

CLIL Module Plan

Author(s)	Paolo Scapin				
School	Martino Martini - Mezzolombardo				
School Grade	<input type="radio"/> Primary		<input type="radio"/> Middle		<input checked="" type="radio"/> High
School Year	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input checked="" type="radio"/> 4	<input type="radio"/> 5
Subject	Logistica		Topic		ATC
CLIL Language	<input checked="" type="radio"/> English			<input type="radio"/> Deutsch	

Personal and social-cultural preconditions of all people involved	Students of this course are generally highly motivated with a passion for flying and airport operations
--	---

Students' prior knowledge, skills, competencies	Subject	Language
	No need for specific skills related to the subject: a general knowledge of Air Traffic Control operations is required	Students should have good reading and listening skills and the ability to describe facts and objects Micro-language specific to airport operations Grammar: present simple, present continuous, present perfect, phrasal verbs

Timetable fit	<input checked="" type="radio"/> Module	Length 10 hours
----------------------	---	-----------------

Description of teaching and learning strategies	Lessons are mostly student centered. Students are involved in task-based collaborative / cooperative learning Scaffolding is provided for content and language. The teacher promotes interaction and communication during the lesson acting as facilitator, observing and supervising students group work. Continuous assessment is used to motivate the students and to promote language accuracy All lessons will start with a recap of known or previously learned concepts. Tools: computer, internet connection, LIM. All the material is shared with the students via classroom (or drive or email)
--	---

Overall Module Plan

Unit: 1 Intro to Air Traffic Control Unit length: 2	Lesson 1 Introduction
	Lesson 2 Aviation Phonetic Alphabet
Unit: 2 ATIS Unit length: 2	Lesson 1 ATIS message explained
	Lesson 2 ATIS listen and transcription
Unit: 3 ATC Practice Unit length: 4	Lesson 1 Handshaking + Clearance
	Lesson 2 Taxiing, Handoff and Take off
Unit: 4 Test Unit length: 2	Lesson 1 ATC Test + Correction

CLIL Lesson Plan

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

Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	30 minutes	Activate Thinking Understand the need for Air Traffic Control	T shows the Students a video about the role of ATC: at intervals, T pauses it to clarify understanding if required. S watch the video and ask for information. After this T stimulates a discussion about the need for ATC with questions. Why do we need it? What would it be like without it? Any risks that you can think of? What is the benefit of ATC? And the risk of not having 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 ATC (Air Traffic Control) aircraft, airport</p> <p>Communicative structures What if... Could you explain? What would it be like?</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	Why do we need ATC? link	Formative: T observes S debating and constructively assesses content and language
L	S	R	W								

CLIL Lesson Plan

Unit number	1	Lesson number	2	Title	Aviation Phonetic Alphabet
--------------------	---	----------------------	---	--------------	----------------------------

Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	20 minutes	Understand the need for a standard spelling of unfamiliar words or codes	T asks S to listen to real world communication, highlighting each time that unfamiliar words or codes are spelled wrong S identify the context of the communication and try to recognise some of the codes, writing them down	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary communication, radio, code, aircraft</p> <p>Communicative structures Where is the airplane now? Did you understand? Can you repeat part of the code? Which part of the code is missing?</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	Live ATC site, choose any airport to listen to ATC communication (ground is recommended) link	Formative: T observes S trying to understand the situation and codes and supports and provides assistance
L	S	R	W								

2	30 minutes	S can spell codes and words using the Aviation Phonetic Alphabet S can understand codes from the spelling using the Aviation Phonetic Alphabet	S work in pairs spelling their names and surnames to each other T checks that the Phonetic Alphabet is used properly during the activity. Extra: after their names S spell meaningless codes to each other, writing them down and checking them after (this should add a bit of fun to the activity)	Skills	<input type="checkbox"/> Whole class <input type="checkbox"/> Group work <input checked="" type="checkbox"/> Pair work <input type="checkbox"/> Individual work	<ul style="list-style-type: none"> • U1_L2_ALL1.pdf Aviation Phonetic Alphabet: it can be distributed as pdf or just projected on the LIM	T checks that S write down the correct words or codes				
				<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 aviation, phonetic											
				Communicative structures Same as in the previous activity							

3	20 minutes	S become more familiar with the usage of Phonetic Alphabet and can identify their own code when they hear it	T asks S to choose a "tail code" for their airplane S work in pairs asking each other about their tail code: each S produces a list of all the other S names associated with their tail codes T makes sure that all S communicate with each other	Skills	<input type="checkbox"/> Whole class <input type="checkbox"/> Group work <input checked="" type="checkbox"/> Pair work <input type="checkbox"/> Individual work	<ul style="list-style-type: none"> • U1_L2_ALL1.pdf 	T observes S communicating and writing the code of the other S and facilitates the exchange of the pairs				
				<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 tail code phonetic alphabet											
				Communicative structures BICS							

CLIL Lesson Plan

Unit number	2	Lesson number	1	Title	ATIS message explained
--------------------	---	----------------------	---	--------------	------------------------

Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	30 minutes	S understand the concept of the ATIS message, the importance of the content and the meaning of the letter code associated to it	Watch the video and recap the importance of meteo information for aviation Review the key concepts of dewpoint, wind velocity, direction, altimeter etc Ask the students how important they think it is to have this information before flying Make sure they understand the importance of the code to guarantee that they have updated information	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary broadcast altimeter visibility dewpoint runway ATIS (Automatic Terminal Information Service)</p> <p>Communicative structures BICS</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	ATIS Report Explained What is Information Zulu? link	Formative: T observes S discussing the importance of the information in the message
L	S	R	W								

2	20 minutes	S have a clear understanding of the structure of the ATIS message S produce their own template of the message components with labels	Listen to an ATIS from Rockford International airport (KRFD) near Chicago, then reproduce it again pausing after each component of the message. The transcription should be shown to S one line per time, making sure they understand one before moving on to the next one. Ask S to produce their own template to report the content of similar messages, working in pairs or individually.	<p>Skills</p> <table border="1" data-bbox="1037 167 1375 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary message component, template</p> <p>Communicative structures What makes it so important? Which part is the most important one? Would you call it essential? Is this information vital?</p>	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"> • U2_L1_ALL1.pdf <p>ATIS messages with transcript at the top of the page link and PDF of possible template outcome (U2_L2_ALL1.pdf)</p>	T verifies that S work to produce a template similar to the one attached to this plan
L	S	R	W								

CLIL Lesson Plan

Unit number	2	Lesson number	2	Title	ATIS listen and transcription
--------------------	---	----------------------	---	--------------	-------------------------------

Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	20 minutes	S become more confident in identifying parts of the message writing them in the proper order	T plays one or two ATIS messages pausing after each component S are given a few seconds to write the significant part of that message component and then check it with other students	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary broadcast altimeter visibility dewpoint runway ATIS (Automatic Terminal Information Service)</p> <p>Communicative structures BICS</p>	L	S	R	W	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work	Heathrow arrival information whisky: link other examples to work together from the site: link	T checks that all S understand the part of the message and report it correctly on the template
L	S	R	W								

2	30 minutes	S are able to produce a transcript of the significant parts of an ATIS message using their own template	T plays ATIS messages from various sources and asks S to report the significant information on their templates	<p>Skills</p> <p>L S R W</p> <p>Key vocabulary Same as in the previous activity</p> <p>Communicative structures BICS</p>	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work	<ul style="list-style-type: none"> • U2_L1_ALL1.pdf <p>The template produced by the students, similar to the one attached</p>	Formative: focus on listening skills and understanding of micro-language
---	------------	---	--	---	---	--	--

CLIL Lesson Plan

Unit number	3	Lesson number	1	Title	Handshaking + Clearance
--------------------	---	----------------------	---	--------------	-------------------------

Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	20 minutes	S become familiar with the concept of 6W and Readback	Watch the video and comment about the instructions. Write the 6W on the board: Who you are calling Who you are What is your aircraft type Where you are What information you have What you want T lets S discuss the importance of the different components. Stress the importance of the readback	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary handshake, initial contact</p> <p>Communicative structures Who are you calling Who are you What is your aircraft type Where are you What information do you have What do you want</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	ATC Basics: The Call Structure link	T asks S the meaning of 6W and to provide initial examples.
L	S	R	W								

2	30 minutes	S are able to perform initial contact with ATC and to respond to initial contacts acting as ATC	T distributes the example and makes sure that S understand the parts of the communication and the main actors of the role playing activity. S interact with each other following the example provided and taking the role of Pilot or ATC (controller) in turns. In a second phase S rearrange the communication according to their tail code and location, and are free to change other parts as needed, using the template provided.	<p>Skills</p> <table border="1" data-bbox="1003 167 1339 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary radio check time stop go ahead</p> <p>Communicative structures BICS</p>	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"> • U3_L1_ALL1.docx 	Formative: T observes S interacting and facilitates the exchange of pairs
L	S	R	W								

3	30 minutes	S are able to provide clearance as ATC and to write it down as Pilot. S are also able to read the instructions back and check for accuracy.	T distributes an example of clearance procedure and a template S work in pairs with the example provided first and then move on to their own aircraft / destination using the template provided at the bottom of the document	Skills	<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"> • U3_L1_ALL2.docx Template of ATC Clearance (Heathrow to Dublin + empty template)	Formative: T observes S interacting and facilitates the exchange of pairs				
				<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 clearance readback											
				Communicative structures say again							

4	20 minutes	S are able to perform a whole communication session between Pilot and ATC taking either role from handshaking to clearance	S work in pairs producing a real situation using the provided templates and filling them up with the information provided by their partner. T helps S to keep track of the activity and makes sure that S swap roles frequently	Skills	<input type="checkbox"/> Whole class <input checked="" type="checkbox"/> Group work <input checked="" type="checkbox"/> Pair work <input type="checkbox"/> Individual work	<ul style="list-style-type: none"> • U3_L1_ALL1.docx • U3_L1_ALL2.docx Template for Handshaking Template of ATC Clearance	Formative: T observes S interacting and writing information and stresses the importance of correct understanding of numbers and codes				
				<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 Same as in the previous activities of the lesson											
				Communicative structures Same as in the previous activities							

CLIL Lesson Plan

Unit number	3	Lesson number	2	Title	Taxiing, Handoff and Take off
--------------------	---	----------------------	---	--------------	-------------------------------

Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	20 minutes	S are confident with the communicative structures related to handshaking and clearance	Role playing where S interact as Pilot and ATC and exchange role frequently	Skills	<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"> • U3_L1_ALL1.docx • U3_L1_ALL2.docx Templates for handshaking and clearance	T checks accuracy and confidence in the use of micro-language				
				<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 role, controller											
				Communicative structures BICS							
2	30 minutes	S become familiar with the concept of taxiing and giving and receiving directions to the taxiways	T distributes an example of taxi directions and a template S work in pairs with the example first and then move on the template	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"> • U3_L2_ALL1.docx Example and template for taxi request	T checks accuracy and confidence in the use of microlanguage				
				<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 Taxi taxi-way holding point											
				Communicative structures turn left / right, hold in position							

3	20 minutes	S become familiar with the concept of handoff and take-off	T distributes an example of handoff and take-off and a template S work in pairs with the example first and then move on to their own aircraft and airport using the template provided on the second page	<p>Skills</p> <p>L S R W</p> <p>Key vocabulary handoff, tower, frequency, take-off, holding point</p> <p>Communicative structures contact tower on, have a nice day</p>	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input checked="" type="checkbox"/> Pair work <input type="checkbox"/> Individual work	<ul style="list-style-type: none"> • U3_L2_ALL2.docx <p>Example and template for handoff and take off</p>	T checks accuracy and confidence in the use of microlanguage
---	------------	--	--	--	---	--	--

4	30 minutes	S are familiar with the communication procedure between ATC and Pilot and can take either role with confidence	S work in pairs first and then in small groups (max 4 S) in the role playing. One S acts as ATC and the rest of the group as Pilots. Each Pilot chooses a destination and asks ATC for clearance. Each S of the group takes in turn the role of ATC. Communication might overlap like in real life and S decide how to proceed in each case (there is no general solution). Note: this activity could be repeated for as long as it takes to make sure S are confident enough in both roles.	<p>Skills</p> <p>L S R W</p> <p>Key vocabulary Same as in the previous activities of the lesson</p> <p>Communicative structures BICS</p>	<input type="checkbox"/> Whole class <input checked="" type="checkbox"/> Group work <input checked="" type="checkbox"/> Pair work <input type="checkbox"/> Individual work	<ul style="list-style-type: none"> • U3_L1_ALL1.docx • U3_L1_ALL2.docx • U3_L2_ALL2.docx • U3_L2_ALL1.docx <p>All the templates are used in sequence for a complete session from handshaking to take off</p>	T checks accuracy and confidence in the use of microlanguage and facilitates the exchange of pairs
---	------------	--	--	---	---	--	--

CLIL Lesson Plan

Unit number	4	Lesson number	1	Title	ATC Test + Correction
--------------------	---	----------------------	---	--------------	-----------------------

Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	10 minutes	S know how the test is organised	T presents the test to the S explaining the different parts and how gaps should be filled. S ask questions if something is unclear	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary test, gap fill, airport layout, atis</p> <p>Communicative structures BICS</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"> • U4_L1_ALL2.pdf • U4_L1_ALL1.zip • U4_L1_ALL3.docx <p>The pdf file is the chart of Oriol Serio airport and includes the frequencies needed for the test and the airport maps. The docx document is the real test and is handed to S together with the pdf. The zip file expands in an mp3 file which plays the ATIS message and can either be played by T or handed to S to play it on their pc or mobiles</p>	
L	S	R	W								

2	50 mins	S review their knowledge of ATC	S fill up the gaps in the test document using the ATIS message in the mp3 file and the information reported in the pdf file	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 Communicative structures	<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"> • U4_L1_ALL2.pdf • U4_L1_ALL1.zip • U4_L1_ALL3.docx 	Summative: T assesses what the S have learned over the course.
---	---------	---------------------------------	---	--	--	---	--

3	30 minutes	There is a common agreement on the best answers to the test questions, but acceptable answers are acknowledged too	In plenary, T asks S about their answers to each question and promotes a general agreement about the best answer to give in that context, referring to the examples used in the other lessons. T asks S to help with the correction, playing the ATIS message and making sure that everybody understands it.	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 Communicative structures BICS	<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"> • U4_L1_ALL2.pdf • U4_L1_ALL1.zip • U4_L1_ALL3.docx • U4_L1_ALL4.docx <p>The last doc includes the correct answers but it should not be presented to S as their sentences could be acceptable too, and should be used by T only as a reference.</p>	
---	------------	--	--	--	--	--	--

4	20 minutes	S improve their spelling ability especially in relation to the micro-language	T writes on the board the most common spelling mistakes found in the S work, without any reference to the author. T stimulates S to find the correct way to spell those words and to write them down correctly. Then S report their opinions about the course and recommend improvements, T endorses the ideas presented	<p>Skills</p> <table border="1" data-bbox="996 167 1339 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary outcomes, goal, skill</p> <p>Communicative structures BICS</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		Formative: S give a feedback on the course structure and strategies adopted and give suggestions for any future improvements
L	S	R	W								