 | Lesson number | 3 | Title | The structure of an HTML document and metatags |
|---|---|---|---|---|---|

| Activity | Timing | Learning Outcomes | Activity Procedure | Language | Interaction | Materials | Assessment |
|---|---|---|---|---|---|---|---|
| 1 | 5 minutes | Develop communication; acquire the technical vocabulary of the topic; understand the basics of HTML tags. | Teacher asks the student to recap the topics of the previous lesson. | **Skills**<br><br>L S R W<br>(L, S selected)<br><br>**Key vocabulary**<br>Indentation, nested.<br><br>**Communicative structures**<br>Why do we…?How do you say…?What is the result if we…? | ☑ Whole class<br>☐ Group work<br>☐ Pair work<br>☐ Individual work | | Teacher checks on students' understanding and studies. |
| 2 | 5 minutes | Develop communication; acquire the technical vocabulary of the topic; understand the basics of HTML tags. | Teacher shows the presentation to project the activity and gives the material "Activity 1" to the students to do in pairs. Students are invited to ask for clarifications. | **Skills**<br><br>L S R W<br>(L, S, R selected)<br><br>**Key vocabulary**<br>Nested, tags, empty elements. | ☐ Whole class<br>☐ Group work<br>☑ Pair work<br>☐ Individual work | • HTML - Unit 1 - Lesson 3 - The structure of an HTML document and metatags.pdf<br>• HTML - Unit 1 - Lesson 3 - The structure of an HTML | Teacher checks on students' understanding and the correct task execution. |

| | | | | **Communicative structures** Analyse... | | document and metatags.pptx<br>• Unit 1 - Lesson 3 - The structure of an HTML document and metatags-Activity 1.docx<br>• Unit 1 - Lesson 3 - The structure of an HTML document and metatags-Activity 1.pdf<br><br>HTML - Unit 1 - Lesson 3 - The structure of an HTML document and metatags, Unit 1 - Lesson 3 - The structure of an HTML document and metatags-Activity 1. | |

| 3 | 10 minutes | Develop communication; acquire the technical vocabulary of the topic; understand the basics of HTML structure. | Teacher shows the presentation and ask the students to work in pairs and answer some questions; students can search information on the Internet. Teacher asks some students to read their answers. | **Skills** L \| S \| R \| W <br><br>**Key vocabulary** File extension, root tag, main tags. <br><br>**Communicative structures** What is...Can you identify...? | ☐ Whole class <br> ☐ Group work <br> ☑ Pair work <br> ☐ Individual work | • HTML - Unit 1 - Lesson 3 - The structure of an HTML document and metatags.pdf <br> • HTML - Unit 1 - Lesson 3 - The structure of an HTML document and metatags.pptx <br><br> HTML - Unit 1 - Lesson 3 - The structure of an HTML document and metatags. | Teacher checks on students' understanding, participation and the correct task execution. |

| 4 | 10 minutes | Acquire the technical vocabulary of the topic; understand the basics of HTML structure. | Teacher shows the presentation to provide example of HTML structure. Students are invited to explain what they have understood. | **Skills** | ▣ Whole class | • HTML - Unit 1 - Lesson 3 - The structure of an HTML document and metatags.pdf | Teacher checks on students' understanding, participation and interest. |
|---|---|---|---|---|---|---|---|
| | | | | | ☐ Group work | • HTML - Unit 1 - Lesson 3 - The structure of an HTML document and metatags.pptx | |

**Skills**

| L | S | R | W |
|---|---|---|---|

**Key vocabulary**
Root tag, head tag, body tag, metadata, comments, HTML declaration.

**Communicative structures**
We use comments to...The extension is...All documents must start with...All documents must contain...

☐ Pair work

☐ Individual work

HTML - Unit 1 - Lesson 3 - The structure of an HTML document and metatags.

| 5 | 10 minutes | Acquire the technical vocabulary of the topic; understand the basics of HTML metatags. | Teacher shows the presentation to provide example of HTML metatags and their use in an HTML document. Students are invited to explain what they have understood. | **Skills**<br><br>**L** **S** R W<br><br>**Key vocabulary**<br>Metadata, metatags, author, keywords, description, search engine websites.<br><br>**Communicative structures**<br>It describes...It defines... | ☒ Whole class<br>☐ Group work<br>☐ Pair work<br>☐ Individual work | • HTML - Unit 1 - Lesson 3 - The structure of an HTML document and metatags.pdf<br>• HTML - Unit 1 - Lesson 3 - The structure of an HTML document and metatags.pptx<br><br>HTML - Unit 1 - Lesson 3 - The structure of an HTML document and metatags. | Teacher checks on students' understanding, participation and interest. |
| 6 | 20 minutes | Acquire the technical vocabulary of the topic; understand the basics of HTML tags; create an HTML document from scratch. | Teacher shows the presentation to project the activity and gives the material "Activity 2" to the students. Students are invited to ask for clarifications. | **Skills**<br><br>L S **R** **W**<br><br>**Key vocabulary**<br>Metadata, metatags, author, keywords, description, search engine websites.<br><br>**Communicative structures**<br>Create a folder/file...Use metatags...Comment each line... | ☒ Whole class<br>☐ Group work<br>☐ Pair work<br>☐ Individual work | • HTML - Unit 1 - Lesson 3 - The structure of an HTML document and metatags.pdf<br>• HTML - Unit 1 - Lesson 3 - The structure of an HTML document and metatags.pptx<br>• Unit 1 - Lesson 3 - The structure of | Teacher checks on students' understanding and the correct task execution. |

| | | | | | | an HTML document and metatags-Activity 2.docx<br>• Unit 1 - Lesson 3 - The structure of an HTML document and metatags-Activity 2.pdf<br><br>HTML - Unit 1 - Lesson 3 - The structure of an HTML document and metatags, Unit 1 - Lesson 3 - The structure of an HTML document and metatags-Activity 2. | |

# CLIL Lesson Plan

| Unit number | 2 | Lesson number | 1 | Title | Text tags |
|---|---|---|---|---|---|

| Activity | Timing | Learning Outcomes | Activity Procedure | Language | Interaction | Materials | Assessment |
|---|---|---|---|---|---|---|---|
| 1 | 5 minutes | Focus on the elements of a text; acquire the technical vocabulary of the topic. | Teacher shows the presentation and ask the students to answer some questions; students are invited to explain theirselves. | **Skills**<br><br>**L** **S** R W<br><br>**Key vocabulary**<br>Heading, title, break line, bold, italics, underlined.<br><br>**Communicative structures**<br>What is...?What does it mean...? | ☒ Whole class<br>☐ Group work<br>☐ Pair work<br>☐ Individual work | • HTML - Unit 2 - Lesson 1 - Text tags.pdf<br>• HTML - Unit 2 - Lesson 1 - Text tags.pptx<br><br>HTML - Unit 2 - Lesson 1 - Text tags. | Teacher activate prior knowledge and check participation and interest. |

| 2 | 5 minutes | Focus on the elements of a text; acquire the technical vocabulary of the topic; understand text tags and their usage; analyse HTML documents. | Teacher shows the presentation and ask the students to identify specific parts of the text in the HTML page. | **Skills** <br><br> L \| S \| R \| W <br><br> **Key vocabulary** <br> major and sub heading, paragraph <br><br> **Communicative structures** <br> What is...? | ▣ Whole class <br> ☐ Group work <br> ☐ Pair work <br> ☐ Individual work | • HTML - Unit 2 - Lesson 1 - Text tags.pdf <br> • HTML - Unit 2 - Lesson 1 - Text tags.pptx <br><br> HTML - Unit 2 - Lesson 1 - Text tags. | Teacher checks on students' understanding, participation and interest. |

| 3 | 5 minutes | Acquire the technical vocabulary of the topic; understand text tags and their usage; analyse HTML documents; identify specific tags. | Teacher shows the presentation to project the activity and gives the material "Activity 1" to the students to do in pairs. Students are invited to ask for clarifications. | **Skills**<br><br>L  S  R  W<br><br>**Key vocabulary**<br>Major and sub heading, paragraph.<br><br>**Communicative structures**<br>What is...?Which are...? | ☐ Whole class<br>☐ Group work<br>☑ Pair work<br>☐ Individual work | • HTML - Unit 2 - Lesson 1 - Text tags.pdf<br>• HTML - Unit 2 - Lesson 1 - Text tags.pptx<br>• Unit 2 - Lesson 1 - Text tags - Activity 1.docx<br>• Unit 2 - Lesson 1 - Text tags - Activity 1.pdf<br><br>HTML - Unit 2 - Lesson 1 - Text tags; Unit 2 - Lesson 1 - Text tags - Activity 1. | Teacher checks on students' understanding and the correct task execution. |

| 4 | 5 minutes | Acquire the technical vocabulary of the topic; understand text tags and their usage; analyse HTML documents; identify specific tags. | Teacher shows the presentation to project the activity and gives the material "Activity 2" to the students to do in pairs. Students are invited to ask for clarifications. | **Skills** L S R W  **Key vocabulary** horizontal line, formatting.  **Communicative structures** Which are...? | ☐ Whole class ☐ Group work ☑ Pair work ☐ Individual work | • HTML - Unit 2 - Lesson 1 - Text tags.pdf • HTML - Unit 2 - Lesson 1 - Text tags.pptx • Unit 2 - Lesson 1 - Text tags - Activity 2.docx • Unit 2 - Lesson 1 - Text tags - Activity 2.pdf  HTML - Unit 2 - Lesson 1 - Text tags; Unit 2 - Lesson 1 - Text tags - Activity 2. | Teacher checks on students' understanding and the correct task execution. |

| 5 | 10 minutes | Acquire the technical vocabulary of the topic; understand text tags and their usage. | Teacher shows the presentation to focus on the seen text tags. Students are invited to explain what they have understood. | **Skills** L S R [W] **Key vocabulary** Major and sub heading, break line, formatting, horizontal rule, bold, italics, underlined. **Communicative structures** What is the meaning of...?How is it used...? What is the result of using...? | ☒ Whole class ☐ Group work ☐ Pair work ☐ Individual work | • HTML - Unit 2 - Lesson 1 - Text tags.pdf • HTML - Unit 2 - Lesson 1 - Text tags.pptx HTML - Unit 2 - Lesson 1 - Text tags. | Teacher checks on students' understanding and the correct task execution. |
| --- | --- | --- | --- | --- | --- | --- | --- |
| 6 | 20 minutes | Acquire the technical vocabulary of the topic; understand text tags and their usage; create an HTML document from scratch. | Teacher shows the presentation to project the activity. Students are invited to ask for clarifications. | **Skills** [L] S R [W] **Key vocabulary** Major and sub heading, break line, formatting, horizontal rule, bold, italics, underlined. **Communicative structures** Create...Use... | ☐ Whole class ☐ Group work ☐ Pair work ☒ Individual work | • HTML - Unit 2 - Lesson 1 - Text tags.pdf • HTML - Unit 2 - Lesson 1 - Text tags.pptx HTML - Unit 2 - Lesson 1 - Text tags. | Teacher checks on students' understanding and the correct task execution. |

# CLIL Lesson Plan

| Unit number | 2 | Lesson number | 2 | Title | Images and Paths |
|---|---|---|---|---|---|

| Activity | Timing | Learning Outcomes | Activity Procedure | Language | Interaction | Materials | Assessment |
|---|---|---|---|---|---|---|---|
| 1 | 10 minutes | Acquire the technical vocabulary of the topic; understand text tags and their usage; identify specific tags. | Teacher and gives the material "Activity 1" to the students to do in pairs. Students are invited to ask for clarifications. | **Skills** <br><br> L S R W <br><br> **Key vocabulary** <br> Major and sub heading, break line, formatting, horizontal rule, bold, italics, underlined. <br><br> **Communicative structures** <br> Fill the table...What is the function...? What is the full name of...? | ☐ Whole class <br> ☐ Group work <br> ☑ Pair work <br> ☐ Individual work | • Unit 2 - Lesson 2- Images and Paths - Activity 1.docx <br> • Unit 2 - Lesson 2- Images and Paths - Activity 1.pdf <br><br> Unit 2 - Lesson 2- Images and Paths - Activity 1. | Teacher checks on students' understanding and the correct task execution. |

| 2 | 10 minutes | Acquire the technical vocabulary of the topic; understand image tag and attributes and their usage; understand advantages of relative paths over absolute paths; analyse HTML tags. | Teacher shows the presentation to provide example of HTML tags. Students are invited to explain what they have understood. | **Skills**<br><br>L S R W<br><br>**Key vocabulary**<br>Image, attributes, relative and absolute paths, source, format, upper and lower level.<br><br>**Communicative structures**<br>This is used to...This means that...What are the advantages of using...? | ▣ Whole class<br>☐ Group work<br>☐ Pair work<br>☐ Individual work | • HTML - Unit 2 - Lesson 2 - Images and Paths.pdf<br>• HTML - Unit 2 - Lesson 2 - Images and Paths.pptx<br><br>HTML - Unit 2 - Lesson 2 - Images and Paths. | Teacher checks on students' understanding, participation and interest. |

| 3 | 10 minutes | Focus on relative paths. | Teacher shows the presentation to project the activity and gives the material "Activity 2" to the students to do in pairs. Students are invited to ask for clarifications. | **Skills**<br><br>L · S · R · W<br><br>**Key vocabulary**<br>Image, attributes, relative and absolute paths, source, format, upper and lower level.<br><br>**Communicative structures**<br>Which folder are at the same level? Are there equivalent...?Explain the location... | ☐ Whole class<br>☐ Group work<br>☑ Pair work<br>☐ Individual work | • HTML - Unit 2 - Lesson 2 - Images and Paths.pdf<br>• HTML - Unit 2 - Lesson 2 - Images and Paths.pptx<br>• Unit 2 - Lesson 2- Images and Paths - Activity 2.docx<br>• Unit 2 - Lesson 2- Images and Paths - Activity 2.pdf<br><br>HTML - Unit 2 - Lesson 2 - Images and Paths, Unit 2 - Lesson 2- Images and Paths - Activity 2. | Teacher checks on students' understanding and the correct task execution. |
| 4 | 5 minutes | Acquire the technical vocabulary of the topic; understand image tag and attributes and their usage; understand advantages of relative paths over absolute paths; analyse HTML tags. | Teacher shows the presentation to provide example of HTML tags. Students are invited to explain what they have understood. | **Skills**<br><br>L · S · R · W<br><br>**Key vocabulary**<br>Image, attributes, relative and absolute paths, alternative text, title, source, format, upper and lower level, mouse over.<br><br>**Communicative structures**<br>It shows...This means that... | ☑ Whole class<br>☐ Group work<br>☐ Pair work<br>☐ Individual work | • HTML - Unit 2 - Lesson 2 - Images and Paths.pdf<br>• HTML - Unit 2 - Lesson 2 - Images and Paths.pptx<br><br>HTML - Unit 2 - Lesson 2 - Images and Paths. | Teacher checks on students' understanding, participation and interest. |

| 5 | 15 minutes | Understand image tag and attributes and their usage; understand the usage of relative paths; create an HTML document from scratch. | Teacher shows the presentation to project the activity and gives the material "Activity 3" and The Rolling Stones image to the students. Students are invited to ask for clarifications. | **Skills** <br><br> L S R W <br><br> **Key vocabulary** <br> Image, attributes, relative and absolute paths, alternative text, title, source, format, upper and lower level. <br><br> **Communicative structures** <br> Create the following...Add the author... | ☐ Whole class <br> ☐ Group work <br> ☐ Pair work <br> ▣ Individual work | • HTML - Unit 2 - Lesson 2 - Images and Paths.pdf <br> • HTML - Unit 2 - Lesson 2 - Images and Paths.pptx <br> • Unit 2 - Lesson 2- Images and Paths - Activity 3.docx <br> • Unit 2 - Lesson 2- Images and Paths - Activity 3.pdf <br> • TheRollingStones.jpg <br><br> HTML - Unit 2 - Lesson 2 - Images and Paths, Unit 2 - Lesson 2- Images and Paths - Activity 3, TheRollingStones. | Teacher checks on students' understanding and the correct task execution. |

# CLIL Lesson Plan

| Unit number | 2 | Lesson number | | 3 | Title | Links |
|---|---|---|---|---|---|---|

| Activity | Timing | Learning Outcomes | Activity Procedure | Language | Interaction | Materials | Assessment |
|---|---|---|---|---|---|---|---|
| 1 | 10 minutes | Understand text tags, image tag and their usage; analyse HTML documents; identify specific tags. | Teacher gives the material "Activity 1" to the students. Students are invited to ask for clarifications. | **Skills**<br><br>| L | S | **R** | **W** |<br><br>**Key vocabulary**<br>Image, tags, attributes, values, heading, paragraph.<br><br>**Communicative structures**<br>Compare...Correct... | ☐ Whole class<br>☐ Group work<br>☐ Pair work<br>☑ Individual work | • Unit 2 - Lesson 3 - Links - Activity 1.docx<br>• Unit 2 - Lesson 3 - Links - Activity 1.pdf<br><br>Unit 2 - Lesson 3 - Links - Activity 1. | Teacher checks on students' understanding and the correct task execution. |

| 2 | 10 minutes | Acquire the technical vocabulary of the topic; understand link tag and its usage; analyse HTML tags. | Teacher shows the presentation to provide example of HTML tags. Students are invited to explain what they have understood. | **Skills** L S R W **Key vocabulary** Links, attribute, anchor, hyper reference, clickable writing. **Communicative structures** If we...then we obtain... | ▣ Whole class ☐ Group work ☐ Pair work ☐ Individual work | • HTML - Unit 2 - Lesson 3 - Links.pdf • HTML - Unit 2 - Lesson 3 - Links.pptx HTML - Unit 2 - Lesson 3 - Links. | Teacher checks on students' understanding, participation and interest. |

| 3 | 10 minutes | Analyse link tag and its correct syntax. | Teacher shows the presentation to project the activity and gives the material "Activity 2" to the students to do in pairs. Students are invited to ask for clarifications. | **Skills** | ☐ Whole class | • HTML - Unit 2 - Lesson 3 - Links.pdf | Teacher checks on students' understanding and the correct task execution. |
|---|---|---|---|---|---|---|---|
| | | | | | ☐ Group work | • HTML - Unit 2 - Lesson 3 - Links.pptx | |
| | | | | **Key vocabulary** Links, attribute, anchor, hyper reference, clickable writing. | ☑ Pair work | • Unit 2 - Lesson 3 - Links - Activity 2.docx | |
| | | | | | ☐ Individual work | • Unit 2 - Lesson 3 - Links - Activity 2.pdf | |
| | | | | **Communicative structures** Do you recognise...Correct... | | HTML - Unit 2 - Lesson 3 - Links, Unit 2 - Lesson 3 - Links - Activity 2. | |

Skills table: | L | S | R | W |

| 4 | 10 minutes | Acquire the technical vocabulary of the topic; understand link tag and its usage; analyse HTML tags; focus on the folders structure. | Teacher shows the presentation to provide example of HTML tags. Students are invited to explain what they have understood. | **Skills** | ▣ Whole class | • HTML - Unit 2 - Lesson 3 - Links.pdf | Teacher checks on students' understanding, participation and interest. |
|---|---|---|---|---|---|---|---|
| | | | | | ☐ Group work | • HTML - Unit 2 - Lesson 3 - Links.pptx | |
| | | | | | ☐ Pair work | | |
| | | | | **Key vocabulary** Upper level, lower level folder, relative paths. | ☐ Individual work | HTML - Unit 2 - Lesson 3 - Links. | |
| | | | | **Communicative structures** Consider...What is the value...it could contain... | | | |

**Skills**

| L | S | R | W |
|---|---|---|---|

| 5 | 10 minutes | Focus on the folders structure and on the relative paths. | Teacher shows the presentation to project the activity and gives the material "Activity 3" to the students to do in pairs. Students are invited to ask for clarifications. | **Skills** | ☐ Whole class | • HTML - Unit 2 - Lesson 3 - Links.pdf | Teacher checks on students' understanding and the correct task execution. |
|---|---|---|---|---|---|---|---|
| | | | | | | | |

**Skills**

| L | S | R | W |
|---|---|---|---|

**Key vocabulary**
Relative paths, upper level, lower level, element, image, link.

**Communicative structures**
Consider...Write...

☐ Whole class
☐ Group work
☑ Pair work
☐ Individual work

- HTML - Unit 2 - Lesson 3 - Links.pdf
- HTML - Unit 2 - Lesson 3 - Links.pptx
- Unit 2 - Lesson 3 - Links - Activity 3.docx
- Unit 2 - Lesson 3 - Links - Activity 3.pdf

HTML - Unit 2 - Lesson 3 - Links, Unit 2 - Lesson 3 - Links - Activity 3.

# CLIL Lesson Plan

| Unit number | 2 | Lesson number | 4 | Title | Links and Banners |
|---|---|---|---|---|---|

| Activity | Timing | Learning Outcomes | Activity Procedure | Language | Interaction | Materials | Assessment |
|---|---|---|---|---|---|---|---|
| 1 | 10 minutes | Acquire the technical vocabulary of the topic; understand link tag, its attributes and usage; analyse HTML tags. | Teacher shows the presentation to provide example of HTML tags. Students are invited to explain what they have understood. | **Skills**<br><br>L S R W<br><br>**Key vocabulary**<br>Banner, target, title, tab, clickable.<br><br>**Communicative structures**<br>What is...How could you... | ☒ Whole class<br>☐ Group work<br>☐ Pair work<br>☐ Individual work | • HTML - Unit 2 - Lesson 4 - Links and banners.pdf<br>• HTML - Unit 2 - Lesson 4 - Links and banners.pptx<br><br>HTML - Unit 2 - Lesson 4 - Links and banners. | Teacher checks on students' understanding, participation and interest. |

| 2 | 10 minutes | Acquire the technical vocabulary of the topic; analyse HTML tags and attributes for images and links. | Teacher gives the material "Activity 1" to the students to do in pairs. Students are invited to ask for clarifications. | **Skills**<br><br>L  S  R  W<br><br>**Key vocabulary**<br>Source, alternative text, mouse over, anchor, link, hyper reference.<br><br>**Communicative structures**<br>Fill the table...Explain... | ☐ Whole class<br>☐ Group work<br>◉ Pair work<br>☐ Individual work | • Unit 2 - Lesson 4 - Links and banners - Activity 1.pdf<br>• Unit 2 - Lesson 4 - Links and banners- Activity 1.docx<br><br>Unit 2 - Lesson 4 - Links and banners - Activity 1. | Teacher checks on students' understanding and the correct task execution. |

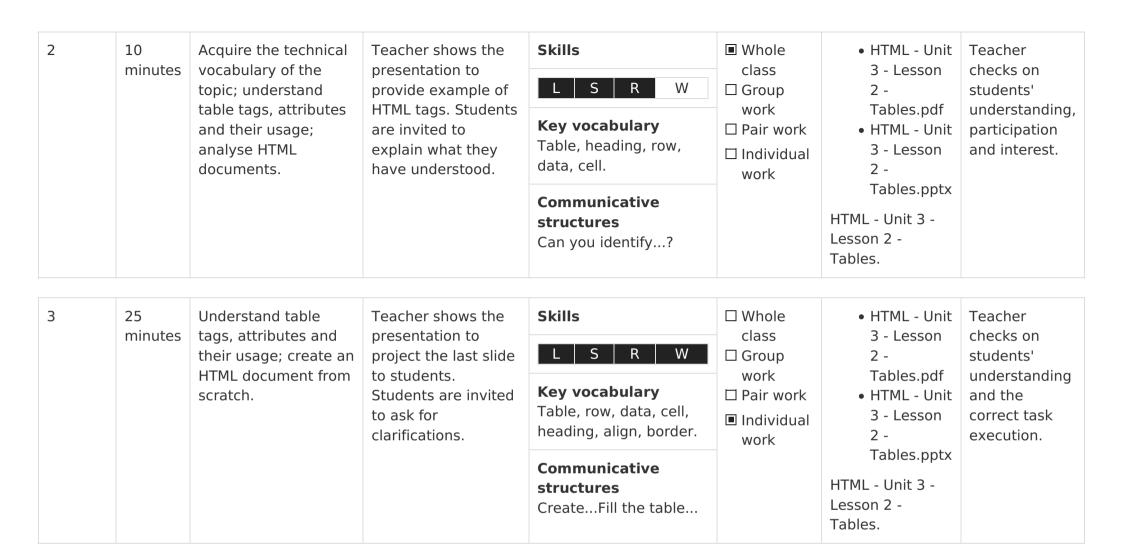| 3 | 30 minutes | Use HTML tags for text, images and links; create an HTML document from scratch. | Teacher shows the presentation to project the activity and gives the material "Activity 2" to the students. Students are invited to ask for clarifications. | **Skills**<br><br>**L** **S** **R** **W**<br><br>**Key vocabulary**<br>Link, banner, relative path, text.<br><br>**Communicative structures**<br>Create... | ☐ Whole class<br>☐ Group work<br>☐ Pair work<br>▣ Individual work | • HTML - Unit 2 - Lesson 4 - Links and banners.pdf<br>• HTML - Unit 2 - Lesson 4 - Links and banners.pptx<br>• Unit 2 - Lesson 4 - Links and banners- Activity 2.docx<br>• Unit 2 - Lesson 4 - Links and banners- Activity 2.pdf<br><br>HTML - Unit 2 - Lesson 4 - Links and banners, Unit 2 - Lesson 4 - Links and banners- Activity 2. | Teacher checks on students' understanding and the correct task execution. |

# CLIL Lesson Plan

| Unit number | | 3 | Lesson number | | 1 | Title | Lists |
|---|---|---|---|---|---|---|---|

| Activity | Timing | Learning Outcomes | Activity Procedure | Language | Interaction | Materials | Assessment |
|---|---|---|---|---|---|---|---|
| 1 | 10 minutes | Acquire the technical vocabulary of the topic; understand list tags and their usage; analyse HTML tags. | Teacher shows the presentation to provide example of HTML tags. Students are invited to explain what they have understood. | **Skills**<br><br>**L** **S** **R** W<br><br>**Key vocabulary**<br>Item, bulletted list, numbered list ordered list, indentation.<br><br>**Communicative structures**<br>This tag is used…This meand that… | ☑ Whole class<br>☐ Group work<br>☐ Pair work<br>☐ Individual work | • HTML - Unit 3 - Lesson 1 - Lists.pdf<br>• HTML - Unit 3 - Lesson 1 - Lists.pptx<br><br>HTML - Unit 3 - Lesson 1 - Lists. | Teacher checks on students' understanding, participation and interest. |

| 2 | 40 minutes | Acquire the technical vocabulary of the topic; understand list tags and their usage; use the Internet for research; create an HTML document from scratch. | Teacher shows the presentation to project the activity and gives the material "Activity 1" to the students. Students are invited to ask for clarifications. | **Skills** ‎ ‎ **L** **S** R **W** ‎ **Key vocabulary** Item, list, bulletted, numbered, ordered, unordered. ‎ **Communicative structures** Create...The page has to contain... | ☐ Whole class ☐ Group work ☐ Pair work ☑ Individual work | • HTML - Unit 3 - Lesson 1 - Lists.pdf • HTML - Unit 3 - Lesson 1 - Lists.pptx • Unit 3- Lesson 1 - Lists - Activity 1.docx • Unit 3- Lesson 1 - Lists - Activity 1.pdf HTML - Unit 3 - Lesson 1 - Lists, Unit 3- Lesson 1 - Lists - Activity 1. | Teacher checks on students' understanding and the correct task execution. |

# CLIL Lesson Plan

| Unit number | 3 | Lesson number | 2 | Title | Tables |
|---|---|---|---|---|---|

| Activity | Timing | Learning Outcomes | Activity Procedure | Language | Interaction | Materials | Assessment |
|---|---|---|---|---|---|---|---|
| 1 | 15 minutes | Develop communication; acquire the technical vocabulary of the topic. | Teacher gives the material "Activity 1" to the students to do in pairs and in turns. Students are invited to ask for clarifications. | **Skills**<br><br>L S R W<br><br>**Key vocabulary**<br>Attribute, tag, function, text, text formatting, link, image, lists.<br><br>**Communicative structures**<br>What is...Which are... | ☐ Whole class<br>☐ Group work<br>☑ Pair work<br>☐ Individual work | • Unit 3 - Lesson 2 - Tables - Activity 1.docx<br>• Unit 3 - Lesson 2 - Tables - Activity 1.pdf<br><br>Unit 3 - Lesson 2 - Tables - Activity 1. | Teacher checks on students' understanding and the correct task execution. |

| 2 | 10 minutes | Acquire the technical vocabulary of the topic; understand table tags, attributes and their usage; analyse HTML documents. | Teacher shows the presentation to provide example of HTML tags. Students are invited to explain what they have understood. | **Skills** <br><br> L S R ☐W <br><br> **Key vocabulary** <br> Table, heading, row, data, cell. <br><br> **Communicative structures** <br> Can you identify...? | ◉ Whole class <br> ☐ Group work <br> ☐ Pair work <br> ☐ Individual work | • HTML - Unit 3 - Lesson 2 - Tables.pdf <br> • HTML - Unit 3 - Lesson 2 - Tables.pptx <br><br> HTML - Unit 3 - Lesson 2 - Tables. | Teacher checks on students' understanding, participation and interest. |
| --- | --- | --- | --- | --- | --- | --- | --- |
| 3 | 25 minutes | Understand table tags, attributes and their usage; create an HTML document from scratch. | Teacher shows the presentation to project the last slide to students. Students are invited to ask for clarifications. | **Skills** <br><br> L S R W <br><br> **Key vocabulary** <br> Table, row, data, cell, heading, align, border. <br><br> **Communicative structures** <br> Create...Fill the table... | ☐ Whole class <br> ☐ Group work <br> ☐ Pair work <br> ◉ Individual work | • HTML - Unit 3 - Lesson 2 - Tables.pdf <br> • HTML - Unit 3 - Lesson 2 - Tables.pptx <br><br> HTML - Unit 3 - Lesson 2 - Tables. | Teacher checks on students' understanding and the correct task execution. |

# CLIL Lesson Plan

| Unit number | 4 | Lesson number | | 1 | Title | CLIL test |
|---|---|---|---|---|---|---|

| Activity | Timing | Learning Outcomes | Activity Procedure | Language | Interaction | Materials | Assessment |
|---|---|---|---|---|---|---|---|
| 1 | 100 minutes | Acquire the technical vocabulary of the topic; create an HTML document from scratch. | Teacher gives the material "CLIL test" and the images needed to students and reads it. Students are invited to ask for clarifications. | **Skills** <br> L  S  R  W <br><br> **Key vocabulary** <br> Link, text, heading, subheading, list, folder structure, image, relative paths, table. <br><br> **Communicative structures** <br> Create...This page contains... | ☐ Whole class <br> ☐ Group work <br> ☐ Pair work <br> ☑ Individual work | • chris.jpg <br> • dom.jpg <br> • matt.jpg <br> • muse.jpg <br> • simulationtheory.jpg <br> • Unit 4 - CLIL test.docx <br> • Unit 4 - CLIL test.pdf <br><br> Unit 4 - CLIL test, chris, dom, matt, muse, simulationtheory. | Teacher checks on students' understanding and answer their questions without giving the solution. |