

# CLIL Module Plan

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<b>School</b>	ISTITUTO COMPRENSIVO ALTA VALLAGARINA				
<b>School Grade</b>	<input type="radio"/> Primary		<input checked="" type="radio"/> Middle		<input type="radio"/> High
<b>School Year</b>	<input type="radio"/> 1	<input type="radio"/> 2	<input checked="" type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
<b>Subject</b>	Geografia	<b>Topic</b>		Countries of the World	
<b>CLIL Language</b>	<input checked="" type="radio"/> English			<input type="radio"/> Deutsch	

<b>Personal and social-cultural preconditions of all people involved</b>	<p>Teacher group profile The teachers involved have very different academic backgrounds and roles. The CLIL teacher is a linguistic expert and he/she is the one who actively does the lesson. On the other hand, the subject teacher provides the CLIL teacher with some support in the class as far as disciplinary matters are concerned, and helps the CLIL teacher programming the contents of the lessons. Student group profile CEFR Level: approximately at level A2 Previous CLIL Experience: 10 students out of 24 had already attended a CLIL curriculum in primary school, which consisted in 7 hours of CLIL per week. The remaining 14 started CLIL in first year middle school. At present, all 24 students are attending 2 CLIL classes per week, 1 in science and 1 in geography. Mother tongue: Italian Other mother tongues: dialect, Algerian, Ukrainian. In total there are 2 students with special educational needs and, although the program for them is the same as the rest of the class, teachers use accommodations for activities and written assessment like: instructions in L1 when required, use of more images, pictures, mind maps and tables especially during the written assessments as well as a more suitable layout and font and more time for activities, if required by the student. Moreover, the fact of being 2 teachers in the class allows to have more time for SEN students. Learning preconditions: learning level is quite homogenous among students, although it should be pointed out that 6-8 students show quite a significant proficiency in both content knowledge and cognitive development as well as in language competence. On the other hand, more or less the same number of students shows scarce willingness to learn. This is only partially due to the language gap that exists between those students with a more advanced CLIL back ground and those with a weak CLIL background, and is mainly due to a general lack of motivation towards the school. As far as the methodological competence is concerne</p>
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<b>Students' prior knowledge, skills, competencies</b>	<b>Subject</b>	<b>Language</b>
	<p>Content knowledge: some of the students may have never dealt with the topic "Oceania" in primary school. However, I would say that there is no accurate prior experience concerning the contents. Skills and competences: as already mentioned, all students are already familiar with most of the activities recommended in a CLIL class and more over have already acquired some skills and competences such as: - seek information from tests, videos and diagrams, - seek information from tables and charts, - synthesize and build mind maps, - express opinions, compare and contrast, give example, show relationship, etc.. (see functional language) - formulate hypothesis (see lab work activities /experiments).</p>	<p>Vocabulary: Given the relatively new topic students show weak content-related vocabulary, hence the need, as we will see, to use scaffolding. Nevertheless students are already familiar with vocabulary related to environment. Grammar and linguistic structures: - adjectives - to be, to have, auxiliary verb to do; - present simple, past simple (mostly regular verbs but also the most common irregular ones), present continuous, comparatives and superlatives; - regular and irregular plurals; - use of the indeterminate article a/an; - formulate questions using the 5 +1 Ws (who, what, when, where, why + how) and the auxiliary verb to do; - formulate answers both orally and written; - functional language (see lesson plans)</p>

<b>Timetable fit</b>	© Module	Length 20 hours
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**Description of teaching and learning strategies**

The lessons will predominantly follow the “activate prior knowledge / guide understanding / review” format. Classroom activities will be as communicative as possible with students involved in inquiry-based / collaborative / cooperative learning in a task-based learning environment using information exchange / information gap activities. Texts will be exploited and scaffolded, both for content and language learning. In the latter case, a genre approach will be used by exploiting both text and co-text features in the development of students’ writing and speaking skills. Extensive use of the texts will be made to develop students’ reading (understanding gist, main ideas and identifying specific information) and listening skills. In terms of in-task communication, students will be introduced to functional language exponents / lexical chunks to develop both their BICS and CALP competences. Various group configurations will be used depending on the exigencies of the activities: mixed ability groups will be formed according to the students’ zones of proximal development (ZPD) in content and communication whilst same ability groups will be used in more focussed content or communication development. A mixture of ‘frontal’ and ‘student-centred’ teacher roles will be used as appropriate to the lesson phases. During the latter, the teacher will act as facilitator and guide, always with the help of the co-teacher involved. Power Point presentations are shown during the lessons which are also accompanied by follow-up worksheets and videos. Tablets will be used for group work and project research lessons. A google classroom has been set up to facilitate all these procedures. A simple platform has been created – called PADLET – which will help the students to download worksheets and power points at home that will be shown during the lessons. This way the students will be able to study easier for their summative assessment. Continuous assessment will be used to include motivation, I

# Overall Module Plan

<p><b>Unit: 1</b></p> <p>Countries of the World - The Commonwealth Revised</p> <p><b>Unit length:</b> 05 hours</p>	<p><b>Lesson 1</b></p> <p>The Commonwealth Revised</p> <p><b>Lesson 2</b></p> <p>The Commonwealth Revised – part 2</p> <p><b>Lesson 3</b></p> <p>THE COMMONWEALTH REVISED - part 3</p> <p><b>Lesson 4</b></p> <p>The Commonwealth Revised – part 4</p> <p><b>Lesson 5</b></p> <p>The Commonwealth Revised - Summative Test</p>
<p><b>Unit: 2</b></p> <p>Countries of the World - India</p> <p><b>Unit length:</b> 06 hours</p>	<p><b>Lesson 1</b></p> <p>India - WHAT DO WE KNOW ABOUT INDIA?</p> <p><b>Lesson 2</b></p> <p>India - Physical Features</p> <p><b>Lesson 3</b></p> <p>India - Religion</p> <p><b>Lesson 4</b></p> <p>INDIA – POPULATION IN INDIA</p> <p><b>Lesson 5</b></p> <p>INDIA – INDIAN CULTURE</p> <p><b>Lesson 6</b></p> <p>India - Summative Test</p>

<p><b>Unit: 3</b></p> <p>Countries of the World - The United States Of America</p> <p><b>Unit length:</b> 05 hours</p>	<p><b>Lesson 1</b></p> <p>The United States of America – Physical Features</p>
	<p><b>Lesson 2</b></p> <p>The United States of America - Economy</p>
	<p><b>Lesson 3</b></p> <p>The United States – Famous People in the United States</p>
	<p><b>Lesson 4</b></p> <p>The United States – Natural Disasters in USA</p>
	<p><b>Lesson 5</b></p> <p>The United States of America - Summative Test</p>

<p><b>Unit: 4</b></p> <p>Countries of the World - Oceania</p> <p><b>Unit length:</b> 05 hours</p>	<p><b>Lesson 1</b></p> <p>Oceania – Where is Oceania Located?</p>
	<p><b>Lesson 2</b></p> <p>Oceania – The Ring of Fire</p>
	<p><b>Lesson 3</b></p> <p>Oceania – How atolls are formed</p>
	<p><b>Lesson 4</b></p> <p>Oceania - Culture</p>
	<p><b>Lesson 5</b></p> <p>Oceania – Summative Test</p>

# CLIL Lesson Plan

<b>Unit number</b>	1	<b>Lesson number</b>	1	<b>Title</b>	The Commonwealth Revised
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	15 min	Guessing Game: The students should be able to recognize the countries that are English speaking. The students will use simple sentence starters to help them create sentences.	The teacher hands out a worksheet. The students look at the world map and they have to create sentences using the sentence starters listed on the worksheet. Once the worksheet is completed the teacher corrects it together with the students.	<p><b>Skills</b></p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b> Colonies, English speaking, british empire, make up, suppose, think, strongly doubt,</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"> <li>• U1_L1_ALL1.docx</li> </ul> U1_L1_ALL1	Formative assessment.
L	S	R	W								

				<p><b>Communicative structures</b></p> <p>Complete the activity on the worksheet. Have you guessed what the lesson will be about? The lesson will be about... Do you think that all these countries speak English as a first language? I think that... I suppose.... As far as I know.... I'm not sure .... I don't think.... I strongly doubt....</p>		
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2	15 min	The students will observe and be able to identify the countries that belong to the commonwealth. The students will improve their reading skills.	The teacher quickly shows a power point on the Commonwealth. The students take turns in reading. After reading the text from the power point the teacher asks random questions to the students. The students must answer with a full sentence.	<p><b>Skills</b></p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b> Independent, British Empire, decolonization, symbol, radiating spears, commonwealth, globe,</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"> <li>• U1_L1_ALL2_THE COMMONWEALTH OF NATIONS.pptx</li> </ul>	Formative assessment
L	S	R	W								

				<p><b>Communicative structures</b></p> <p>Who would like to read?          Can I please read? How many countries belong to the commonwealth?          There are .... Members of the commonwealth.          Who is the head of the commonwealth? The head of the commonwealth is...          Where are most of its countries located? Most of its countries are located in... How many people does the commonwealth count? It counts around.....          How often are the commonwealth games held? The commonwealth games are held every...</p>			
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3	20 min	The students will be able to select relevant	The students are given a worksheet. They	<p><b>Skills</b></p>	<input type="checkbox"/> Whole class	<ul style="list-style-type: none"> <li>• U1_L1_ALL3_Reading comprehension.docx</li> </ul>	formative assessment
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relevant information from previous activity and complete the worksheet with the correct data. They will be able to rewrite the text given with the correct answers.

worksheet. They can work in pairs. The students have to fill in the gaps with correct information that they remember from the previous activity. After completing and correcting the text the students re-read the text to each other and then prepare questions to ask other students during correction.

L

S

R

W

### Key vocabulary

Independent, British Empire, decolonization, symbol, radiating spears, commonwealth, globe,

### Communicative structures

Who would like to correct the worksheet?  
Can I please correct the worksheet? How many countries belong to the commonwealth? There are .... Members of the commonwealth. Who is the head of the commonwealth? The head of the commonwealth is...  
Where are most of its countries located? Most of its countries are located in... How many people does the commonwealth count? It counts around.....  
How often are the commonwealth games held? The commonwealth games are held every...

- Group work
- Pair work
- Individual work

4	10 min	The students will be able to create a checklist with the information learnt during this lesson. They will be able to use the 5 W's and complete a grid creating full sentences with the information given.	The teacher hands out a worksheet with grid where there are questions divided into the 5 W's. the students will be able to complete the grid using full sentences. Once the sentences have been completed the students read and correct their answers together with the class.	<p><b>Skills</b></p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b> Who, what, when, where, why and how.</p> <p><b>Communicative structures</b> Who is the head of the Commonwealth? The head of the Commonwealth is.. What is the Commonwealth? The Commonwealth is.. When does the Commonwealth date Back to? The Commonwealth dates back to... Why is it called the Commonwealth? It is called the Commonwealth because... How many people live in the Commonwealth? There are....people in the Commonwealth.</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"> <li>• U1_L1_ALL4_The 5 W's.docx</li> </ul>	formative assessment
L	S	R	W								

# CLIL Lesson Plan

<b>Unit number</b>	1	<b>Lesson number</b>	2	<b>Title</b>	The Commonwealth Revised – part 2
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	10	The students will be able to recognize the sports in the video. The students will be able to create sentences using the present continuous.	The students quickly watch a video on where the following Commonwealth games will be held. The students must complete a worksheet given to them whilst watching the video.	<p><b>Skills</b></p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b> Sports, recognize</p> <p><b>Communicative structures</b> What sports did you recognize? I recognized....</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"> <li>• U1_L2_ALL1.docx</li> </ul> <a href="#">link</a> -video Activity 1	formative assessment
L	S	R	W								

2	15 min	The students will be able to create sentences using the present continuous.	The students are asked to use the words from the first activity and create sentences using the present continuous. They can work in pairs. Once finished writing the sentences they read their sentences to their classmate.	<p><b>Skills</b></p> <table border="1" data-bbox="1014 167 1352 212"> <tr> <td>L</td> <td>S</td> <td><b>R</b></td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b> Sports, recognize.</p> <p><b>Communicative structures</b> Now formulate sentences using the words from the first activity. In the video their was.... My favourite spor was... I have never tried playing.... I like playing..... I don't like playing.....</p>	L	S	<b>R</b>	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"> <li>• U1_L2_ALL1.docx</li> </ul>	formative assessment
L	S	<b>R</b>	W								

3	15	The students will be able to record and report statistics related to the medal tally from the commonwealth games in Glasgow, 2014. The students will use comparative forms to answer the questions	The teacher hands out a worksheet with statistics on the last Commonwealth Games held in Glasgow. The students, working in pairs, must tabulate the worksheet, using the data from the grid. Once completed the students share their answers to the	<p><b>Skills</b></p> <table border="1" data-bbox="1014 1085 1352 1129"> <tr> <td>L</td> <td>S</td> <td><b>R</b></td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b> Multi-sport event, British empire games, statistics, tally, grid, has won.</p>	L	S	<b>R</b>	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"> <li>• U1_L2_ALL2.docx</li> </ul>	formative assessment
L	S	<b>R</b>	W								

the questions

then answers to the rest of the class.

**Communicative structures**

Which nation won most gold medals? The nation that won most gold medals was...  
Which country has won more medals than....?  
The country that won more medals than .... was. Which country won less medals than....?  
The country that won less medals than .... was.....

4	20 min	The students will be able to answer questions using the present simple, past simple, and future simple.	The teacher hands out a worksheet. The students must work in pairs and answer questions following the pattern in the grid. Present simple, past simple and future simple will be introduced to the students in this activity. Once the questions have been completed the students correct the worksheet with the rest of the class.	<p><b>Skills</b></p> <table border="1" data-bbox="1014 167 1352 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b> Are held, was held, were cancelled, will be held</p> <p><b>Communicative structures</b> How often are... When was the first event held? Why were... Where will... Which sports...?</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"> <li>• U1_L2_ALL3.docx</li> </ul>	formative assessment
L	S	R	W								

# CLIL Lesson Plan

<b>Unit number</b>	1	<b>Lesson number</b>	3	<b>Title</b>	THE COMMONWEALTH REVISED - part 3
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	05 min	This quick activity allows the students to familiarize themselves with the names of the countries that belong to the Commonwealth of Nations.	The teacher hands out a quick word search puzzle. The students will be timed -05 minutes - to search and find as many countries they know	<p><b>Skills</b></p> <table border="1"> <tr> <td>L</td> <td>S</td> <td><b>R</b></td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b> Search, find, as many,</p> <p><b>Communicative structures</b> Find as many countries you can. You have 5 minutes to complete the task.</p>	L	S	<b>R</b>	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"> <li>• U1_L3_ALL1.docx</li> </ul>	formative assessment
L	S	<b>R</b>	W								

2	35min	The students will be able to illustrate and explain simple details and facts about a country that belongs to the Commonwealth. They will be able to construct an identity card on the country they have been assigned.	The students are divided into 6 groups. Each group is assigned a country that belongs to the Commonwealth. The group must present facts and figures for a short presentation. The teachers double check the groups, while they are working, to see if the information is all correct.	<p><b>Skills</b></p> <table border="1" data-bbox="1014 164 1352 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b> Facts and figures, research, population, member, leaders,</p> <p><b>Communicative structures</b> Use the grid on your worksheet to help you find information.</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"> <li>• U1_L3_ALL2.docx</li> </ul> <p>(Internet access for research - we have tablets at school so the students were able to work in our English lab and research using internet.) Cardboard sheets for presentation of country Felt-tip pens for decorating.</p>	Formative assessment - The teacher uses the rubrics for Teachers to value the students work in groups.
L	S	R	W								

3	20 min	The students will be able to present and discuss simple facts and figures to the class about the country they have chosen.	Each group will present the country they have researched. While the groups are presenting their group, the rest of the class will have a worksheet to complete with simple questions that they will ask to the groups.	<p><b>Skills</b></p> <table border="1" data-bbox="1014 893 1352 941"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b> Located, population, member, leader,</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"> <li>• U1_L3_ALL3.docx</li> </ul> <p>Each Group presents their poster work</p>	formative assessment
L	S	R	W								



**Communicative structures**

What is the name of your country? The name of our country is... Where is your country located? Our country is located in... In what year did your country become a member of the Commonwealth? Our country became a member of the commonwealth in.. What is the flag like? The flag is... What are the main languages spoken in your country? The main languages are.... Who is the leader of your country? The leader is...

# CLIL Lesson Plan

<b>Unit number</b>	1	<b>Lesson number</b>	4	<b>Title</b>	The Commonwealth Revised - part 4		
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<b>Activity</b>	<b>Timing</b>	<b>Learning Outcomes</b>	<b>Activity Procedure</b>	<b>Language</b>	<b>Interaction</b>	<b>Materials</b>	<b>Assessment</b>
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1	10 min	The students will recall names of countries that belong to the Commonwealth of Nations. The students will be able to form short sentences.	Brainstorming with tennis!! The teacher quickly divides the class into two teams. The first team gives a name of a country that belongs to the Commonwealth. The teacher writes the name on the blackboard. The second team gives another name. This continues until a team is no longer able to remember a name. The students must answer with a full sentence - eg. Vanuatu is (part of - belongs to) the Commonwealth. The team with most names is the winner.	<p><b>Skills</b></p> <table border="1" data-bbox="981 165 1330 213"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b> Teams, name, countries, part of, belongs to</p> <p><b>Communicative structures</b> Name the countries that belong to the Commonwealth. Team 1 starts... Team 2 it's your turn</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	Blackboard required for Activity 1	formative assessment
L	S	R	W								

2	15 min	The students will be able to identify words read from a text. From this reading exercise, they will practice pronunciation and develop	The teacher pairs the students. The students are given a reading comprehension to complete by listening to each other and placing the missing words in the text. The teacher listens to the	<p><b>Skills</b></p> <table border="1" data-bbox="981 1197 1330 1244"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b> Member states, spans, populous, GDP, estimated,</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	• U1_L4_ALL1.docx	Formative assessment The teacher completes the Rubric for teachers whilst listening to the students U1_ALL1_rubric for teachers
L	S	R	W								

listening skills.

pairs read in order to help with pronunciation.

**Communicative structures**

Read the text to your partner. Listen to your partner and fill in the missing words. Did you find all the words? Yes, I did No ,I didn't. Could you understand your partner? Yes, I could understand. No, I couldn't understand. Re-read the text if you didn't understand the words. Can you please repeat for me?

3	20 min	The students will be able to discuss and elaborate the answers from the previous text given.	The teacher divides the class into 4 groups. Each group must answer the questions given from the previous activity. The questions must be answered with a full sentence. The teacher circulates the classroom checking all groups. The team that finishes first - with all the correct answers and completed sentences is the winner	<p><b>Skills</b></p> <table border="1" data-bbox="987 165 1323 209"> <tr> <td>L</td> <td><b>S</b></td> <td>R</td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b> Member states, spans, populous, GDP, estimated,</p> <p><b>Communicative structures</b> Have you completed the worksheet? Yes, we have. No, we haven't. Are all the answers completed with a full sentence? Yes, they are. No, they aren't.</p>	L	<b>S</b>	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"> <li>• U1_L4_ALL1.docx</li> </ul>	formative assessment
L	<b>S</b>	R	W								

4	15 min	The students will be able to summarize work done in the last four lessons in order to review for a summative test.	The teacher hands out a worksheet with simple review questions. The students complete the worksheet and then swap it with their desk mate for correction. Once corrected by the classmate they must tally points for the worksheet. The teacher also hands out a quick self assessment worksheet for the students to complete. HOMEWORK - THE TEACHER QUICKLY EXPLAINS TO THE STUDENTS WHAT WILL BE IN THE SUMMATIVE TEXT IN ORDER THAT THE STUDENTS CAN STUDY FOR THE FOLLOWING LESSON.	<p><b>Skills</b></p> <table border="1" data-bbox="987 165 1323 212"> <tr> <td>L</td> <td>S</td> <td><b>R</b></td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b> Member states, spans, populous, GDP, estimated, dates back to, to improve, swap,</p> <p><b>Communicative structures</b> Complete the following worksheet. Did you find this topic difficult? No, I didn't. Yes, I did. Do you now understand what the Commonwealth is? Yes, I did. No, I didn't. Swap your worksheet with your desk mate and correct it. Tally your points. Who got full points? I got full points. I didn't get full points. How many mistakes did you make? I made many mistakes. I made few mistakes.</p>	L	S	<b>R</b>	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"> <li>• U1_L4_ALL2.docx</li> <li>• U1_ALL2_Self assessment.docx</li> </ul>	Formative assessment Self assessment - The students complete a self assessment worksheet at the end of the lesson.
L	S	<b>R</b>	W								

# CLIL Lesson Plan

<b>Unit number</b>	1	<b>Lesson number</b>	5	<b>Title</b>	The Commonwealth Revised - Summative Test
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	60 min	The students will undergo a summative test. The test will be able to list at least 10 countries that belong to the commonwealth. They will be able to complete a fill in the gaps activity about general economical and cultural facts. They will be able to complete sentences finding information from a short text. They will be able to read a grid and create a bar graph using statistics found in the grid	The teacher hands out a worksheet for the test.	<p><b>Skills</b></p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b> see Units 1 - 4</p> <p><b>Communicative structures</b> see Units 1 - 4</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"> <li>• U1_TEST BES.docx</li> <li>• U1_TEST.docx</li> </ul>	Summative Assessment
L	S	R	W								

# CLIL Lesson Plan

<b>Unit number</b>	2	<b>Lesson number</b>	1	<b>Title</b>	India - WHAT DO WE KNOW ABOUT INDIA?
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	05 min	The students will be able to identify the country that will be studied in the next unit.	The teacher shows a power point presentation. The students write the question in their workbook - What will the next topic be about? By looking at the images and listening to the music the students should be able to guess the subject.	<p><b>Skills</b></p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b> Guess, new topic, country</p> <p><b>Communicative structures</b> Can you guess what the next topic will be about? The next topic will be about.... Listen to the music and guess what we will be studying next. Are you able to guess the country we will be talking about?</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"> <li>• U2_L1_ALL1_Physical Features.pptx</li> </ul> exercise book	Formative assessment
L	S	R	W								



2	20 min	<p>The students will be able to express what they know about about India and what they would like to know about India. Simple sentence starters will be used.</p>	<p>The Wish List The teacher asks the students to draw a grid in their exercise book. The grid will have two columns. The first column will have a title - I know that - and the second column will have a title - I wish to know.... Together with the students, the teacher writes down on the blackboard, what they would like to know and what they wish to know</p>	<p><b>Skills</b></p> <table border="1" data-bbox="958 164 1303 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b> Wish List, grid, columns,</p> <p><b>Communicative structures</b> Can you tell me what you know about India? I know that ..... What comes into your mind when I mention India? I can think of... What would you like to know about India? I would like to know that.... What didn't you know about India? I didn't know that... What do you wish to know about India? I wish to know that....</p>	L	S	R	W	<p><input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work</p>	<p>• U2_L1_ALL2.jpg</p> <p>Exercise book See photo as example Blackboard</p>	Formative assessment
L	S	R	W								

3	15 min	The students will be able to cite basic facts about India. They will be able to express themselves using simple sentences.	The teacher hands out a worksheet. The students work in pairs. The students read a small text and have to fill in the Identity card using information from the text. Homework is to find three images that are related to India and glue them in the relevant space. The students correct the worksheet together with the rest of the class	<p><b>Skills</b></p> <table border="1" data-bbox="958 164 1303 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b> South Asia, Identity Card, capital, population, religion, capital city, languages</p> <p><b>Communicative structures</b> Can you tell me where India is located? India is located in... Can you tell me what the population of India is? The population in India is... What is the capital city of India? The capital city of India is.... What are the main languages spoken in India? The main languages spoken are... What are the main religions in India? The main religions in India are...</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"> <li>• U2_L1_ALL3.docx</li> </ul>	formative assessment
L	S	R	W								

4	20 min	<p>The students will be able to identify and label the countries, oceans, seas that border with India. They will be able to compose simple sentences using compass co-ordinates to indicate where they are found.</p>	<p>The teacher divides the class into 6 groups. Each group is given a worksheet to complete. the groups must read the text, complete the map and table and then finish with creating sentences. once all the groups have completed the worksheet, the students read and correct their answers to the rest of the class.</p>	<p><b>Skills</b></p> <table border="1" data-bbox="958 164 1303 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b>          Borders, ocean, Arabian Sea, Bay of Bengal, land borders, North, south, east, west.</p> <p><b>Communicative structures</b>          With what countries does India border with? India borders with....          What are the land borders that India shares? The land borders that India share are...          With what Ocean does India border with? India borders with...          With what Bay does India border with? India borders with...          With what sea does India border with? India borders with.....</p>	L	S	R	W	<p><input type="checkbox"/> Whole class  <input checked="" type="checkbox"/> Group work  <input type="checkbox"/> Pair work  <input type="checkbox"/> Individual work</p>		formative assessment
L	S	R	W								

# CLIL Lesson Plan

<b>Unit number</b>	2	<b>Lesson number</b>	2	<b>Title</b>	India - Physical Features
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	10 min	The students will be able to answer simple true or false questions about India. The students will be able to recall certain facts from the previous lesson.	The teacher hands out a worksheet. The students quickly complete the true or false questions. The worksheet will be corrected at the end of the lesson in order to confirm previous lesson.	<p><b>Skills</b></p> <table border="1"> <tr> <td>L</td> <td>S</td> <td><b>R</b></td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b> Country, populous, remember, situated, borders</p> <p><b>Communicative structures</b> Answer true or false to the questions. What facts and figures can you remember from the previous lesson?</p>	L	S	<b>R</b>	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"> <li>• U2_L2_ALL1.docx</li> </ul>	formative assessment
L	S	<b>R</b>	W								

2	30 min	The students will be able to illustrate and identify physical parts of India. The students will be able to remember as many physical features they can from watching a video and working in a team.	The teacher divides the class into 6 groups. Each student is given a worksheet. The students must watch the video and complete the worksheet.	<p><b>Skills</b></p> <table border="1" data-bbox="1014 165 1355 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b> Northern mountains, Thar desert, Indo-Gangentic Plains, Central plateau, coastal plains, islands,</p> <p><b>Communicative structures</b> Label the zones of the physical features of India on the map. How many zones are there in India? There are ..... What are the features that belong to each zone? The features that belong to ..... are....</p>	L	S	R	W	<input type="checkbox"/> Whole class <input checked="" type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	<ul style="list-style-type: none"> <li>• U2_L2_ALL2.docx</li> </ul> <a href="#">link</a>	formative assessment
L	S	R	W								

3	15 min	The students will be able to point out the physical features that belong to India. The students will use a scaffolding exercise to help them write and read their answers.	Each group has to present a zone that has been completed to the class. The rest of the class corrects their worksheet. If necessary the teacher can re-show the video to the class in order to correct information	<p><b>Skills</b></p> <table border="1" data-bbox="1014 1102 1355 1149"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table>	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"> <li>• U2_L2_ALL2.docx</li> </ul>	formative assessment
L	S	R	W								

not found.

**Key vocabulary**

Northern mountains,  
Thar desert, Indo-  
Gangentic Plains,  
Central plateau, coastal  
plains, islands,  
snowcapped, yak,  
fertile rivers and plains,  
Indus basin, Ganga  
basin, sandy desert,  
sand dunes, Mawla  
Plateau, the Ghats,  
fishing, beaches, active  
volcanoes.

**Communicative structures**

What are the features of the Northern zone?

The features of the Northern zone are...

What are the features of the Indo-Gangentic plains?

The feature of the Indo-Gangentic plains are...

What are the features of the Thar desert?

The features of the Thar desert are...

What are the features of the Central Plateau?

The features of the Central Plateau are...

What are the features of the Coastal Plains?

The features of the coastal plains are...

What are the features of the islands?

The features of the islands are....

4	05 Min	The students will be able to confirm facts and figures about India from previous lesson.	The teacher asks the students to get previous worksheet form activity one. The students correct the worksheet together.	<p><b>Skills</b></p> <table border="1" data-bbox="1014 167 1355 212"> <tr> <td>L</td> <td><b>S</b></td> <td><b>R</b></td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b> Country, populous, remember, situated, borders</p> <p><b>Communicative structures</b> Answer true or false to the questions. What facts and figures can you remember from the previous lesson? From the previous lesson I can remember.....</p>	L	<b>S</b>	<b>R</b>	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"> <li>• U2_L1_ALL4.docx</li> </ul>	formative assessment
L	<b>S</b>	<b>R</b>	W								



# CLIL Lesson Plan

<b>Unit number</b>	2	<b>Lesson number</b>	3	<b>Title</b>	India - Religion
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	10 min	The students will be able to guess the different religions there are in India. They will be able to evaluate and create a hypothesis about which picture belongs to which religion. The language focus will be on asking and answering questions, mostly in the present tense.	The teacher shows a power point with different images of religion in India. The students must match the correct religion with the image shown. The 5 W's can be used in helping the students create questions and answers. The students write their questions and answers in their exercise book.	<p><b>Skills</b></p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b> Religion, Hinduism, Islam, Christianity, Sikhism, Buddhism, Jainism,</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"> <li>• U2_L3_ALL1_Religion and Facts.pptx</li> </ul> power point Exercise book	formative assessment
L	S	R	W								

				<p><b>Communicative structures</b></p> <p>What do the pictures represent? They represent various religions in India. What is this image of? This image is of.. Where is the image taken? The image is taken in... When was the image taken? The image was taken when.... Who is in the image? The image is of... Why do you think this image was taken? This image was taken because....</p>		
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2	10 min	The students will be to interpret a bar graph and by using the data complete an activity of filling in the gaps.	The students are given a worksheet to complete. They must read the bar chart and fill in the gaps using the information found. Once finished the students correct the worksheet together with the rest of the class.	<p><b>Skills</b></p> <p>L S R W</p> <p><b>Key vocabulary</b> Religion, Hinduism, Islam, Christianity, Sikhism, Buddhism, Jainism, practices,</p>	<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"> <li>• U2_L3_ALL1.docx</li> </ul>	formative assessment
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				<p><b>Communicative structures</b></p> <p>What is the percentage of population that practices Hinduism in India? The percentage of the population that practices Hinduism in is... What is the percentage of people that adhere to Islam? The percentage of people that adhere to Islam is... What is the percentage of the population that practiced Sikhism? The percentage of the population that practiced Sikhism is....</p>		
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3	30 min	The students will be able to classify information according the religion it belongs too.	The teacher divides the class into 5 groups. Each group is assigned a religion with general information and facts about that	<p><b>Skills</b></p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table>	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"> <li>• U2_L3_ALL2.docx</li> <li>• U2_L3_ALL3_GRID.docx</li> </ul>	formative assessment
L	S	R	W								

facts about that religion. The students must search the other groups for information about the religions they were not assigned. The students must cut the images from worksheet U2\_L3\_ALL1 and paste them into the grid. They must complete the chart with the correct information found.

### **Key vocabulary**

Religion, Hinduism, Islam, Christianity, Sikhism, Buddhism, Jainism, practices, originate, gods, practitioners, believe in, holy book, faith, Koran, soul, teachings, worship, rebirth, unfurled, succession, victorious saviors,

### **Communicative structures**

When did it originate? It originated in... Where did it originate? It originated in.... How many gods do practitioners of this religion believe in? They believed in.... gods. Is there a holy book? Yes, there is. No, there isn't. Who was the founder of this religion? The founder of this religion was... Is there any other information you can give? Yes, we can say that....

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4	10 min	The students are able to confirm information found from previous exercise. They are able to conclude, compare and distinguish the different types of religion in India.	The class corrects all answers together with the teacher.	<p><b>Skills</b></p> <table border="1" data-bbox="927 363 1267 411"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b> Religion, Hinduism, Islam, Christianity, Sikhism, Buddhism, Jainism, practices, originate, gods, practitioners, believe in, holy book, faith, Koran, soul, teachings, worship, rebirth, unfurled, succession, victorious saviors,</p>	L	S	R	W	<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"> <li>• U2_L3_ALL3_GRID.docx</li> </ul>	formative assessment
L	S	R	W								

**Communicative structures**

When did it originate? It originated in... Where did it originate? It originated in.... How many gods do practitioners of this religion believe in? They believed in.... gods. Is there a holy book? Yes, there is. No, there isn't. Who was the founder of this religion? The founder of this religion was... Is there any other information you can give? Yes, we can say that....

# CLIL Lesson Plan

<b>Unit number</b>	2	<b>Lesson number</b>	4	<b>Title</b>	INDIA - POPULATION IN INDIA
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	10 min	The students will be able to compare the difference between a rural and urbanized country. They will be able to give examples of what a Megacity is and where they are located in the world.	The teacher shows a quick power point presentation on population and density of cities in the world. The students must observe the map and answer the questions on the worksheet given in activity 1. Once completed the students correct their answers with each other.	<p><b>Skills</b></p> <table border="1"> <tr> <td>L</td> <td>S</td> <td><b>R</b></td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b> Urbanized, rural, megacities,</p>	L	S	<b>R</b>	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"> <li>• U2_L4_ALL1.pptx</li> <li>• U2_L4_ALL2.docx</li> </ul>	formative assessment
L	S	<b>R</b>	W								

				<p><b>Communicative structures</b></p> <p>Look at the two maps from the power point. Can you tell me which countries are the most urbanized? The most countries that are urbanized are... Is India a rural or urbanized country? India is a ..... Are there megacities in India? In India there are.../aren't ... In which other countries can you find megacities? The countries where there are other megacities are....</p>		
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2	20 min	The students will be able to distinguish the differences between the rural and urban population in India. They will be able to compare the differences with between Europe and India. They will be able to	The teacher hands out a worksheet. The students have to read to each other the text in activity 1. They then have to complete activity 2 - true or false questions. They continue reading to each other activity 3. They then complete activity 4 - with the help of internet and a little research on megacities in Europe.	<p><b>Skills</b></p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b> Subcontinent, closely knit, clusters, developing, poor areas, wealthy, shanty towns, craft workshops, latter, high-tech, poverty line, underdeveloped,</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"> <li>• U1_ALL1_rubric for teachers.docx</li> <li>• U2_L4_ALL3.docx</li> </ul> <p>Internet connection for use of Tablets in the classroom</p>	Formative assessment Teacher assesses students with rubric for teachers.
L	S	R	W								



discuss and determine what urban problems are in developing countries.

The teacher roams the classroom double-checking on the students and fills out rubrics for teachers in order to give a formative assessment on how the students are performing with the activities assigned

### **Communicative structures**

Do most of the people in India live in big cities? No, they don't. Yes, they do. Do most of the people that live in village make a living from fishing? No, they don't. Yes, they do. Do most of the population live in villages scattered across the country? No, they don't. Yes, they do. Can you name three mega-cities in India? Three mega-cities in India are.... Can you name three mega-cities in Europe? Three mega-cities in Europe are....

3	15 min	The students will be able to discuss and determine what urban problems are in developing countries.	The final task in activity 5 asks the students to discuss and determine what urban problems there are in developing countries. Together they write a small text. The teacher roams the classroom double-checking on the students and fills out a rubric for teachers in order to give a formative assessment on how the students are performing with the activities assigned.	<p><b>Skills</b></p> <table border="1" data-bbox="1014 164 1352 212"> <tr> <td>L</td> <td><b>S</b></td> <td>R</td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b> Subcontinent, closely knit, clusters, developing, poor areas, wealthy, shanty towns, craft workshops, latter, high-tech, poverty line, underdeveloped,</p> <p><b>Communicative structures</b> What urban problems do you think there are in developing countries? We think that the urban problems in developing countries are... I think that the urban problems in developing countries are....</p>	L	<b>S</b>	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"> <li>• U1_ALL1_rubric for teachers.docx</li> <li>• U2_L4_ALL3.docx</li> </ul>	<p>formative assessment</p> <p>Teacher assesses students with rubric for teachers.</p>
L	<b>S</b>	R	W								

4	15 min	The students will be able to determine what the urban problems are in developing countries.	The teacher asks the students to read their answers to activity 5 to the rest of the class.	<p><b>Skills</b></p> <table border="1" data-bbox="1014 167 1355 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b> Subcontinent, closely knit, clusters, developing, poor areas, wealthy, shanty towns, craft workshops, latter, high-tech, poverty line, underdeveloped,</p> <p><b>Communicative structures</b> What urban problems do you think there are in developing countries? We think that the urban problems in developing countries are... I think that the urban problems in developing countries are....</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"> <li>• U1_ALL1_rubric for teachers.docx</li> <li>• U2_L4_ALL3.docx</li> </ul>	Formative assessment Teacher assesses students with rubric for teachers.
L	S	R	W								

# CLIL Lesson Plan

<b>Unit number</b>	2	<b>Lesson number</b>	5	<b>Title</b>	INDIA - INDIAN CULTURE
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	10 min	The students will read short texts and have a better understanding of the Indian Culture. These short reading texts will help the students understand the different aspects and facts in India from Hindu weddings to Industry.	The teacher hands out a work sheet. The students take it in turns in reading the text.	<p><b>Skills</b></p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b> Bollywood, packed, non-stop action, glamorous, elaborate affairs, feasting, arranged, sari, mehndi(henna), industry, handicrafts, family-run industries, carving, reputation, foremost, untouchable, dominated, crops, monsoon, swept away.</p> <p><b>Communicative structures</b> Who would like to read the text? May I please read the text.</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"> <li>• U2_L5_ALL1.docx</li> </ul>	formative assessment
L	S	R	W								

2	20 min	The students will be able to associate and connect cultural events, people and places within India.	The teacher divides the class into 5 groups. The teacher hands out worksheets for group work – the students must match the questions to the correct answers and classify them into the grid.	<p><b>Skills</b></p> <table border="1" data-bbox="875 204 1216 252"> <tr> <td>L</td> <td><b>S</b></td> <td>R</td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b>  Dominates, strive, shot (films), industrial output, among, nicknamed, foremost, alleviate, plight, strove, high-tech,</p> <p><b>Communicative structures</b>  Can you please classify the information given into the correct column on the grid? Have you found the questions that go into the Bollywood/ industry/ Monsson/ Mahatma Gandhi/ Hindu wedding column? Yes, we have. No, we haven't.</p>	L	<b>S</b>	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"> <li>• U2_L5_ALL2_Answers.docx</li> <li>• U2_L5_ALL2_Que_Ans.docx</li> <li>• U2_L5_ALL3_grid.docx</li> </ul>	formative assessment
L	<b>S</b>	R	W								

3	20 min	The students will be able to answer questions and answers. This exercise will strengthen speaking skills amongst the students.	After finishing the above activity, the teams take a challenge to see if the questions and answers have been matched correctly. Each team asks each other a question and the opposite team has to answer with a correct complete sentence – both written and spoken. If a team answers incorrectly, the turn goes to the next team. The team with the most correct questions and answers wins	<p><b>Skills</b></p> <table border="1" data-bbox="875 165 1218 209"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b>  Dominates, strive, shot (films), industrial output, among, nicknamed, foremost, alleviate, plight, strove, high-tech,</p> <p><b>Communicative structures</b>  The communicative structures are the questions and answers on the worksheet.</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"> <li>• U2_L5_ALL2_Answers.docx</li> <li>• U2_L5_ALL2_Que_Ans.docx</li> <li>• U2_L5_ALL3_grid.docx</li> </ul>	formative assessment
L	S	R	W								

4	10 min	Review time: The students will be given a brief outline on what they will need to study for the test.	The teacher quickly reviews the last topic, together with the students, in order that they will have an idea of what to study for the following test.	<p><b>Skills</b></p> <p>L S R W</p> <p><b>Key vocabulary</b> Physical Features, population, capital city, important cities, languages, main religions, urban and rural population, industry, monsoons, Mahatma Ghandi.</p> <p><b>Communicative structures</b> For the next test on Unit 2 India, you will need to study the following points.</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"> <li>• U2_L5_ALL4.docx</li> </ul>	formative assessment
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# CLIL Lesson Plan

<b>Unit number</b>	2	<b>Lesson number</b>	6	<b>Title</b>	India - Summative Test
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<b>Activity</b>	<b>Timing</b>	<b>Learning Outcomes</b>	<b>Activity Procedure</b>	<b>Language</b>	<b>Interaction</b>	<b>Materials</b>	<b>Assessment</b>
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1	60 min	<p>The students will know how to answer simple open questions of the location of India. They will be able to label zones to its correct physical location. the students will be able to answer simple questions on the rural and urban population of India. The students will complete a fill in the gaps activity about the monsoon rains. The students will know how to select answers from a simple text on the Indian Industry.</p>	<p>The teacher hands out the test to the students.</p>	<p><b>Skills</b></p> <table border="1" data-bbox="869 165 1214 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b> see Units 1 - 5</p> <p><b>Communicative structures</b> see Units 1 - 5</p>	L	S	R	W	<p><input type="checkbox"/> Whole class</p> <p><input type="checkbox"/> Group work</p> <p><input type="checkbox"/> Pair work</p> <p><input checked="" type="checkbox"/> Individual work</p>	<ul style="list-style-type: none"> <li>• U2_L6_ALL5_TEST.docx</li> <li>• U2_L6_ALL6_TESTDSA.docx</li> </ul>	<p>Summative Test</p>
L	S	R	W								

# CLIL Lesson Plan

<b>Unit number</b>	3	<b>Lesson number</b>	1	<b>Title</b>	The United States of America - Physical Features
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
1	10 min	The students will name people, places, brands, food, sport and culture that they think has to do with The United States of America. This exercise will help them understand and help the students identify exactly how much of the United States we find in our everyday life. A simple sentence starter will help them speak. By doing this, the teacher is able to classify different	The teacher asks the students to help her create a mind map. She asks the students to come up with a word that links them to something in the United States. The teacher writes the words on the blackboard - keeping in mind to group the words. (see photo). At the end of this activity she indicates to the students the groups that she has created putting into order the words given by the students. The students copy the mind map in their exercise books	<b>Skills</b> <div style="display: flex; justify-content: space-around; border: 1px solid black; padding: 2px;"> <span>L</span> <span>S</span> <span>R</span> <span>W</span> </div> <b>Key vocabulary</b> Mind map, United States of America, Brand, place, name,	<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"> <li>• U3_L1_ALL1.jpg</li> <li>• U3_L1_ALL7.pptx</li> </ul>	formative assessment

		<p>classify different aspects of the United States that are of interest to the students. These different aspects that the students will state are of excellent help in planning the following lessons.</p>	<p>EXERCISE BOOKS.</p>	<p><b>Communicative structures</b>          What comes into your mind when I say "United States of America"? When I say "United States of America" the word..... comes into mind. When I say "United States of America" the person.....comes into mind. When I say "United States of America" the brand..... comes into mind. When I say "United States of America" the place..... comes into mind.</p>		
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2	15 min	<p>The students will be able to find and illustrate the Physical Features of the United States of America. They will classify the information into a grid. Some and any is used in sentence structures.</p>	<p>The teacher hands out a worksheet. The students can work in pairs. Using either an atlas or tablets - or a Physical Features Map of the United States, the students will have to find bodies of water and land. A power point presentation of the USA has been prepared where you</p>	<p><b>Skills</b></p> <table border="1"> <tr> <td>L</td> <td>S</td> <td><b>R</b></td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b>          Land, deserts, valleys, mountain ranges, plains, coastal plains, plateaus, canyon peninsulas, water, oceans, lakes, rivers, gulfs.</p>	L	S	<b>R</b>	W	<p><input type="checkbox"/> Whole class  <input type="checkbox"/> Group work  <input type="checkbox"/> Pair work  <input type="checkbox"/> Individual work</p>	<p>• U3_L1_ALL2.docx          exercise book</p>	<p>formative assessment</p>
L	S	<b>R</b>	W								

			<p>can also find a physical map for use. For land features, the students will have to find names of deserts, valleys, mountain ranges, plains, coastal plains, plateaus, canyons and peninsulas. For bodies of water the students will have to find Oceans, Lakes, rivers, and gulfs. Once the grid has been completed the students write sentences in their exercise book using “some and any”. Task finished, the students correct their answers with the rest of the class.</p>	<p><b>Communicative structures</b>          Can you tell me the names of any deserts? The name of some deserts are... Can you tell me the names of some valleys? Some valleys are... Are there any plateaus in the United States? No, there aren't any plateaus in the United States.</p>		
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3	15 min	The students will be able to illustrate on a map the physical features found from the previous activity.	The teacher hands out a worksheet with a blank map of the United States of America. The students - with the help of an atlas or an internet connection (use of tablets where they can look at a physical map) will	<p><b>Skills</b></p> <table border="1"> <tr> <td>L</td> <td>S</td> <td><b>R</b></td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b>          Illustrate, cardinal points, mountain ranges, rivers, lakes, oceans, major deserts, great plains, borders</p>	L	S	<b>R</b>	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"> <li>• U3_L1_ALL4.jpg</li> <li>• U3_L1_ALL5.jpg</li> <li>• U3_L1_ALL3.docx</li> </ul>	formative assessment
L	S	<b>R</b>	W								

illustrate the physical features. They then are asked to write some information on these features in each relevant box. They also have to indicate the cardinal points on the map (see photo). Finished the task the students correct the worksheet with the rest of the class, reading aloud their answers.

### **Communicative structures**

Can you tell me where the mountain ranges are located? The mountain ranges are located... What borders to the east of the United states? To the east of the United states borders the.... What gulf can we find in the south of the United states? The name of the gulf is.... What is the name of the mountain ranges on the east coast of the United States? The name of the mountain ranges on the east coast of the United stare are.... What country borders north to the United States? The country that borders north to the United States is.... What country borders south to the United States? The country that borders south to the United States is... What are the names of some lakes in the United States? The names of some lakes

				are...							
4	20 min	<p>The students will be able to discuss and write a short text about the physical features of the United States. The students will give reasons and state opinions as to where certain physical features are located in the United States. Sentence starters will be given to help re-enforce the students with language.</p>	<p>The students are given a worksheet. The students are asked to discuss and rewrite a text using appropriate sentence starters. At the end of the task the students read aloud their text to their desk mate and they correct it together. The teachers roams the classroom helping the students with grammar in the text.</p>	<p><b>Skills</b></p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b> Located, lowest elevation, highest mountain, carved, stretch, vast, semiarid,</p> <p><b>Communicative structures</b> I think that... I don't know whether.. I'm pretty sure that... I didn't know that... I knew that... I strongly doubt that... I thought that.....</p>	L	S	R	W	<p><input type="checkbox"/> Whole class</p> <p><input type="checkbox"/> Group work</p> <p><input checked="" type="checkbox"/> Pair work</p> <p><input type="checkbox"/> Individual work</p>	<ul style="list-style-type: none"> <li>• U3_L1_ALL6.docx</li> <li>• U3_L2_ALL4.docx</li> </ul>	Formative assessment
L	S	R	W								

# CLIL Lesson Plan

<b>Unit number</b>	3	<b>Lesson number</b>	2	<b>Title</b>	The United States of America - Economy
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	10 min	The students will recognize the different logos and brands that are linked to the United States of America.	The teacher shows a quick slide of different logos and brands linked to the American economy. They quickly write down as many they can recognize in their exercise books. They also have to indicate what product they think the brand or logo is linked to. Eg. McDonald's - food	<p><b>Skills</b></p> <table border="1"> <tr> <td>L</td> <td>S</td> <td><b>R</b></td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b> Logos, brands, linked, American,</p> <p><b>Communicative structures</b> Can you recognize any of the brands or logos in the power point presentation? Yes, I recognize... Yes, I know of.... No, I don't recognize any ..... No, I don't know any brands/logos.</p>	L	S	<b>R</b>	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"> <li>• U3_L1_ALL7.pptx</li> </ul> Exercise book	formative assessment
L	S	<b>R</b>	W								

2	15 min	The students will recognize the American	The teacher divides the class into 6 groups Each group is given a	<p><b>Skills</b></p>	<input type="checkbox"/> Whole class	<ul style="list-style-type: none"> <li>• U3_L2_ALL1 - ANSWERS.docx</li> <li>• U3_L2_ALL2.docx</li> </ul>	formative assessment
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companies and they will be able to determine into which economical sector they belong to.

worksheet to complete. Their task is to guess the product that belongs to company. They also have to classify what they think the economical sector is, that belongs to that company (eg. Primary, secondary or tertiary). Once completed the grid the students must answer the questions on the worksheet. If needed the students can quickly research the companies using the internet and the tablets. Once finished the groups read their answers to the class for correction.

L	S	<b>R</b>	W
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### Key vocabulary

Company, product, sector – Primary, secondary, tertiary, retail distribution, holding company,

### Communicative structures

Can you tell me the product that ..... company produces?  
The product that ..... produces is.... Can you tell me the number of employees that .... has?  
The number of employees that ..... has is..... What sector does ..... belong to?  
.....belongs to the ..... sector.

- Group work
- Pair work
- Individual work

Tablets with internet access.



3	15 min	<p>The students will represent on a map of the United States where the various companies operate. They will be able to distinguish the different sectors, using a colour. The students will know what the meaning of the Rust Belt is.</p>	<p>The teacher keeps the same groups as in the above activity. The students are now asked to allocate on a blank map where the companies are located. The teacher gives a brief description of what the Rust Belt is. If needed the students can use a political map of the United States to help them understand where certain states are located. See power point. Once allocated the teacher gets the groups to ask each other questions as to where the companies can be found. The students can also use cardinal points - indicating the exact location of the company.</p>	<p><b>Skills</b></p> <table border="1"> <tr> <td>L</td> <td><b>S</b></td> <td>R</td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b> Company, product, sector - Primary, secondary, tertiary, retail distribution, holding company,</p> <p><b>Communicative structures</b> Place the following companies on the blank map. Can you tell me in which state Target is? Target is in the state of ..... Can you tell me where AT&amp;T is? AT&amp;T is in the Texas, located in the South on the United States.</p>	L	<b>S</b>	R	W	<p><input type="checkbox"/> Whole class <input checked="" type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work</p>	<ul style="list-style-type: none"> <li>• U3_L1_ALL7.pptx</li> <li>• U3_L2_ALL3.docx</li> </ul> <p>Atlas with a Political Map of the United States.</p>	formative assessment
L	<b>S</b>	R	W								

4	20 min	<p>The students will be able to compare two maps - they will be able to confront the reasons to why certain companies are located in certain areas of the United States. A Simple sentence starter will be used in order to help the students express their opinion.</p>	<p>The students work in pairs. They are given images of two maps - the first map indicates the economic regions in the United States. The second map is a physical map. They have to answer the questions given and then compare and conclude as to why they think that the physical features affect the way different economies develop in the United States.</p>	<p><b>Skills</b></p> <table border="1" data-bbox="1014 165 1355 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b> Midwest, northeast, west, south, compare, industrial goods, livestock, high-tech, trade network, economic regions, concentrated, diary belt, corn belt, financial center, aerospace industry,</p> <p><b>Communicative structures</b> Can you tell me how many economic regions the USA is divided into? The USA is divided into....economic regions. Where are most of the industries concentrated? Most of the Industries are concentrated in.... Can you tell me which region is the financial center? The region that is the financial center is...</p>	L	S	R	W	<p><input type="checkbox"/> Whole class <input type="checkbox"/> Group work <input checked="" type="checkbox"/> Pair work <input type="checkbox"/> Individual work</p>	<ul style="list-style-type: none"> <li>• U3_L2_ALL4.docx</li> </ul>	<p>formative assessment</p>
L	S	R	W								

# CLIL Lesson Plan

<b>Unit number</b>	3	<b>Lesson number</b>	3	<b>Title</b>	The United States - Famous People in the United States
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	10 min	The students will know and recognize famous people and events linked to the history of the United States.	The teacher shows a quick power point with some famous American People and certain events that have changed the history of the United States during the last century. Sitting bull - Abraham Lincoln - Rosa Parks - Martin Luther King - the declaration of Independence are some of the people and events mentioned. The students must take notes down	<p><b>Skills</b></p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b> The American Revolutionary War, conflict, Thirteen Colonies, declare, resistance, tribes, Declaration of Independence, founding father, slavery, civil rights campaigner, civil rights movement,</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"> <li>• U3_L1_ALL7.pptx</li> </ul> exercise book	formative assessment
L	S	R	W								

		<p>take notes down on dates given. The teacher asks the students to read the power point slides out aloud. The teacher questions the students to see if they have understood.</p>	<p><b>Communicative structures</b></p> <p>Can you tell me in what year the American Revolutionary War was? The war was in.... Which colony was the first to be founded? The .....was the first to be founded. Who was..... He/she was..... Can you tell me another important event? Another important even was... What was the American Civil war? The American Civil was a .....</p>		
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2	20 min	<p>The students will be able to outline dates and events on a time line. The aim of this exercise is to reconstruct a path in American history</p>	<p>The teacher divides the class into 5 groups. Each group is given a blank mind map - timeline - with dates indicated. Each group will be given information about a person or event. They have to search for the rest of the</p>	<p><b>Skills</b></p> <p>L S R W</p> <p><b>Key vocabulary</b></p> <p>The American Revolutionary War, conflict, Thirteen Colonies, declare, resistance, tribes, Declaration of Independence, founding father, slavery, civil rights campaigner, civil rights movement,</p>	<p><input checked="" type="checkbox"/> Whole class</p> <p><input type="checkbox"/> Group work</p> <p><input type="checkbox"/> Pair work</p> <p><input type="checkbox"/> Individual work</p>	<ul style="list-style-type: none"> <li>• U3_L3_ALL1.docx</li> <li>• U3_L3_ALL2.docx</li> <li>• U3_L3_ALL3_Answers.docx</li> </ul>	<p>formative assessment</p>
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information in the other various groups and complete the timeline with the information found. They have to use the 5 W's when asking the groups information - when - what - why - who - how. The teacher roams the groups helping where needed. Once the task is completed the groups read out their answers for correction to the class

**Communicative structures**

When was the...? What was the...? Why did that happen?... Who was.....? How did .....?

3	20 min	<p>The students will carry out a task that will allow them to strengthen their knowledge about six famous people in America. They will be able to ask information about these famous people and categorise the information in a grid.</p>	<p>The teacher hands out a worksheet. The students have to roam the class asking each other for information about the famous people indicated on the worksheet. They can only ask one question to the same student. Then move on to the next student and so forth. The student being asked the question has to answer with a full and complete sentence. Once completed the students correct their answers with the rest of the class.</p>	<p><b>Skills</b></p> <table border="1" data-bbox="882 165 1223 210"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b> Event</p> <p><b>Communicative structures</b> Who was he/she? He/she was.... When did the event happen? The event happened.... Where did the event happen? The event happened... Why is he/she famous? He/she is famous because...</p>	L	S	R	W	<p><input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work</p>	<ul style="list-style-type: none"> <li>• U3_L3_ALL4.docx</li> </ul>	formative assessment
L	S	R	W								

4	10 min	The students will be able to confirm dates, events and people related to American History.	Guess who game: The teacher quickly divides the class into two groups. The teacher asks the students questions related to the information from the previous activities. The team that answers the questions correctly, win.	<p><b>Skills</b></p> <table border="1" data-bbox="882 165 1223 213"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b> The American Revolutionary War, conflict, Thirteen Colonies, declare, resistance, tribes, Declaration of Independence, founding father, slavery, civil rights campaigner, civil rights movement,</p> <p><b>Communicative structures</b> see worksheet</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"> <li>• U3_L3_ALL5.docx</li> </ul>	formative assessment
L	S	R	W								

# CLIL Lesson Plan

<b>Unit number</b>	3	<b>Lesson number</b>	4	<b>Title</b>	The United States - Natural Disasters in USA		
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<b>Activity</b>	<b>Timing</b>	<b>Learning Outcomes</b>	<b>Activity Procedure</b>	<b>Language</b>	<b>Interaction</b>	<b>Materials</b>	<b>Assessment</b>
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1	10 min	The students will be able to recall the names of Natural Disasters that happen in everyday life.	Tennis games with words. The teacher divides the class into two groups. The groups have to remember the names and words that are linked to natural disasters that happen on Earth. The students answer with a complete sentence - A word linked to a natural disaster is... The teacher lists the names on the blackboard - divided by the teams. The team with the most names win.	<p><b>Skills</b></p> <table border="1" data-bbox="974 167 1317 215"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b> Natural disasters, earthquakes, tsunamis, hurricanes, floods, tectonic plates, roads damaged, houses damaged, fires, destruction, deaths,</p> <p><b>Communicative structures</b> A word linked to natural disasters is... A natural disaster can be a .....</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	blackboard	formative assessment
L	S	R	W								

2	20 min	<p>The students will watch several videos on Natural Disasters in the USA. They will be able to express what they see and give an opinion on what impressed them the most about each disaster. They will use chunks of sentences and vocabulary which will help them write a short text and complete a worksheet.</p>	<p>The teacher hands out a worksheet. The students must fill in blanks using the chunks of sentences and vocabulary indicated in the box on the worksheet. This language focus will help them write a short text on the videos they see. If needed the teacher can re-project the video to the students.</p>	<p><b>Skills</b></p> <p>L S R W</p> <p><b>Key vocabulary</b> Tsunami, earthquake, hurricane, flood, collapsed buildings, collapsed bridges, damaged roads, flooded streets, roofs blown away, trees uprooted, windows shattered, cars destroyed, incredibly high waves, flooded farmlands.</p> <p><b>Communicative structures</b> The first videos shows.... In the video I saw.... What struck me was the... What impressed me the most was.... In my opinion.... I believe that.... I would suggest that .....the causes are mainly....</p>	<p><input type="checkbox"/> Whole class</p> <p><input type="checkbox"/> Group work</p> <p><input type="checkbox"/> Pair work</p> <p><input checked="" type="checkbox"/> Individual work</p>	<p>• U3_L4_ALL1.docx</p> <p><a href="#">link</a> <a href="#">link</a> <a href="#">link</a> <a href="#">link</a></p>	<p>formative assessment</p>
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3	10 min	<p>The students will analyse and create an assumption as to why there are natural disasters in the United States. They will be able to complete a mind map and answer two simple questions as to why natural disaster occur. The following activity is part of a cross-curricular topic (Earthquakes and Volcanic Eruptions) that has been done in science, therefore the students understand terms used in previous lessons.</p>	<p>The students are given a mind map to complete. They work in pairs to complete the map and then answer two questions. Once completed the students correct the worksheet with rest of the class.</p>	<p><b>Skills</b></p> <table border="1" data-bbox="972 165 1317 213"> <tr> <td>L</td> <td>S</td> <td><b>R</b></td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b> Natural disasters, causes – natural or human, earthquakes, tsunamis, volcanic eruptions, hurricanes, floods, to take place, To happen, to occur</p> <p><b>Communicative structures</b> What are the natural disasters you know? The natural disasters I know are... Why do they happen? They happen because... Where do they often happen? They often happen... When to they take place? They take place... When do they happen? They happen....</p>	L	S	<b>R</b>	W	<p><input type="checkbox"/> Whole class</p> <p><input type="checkbox"/> Group work</p> <p><input type="checkbox"/> Pair work</p> <p><input checked="" type="checkbox"/> Individual work</p>	<ul style="list-style-type: none"> <li>• U3_L4_ALL2.docx</li> </ul>	<p>formative assessment</p>
L	S	<b>R</b>	W								

4	20 min	<p>The students will be able to allocate the different places and areas where natural disasters have taken place in the United States. They will be able to compare and give reasons as to why they have repeatedly have happened.</p>	<p>The teacher hands out two worksheets. The first worksheet is blank political map and the second worksheet is a facts and figures table with notable data of natural disasters that have happened from 1970 to 2017. The students must read the chart and place the data on the blank map. Give a colour to each disaster so it makes it easier for the students to identify the disaster. Once finished the students compare their map with the rest of the class.</p>	<p><b>Skills</b></p> <table border="1" data-bbox="974 164 1317 212"> <tr> <td>L</td> <td>S</td> <td><b>R</b></td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b> Natural disasters, causes – natural or human, earthquakes, tsunamis, volcanic eruptions, hurricanes, floods, to take place, To happen, to occur</p> <p><b>Communicative structures</b> What are the natural disasters you know? The natural disasters I know are... Why do they happen? They happen because... Where do they often happen? They often happen... When to they take place? They take place... When do they happen? They happen....</p>	L	S	<b>R</b>	W	<p><input type="checkbox"/> Whole class</p> <p><input type="checkbox"/> Group work</p> <p><input checked="" type="checkbox"/> Pair work</p> <p><input type="checkbox"/> Individual work</p>	<ul style="list-style-type: none"> <li>• U3_L4_ALL4.docx</li> <li>• U3_L4_ALL5_Review for test.docx</li> <li>• U3_L4_ALL3.docx</li> </ul> <p>HOMEWORK – THE TEACHER HANDS OUT A REVIEW WORKSHEET TO HELP THE STUDENTS STUDY FOR A TEST - U3_L4_ALL5_Review for test</p>	formative assessment
L	S	<b>R</b>	W								

# CLIL Lesson Plan

<b>Unit number</b>	3	<b>Lesson number</b>	5	<b>Title</b>	The United States of America - Summative Test
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	60 min	The students will be able to complete a fill in gaps exercise on the Physical features of the United States. They will be able to give and name to the regions that are linked to certain economies. The students will be able to answer open questions about famous people and events that happened in the United States. They will be able to indicate on a map where certain natural disasters occur and why.	The teacher hands out the test to the students.	<p><b>Skills</b></p> <table border="1"> <tr> <td>L</td> <td>S</td> <td><b>R</b></td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b> see lessons 1 - 4</p> <p><b>Communicative structures</b> see lesson 1 - 4</p>	L	S	<b>R</b>	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"> <li>• U3_L5_ALL1_TEST.docx</li> <li>• U3_L5_ALL2_TEST BES.docx</li> </ul>	summative assessment
L	S	<b>R</b>	W								

# CLIL Lesson Plan

<b>Unit number</b>	4	<b>Lesson number</b>	1	<b>Title</b>	Oceania - Where is Oceania Located?
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<b>Activity</b>	<b>Timing</b>	<b>Learning Outcomes</b>	<b>Activity Procedure</b>	<b>Language</b>	<b>Interaction</b>	<b>Materials</b>	<b>Assessment</b>
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1	10 min	The students will recognize words that are linked to the next topic. They will be able to read and create a sentence to name the topic that will be discussed in this Unit.	The teacher shows a power point presentation using slide 1 that states words that will be linked to the new topic. The words will be able to help the students create a sentence and guess what the next topic will be about.	<p><b>Skills</b></p> <table border="1" data-bbox="1014 164 1352 212"> <tr> <td>L</td> <td><b>S</b></td> <td><b>R</b></td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b> Micronesia, coral reefs, tropical islands, Pacific Ocean, Melanesia, Volcanic Islands, Polynesia, Vanuatu, Hawaii, Ring of Fire, tectonic plates, atolls, Colonial Times, Military Power, Nuclear Testing, Economy, Immigration</p> <p><b>Communicative structures</b> What will the next topic be about? The next topic will be about.... Which words made you think about that topic? The words that linked me to that topic were....</p>	L	<b>S</b>	<b>R</b>	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"> <li>• U4_L1_ALL1.pptx</li> </ul>	formative assessment
L	<b>S</b>	<b>R</b>	W								

2	15 min	The students will	The teacher shows				Formative
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know the Physical features of Oceania. The students will be able to distinguish the three main regions that can be found. They will know that most of the islands that are found in Oceania are of Volcanic origin. The students will be repeat words and they will be helped with pronunciation.

the students a power point presentation on Oceania - illustrating, facts and figures that belong to it. The students take it in turns in reading the power point. The teacher checks on pronunciation. The teacher invites the students, in asking questions about what they have read in the powerpoint

## Skills

L S R W

### Key vocabulary

Micronesia, coral reefs, tropical islands, Pacific Ocean, Melanesia, Volcanic Islands, Polynesia, Ring of Fire, tectonic plates, atolls,

### Communicative structures

Can you tell me in how many regions Oceania can be divided into? Oceania can be divided into.....? Can you tell me the names of the regions? The names of the regions are.... Can you remember in what Ocean Oceania is found? Oceania is in the ..... Can you remember how many islands there are in Oceania? There are.... Are the islands in Oceania mostly of volcanic origin? Yes, they are..... Are some of the islands continental? Yes, they are because...

- Whole class
- Group work
- Pair work
- Individual work

- U4\_L1\_ALL1.pptx

assessment  
The teacher takes notes on reading abilities.





3	25 min	<p>The students will be able to answer simple questions by reading short texts. The students will read general information about Oceania - and be able to complete a fill in the gaps exercise. The content in Unit 4 is cross curricular lesson with Science. The students already know certain terminology and vocabulary used in previous lessons about volcanoes and earthquakes.</p>	<p>The teacher hands out a worksheet. The first activity asks the students to complete a fill in the gap exercise. The second activity asks the students to answer simple questions. Once completed the students correct the worksheets together with the rest of the class.</p>	<p><b>Skills</b></p> <table border="1" data-bbox="1014 165 1352 212"> <tr> <td>L</td> <td><b>S</b></td> <td>R</td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b>  Micronesia, coral reefs, tropical islands, Pacific Ocean, Melanesia, Volcanic Islands, Polynesia, Ring of Fire, tectonic plates, atolls,</p> <p><b>Communicative structures</b>  What is Oceania made up of? Oceania is made up of.. How many active volcanoes are there in the Pacific Region? There are..... What processes formed continental islands? The processes that formed continental islands are.... What is threatening coral islands? .....is threatening coral islands.</p>	L	<b>S</b>	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"> <li>• U4_L1_ALL2.docx</li> </ul>	<p>formative assessment</p>
L	<b>S</b>	R	W								

4	10 min	The students will be able to assess certain questions if they are true or false about Oceania and its Physical Features.	The teacher invites the students to play a true or false guessing game. The teacher divides the class into two groups. Each group must answer the true or false questions. The false answers must be answered correctly when given the answer.	<p><b>Skills</b></p> <table border="1" data-bbox="1014 165 1355 212"> <tr> <td>L</td> <td><b>S</b></td> <td>R</td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b> See worksheet</p> <p><b>Communicative structures</b> See worksheet</p>	L	<b>S</b>	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"> <li>• U4_L1_ALL3.docx</li> </ul>	formative assessment
L	<b>S</b>	R	W								

# CLIL Lesson Plan

<b>Unit number</b>	4	<b>Lesson number</b>	2	<b>Title</b>	Oceania - The Ring of Fire
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	10 min	The students will understand the meaning of the words “The Ring of Fire”.	The teacher quickly asks the students what they think “The Ring of Fire” significates. She shows them a map from the power point presentation (slide 12) and asks them to describe what they see.	<p><b>Skills</b></p> <table border="1"> <tr> <td>L</td> <td><b>S</b></td> <td><b>R</b></td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b> The Ring of Fire, zone, frequent earthquakes, volcanic eruptions, Pacific Ocean, ocean trenches, volcanic mountain ranges, tectonic plates,</p> <p><b>Communicative structures</b> What can you see in the picture? I can see.... Can you describe what you see? I can see.... Why do you think that happened? It happened because...</p>	L	<b>S</b>	<b>R</b>	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"> <li>• U4_L1_ALL1.pptx</li> </ul>	formative assessment
L	<b>S</b>	<b>R</b>	W								

2

20 min

The students will map out the Ring of Fire. Students identify continents, bodies of water, countries and plate boundaries to become familiar with the Pacific Rim/Ring of Fire geography.

The teacher hands out a worksheet. The students complete the tasks given. They can work in pairs. Once finished the students compare their answers with the rest of the class

### Skills

L	S	R	W
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### Key vocabulary

The Ring of Fire, zone, frequent earthquakes, volcanic eruptions, Pacific Ocean, ocean trenches, volcanic mountain ranges, tectonic plates, prediction, shade, outline

- Whole class
- Group work
- Pair work
- Individual work

• U4\_L2\_ALL1.docx  
coloured pencils

formative assessment

				<p><b>Communicative structures</b></p> <p>Where do you think most earthquakes occurred? Most earthquakes occurred around.... Where do you think the most volcanoes occur? Most volcanoes occur around..... Why do you think that there are earthquakes in that area? I think that there are earthquakes in that area because... Why do you think that there are volcanoes in that area?</p> <p><b>Skills</b></p> <p>L S R W</p> <p><b>Key vocabulary</b></p> <p>as activity 2</p> <p><b>Communicative structures</b></p> <p>as activity 2</p>			
3	20 min	<p>Ring of Fire - Part 2</p> <p>The students will be able to indicate co-ordinates on a map that will show where earthquakes have occurred and also where volcanoes are indicated. The students will be able to use resources to locate geographical information on a map.</p>	<p>The teacher hands out a worksheet. This activity gets the students to use co-ordinates, to find and locate on a map, where earthquakes and volcanoes are in the Pacific Rim.</p>	<p><b>Skills</b></p> <p>L S R W</p> <p><b>Key vocabulary</b></p> <p>as activity 2</p> <p><b>Communicative structures</b></p> <p>as activity 2</p>	<p><input type="checkbox"/> Whole class</p> <p><input type="checkbox"/> Group work</p> <p><input checked="" type="checkbox"/> Pair work</p> <p><input type="checkbox"/> Individual work</p>	<ul style="list-style-type: none"> <li>• U4_L2_ALL2.docx</li> </ul>	formative assessment
4	10 min	<p>The students will be able to give reasons as to why certain areas of the pacific rim are prone to</p>	<p>The teacher asks the students to compare their worksheet from activity 2, 3 to the</p>	<p><b>Skills</b></p> <p>L S R W</p>	<p><input checked="" type="checkbox"/> Whole class</p> <p><input type="checkbox"/> Group work</p>	<ul style="list-style-type: none"> <li>• U4_L1_ALL1.pptx</li> </ul>	formative assessment

earthquakes and volcanic eruptions.

rest of the class. The teacher shows the students a slide from the power point that indicates the Ring of Fire.

### **Key vocabulary**

The Ring of Fire, zone, frequent earthquakes, volcanic eruptions, Pacific Ocean, ocean trenches, volcanic mountain ranges, tectonic plates, prediction, shade, outline

### **Communicative structures**

Where do you think most earthquakes occurred? Most earthquakes occurred around.... Where do you think the most volcanoes occur? Most volcanoes occur around..... Why do you think that there are earthquakes in that area? I think that there are earthquakes in that area because... Why do you think that there are volcanoes in that area? I think that there are volcanoes in that area because...

- Pair work
- Individual work





# CLIL Lesson Plan

<b>Unit number</b>	4	<b>Lesson number</b>	3	<b>Title</b>	Oceania - How atolls are formed
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
1	10 min	The students will be able to recognize words from a video. They will complete a text filling in the gaps. They will understand how an atoll is formed.	The teacher shows a video on the “Birth of an Atoll”. The students complete a fill in the gaps exercise. If needed, the video can be shown twice, or if the teacher prefers, they can re-read the text to the students.	<p><b>Skills</b></p> <p><b>L</b> <b>S</b> <b>R</b> <b>W</b></p> <p><b>Key vocabulary</b> Atolls, evolution, seamount, dormant, corals, fringing reef, lagoon, barrier reef, rubble, algae, patch reefs</p> <p><b>Communicative structures</b> listen to the video and fill in the gaps. Did you find all the words? No, I didn't. Yes, I did. Would you like me to re-show you the video? Would you like me to read the text?</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"> <li>• U4_L3_ALL1.docx</li> </ul> <a href="#">link</a>	formative assessment

2	10 min	The students will be able to re-construct the procedure involved with the formation of an atoll.	The teacher hands out a worksheet. The students are asked to read the text and answer the questions with full sentences. Once finished the students compare their answers with the rest of the class	<p><b>Skills</b></p> <table border="1" data-bbox="1014 167 1352 212"> <tr> <td>L</td> <td>S</td> <td><b>R</b></td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b> Coral atolls, extinct, subsides, flanks, traps, waves,</p> <p><b>Communicative structures</b> What do coral atolls begin life as? Coral atolls begin life as.... What grows on the flanks of a volcano? .....grows on the flanks of a volcano. What remains on the surface as the volcano subsides? ..... remain on the surface as the volcano subsides. Does a coral island continue to grow? Yes, a coral island continues to grow.</p>	L	S	<b>R</b>	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"> <li>• U4_L3_ALL2.docx</li> </ul>	Formative assessment
L	S	<b>R</b>	W								

3	20 min	The students are able to find information and illustrate facts and figures about an island in Oceania. The students will produce a poster with all necessary information to present to the class.	The teacher divides the class into 6 groups. Each group must choose an island located in Oceania. The students create a mini portfolio for the island. The teacher uses tablets and an internet connection in order to help the groups search for information. Once all the information is found, the students create a poster to present to the class.	<p><b>Skills</b></p> <table border="1" data-bbox="1014 165 1355 212"> <tr> <td>L</td> <td>S</td> <td><b>R</b></td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b> Country, location, physical features, population, main languages, culture</p> <p><b>Communicative structures</b> In your project you must include... Don't forget to describe... Have you found what the main language spoken is? Does your country have any particular features? Does your country have anything particular about its culture?</p>	L	S	<b>R</b>	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"> <li>• U4_L3_ALL3.docx</li> <li>• U4_L3_ALL2.docx</li> </ul> <p>Tablets and internet connection Cardboard for poster work Felt-tip pens</p>	formative assessment
L	S	<b>R</b>	W								

4	20 min	The students explain and present the country they have chosen to the class.	The teacher asks the students to present their project to the class. She invites the students listening, to ask questions about the country being presented.	<p><b>Skills</b></p> <table border="1" data-bbox="1014 165 1355 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b> Country, location, physical features, population, main languages, culture</p> <p><b>Communicative structures</b> In your project you must include... Don't forget to describe... Have you found what the main language spoken is? Does your country have any particular features? Does your country have anything particular about its culture? What are the physical features of your country? Is your country / island a volcanic island?</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"> <li>• U1_ALL1_rubric for teachers.docx</li> </ul>	<p>Formative assessment</p> <p>The teacher evaluates the students using the rubrics for teachers</p>
L	S	R	W								

# CLIL Lesson Plan

<b>Unit number</b>	4	<b>Lesson number</b>	4	<b>Title</b>	Oceania - Culture
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	10 min	The students decide whether statements about this lesson are true or false. The students will remember, evaluate and reason on the statements given. Present and past tenses will be used as language focus.	The teacher hands out a worksheet with true or false questions. The students quickly complete the worksheet and then put it aside for correction at the end of the lesson.	<p><b>Skills</b></p> <table border="1"> <tr> <td>L</td> <td>S</td> <td><b>R</b></td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b> Colonial times, Plantations, missionaries, convert, disease and bloodshed, colonization, western powers, military bases, nuclear weapons, inhabited,</p> <p><b>Communicative structures</b> Answer the true or false questions. Put your worksheet aside for corrections towards the end of the lesson</p>	L	S	<b>R</b>	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"> <li>• U4_L4_ALL1.docx</li> </ul>	Formative assessment
L	S	<b>R</b>	W								

2	15 min	The students	The teacher shows a			<ul style="list-style-type: none"> <li>• U4_L1_ALL1.pptx</li> </ul>	Formative
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will slowly understand and be able to distinguish if statements from the above activity, about Colonial Times, Immigration, Military Powers and climate were true or false.

power point presentation about Oceania - specifically on Colonial Times, Military Powers, Immigration and Climate (slide 20, 21, 22, 23, 24, 25, 26). The students take in turns in reading. They are invited to ask questions about the topics mentioned.

### Skills

L	S	R	W
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### Key vocabulary

Colonial times, Plantations, missionaries, convert, disease and bloodshed, colonization, western powers, military bases, nuclear weapons, inhabited,

### Communicative structures

What are the temperatures like in Oceania? The temperatures are... Do the areas that are close to the equator have much more rainfall than others? The areas close to the equator have.... Who discovered the islands? The islands were discovered by... Were plantations established? Yes, they were. Who came to the islands to convert the islanders to Christianity? The.....came to the islands to convert the

- Whole class
- Group work
- Pair work
- Individual work

assessment

				<p>islanders to Christianity. What happened to the islanders when they came in contact with the Europeans? What happened in the early 1960's? In the early 1960's... Do today's western powers still have power influence in Oceania? Today's western powers.... Are the islands still used as Military bases? The islands are still used</p>		
--	--	--	--	---	--	--

as...

3	15 min	The students will recall information read. They will be able to complete and propose correct words linked to Colonial Times, climate, Military Powers and Immigration.	The students work in pairs. The teacher hands out a worksheet. The students must choose the correct word that goes in the blank space. The pairs take it in turns in reading the text and asking each other questions. The teacher roams the class listening to pronunciation and helping the students form questions.	<p><b>Skills</b></p> <table border="1"> <tr> <td>L</td> <td><b>S</b></td> <td><b>R</b></td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b> Colonial times, Plantations, missionaries, convert, disease and bloodshed, colonization, western powers, military bases, nuclear weapons, inhabited,</p> <p><b>Communicative structures</b> What are the temperatures like in Oceania? The temperatures are... Do</p>	L	<b>S</b>	<b>R</b>	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"> <li>• U4_L4_ALL2.docx</li> </ul>	formative assessment
L	<b>S</b>	<b>R</b>	W								

the areas that are close to the equator have much more rainfall than others? The areas close to the equator have.... Who discovered the islands? The islands were discovered by... Were plantations established? Yes, they were. Who came to the islands to convert the islanders to Christianity? The.....came to the islands to convert the islanders to Christianity. What happened to the islanders when they came in contact with the Europeans? What happened in the early 1960's? In the early 1960's... Do todays western powers still have power influence in Oceania? Todays western powers.... Are the islands still used as Military bases? The islands are still used as... Does France still have a nuclear weapons testing facility in Oceania?



4	20 min	<p>The students will confirm general knowledge about Colonial Times, Climate, Military Powers and Immigration. The students will be able to determine which answers they knew and which answers they didn't know.</p>	<p>The teacher asks the students to get out the worksheet from the 1st activity done in this lesson. The teachers asks the students to re-do the true or false worksheet - using a different coloured pen. The teacher asks the students to tally the first lot of answers and compare them to the second lot of answers - that way they have an idea as to what they knew and what they now know. The teacher gives a brief description of what the students will have to study for a summative test the following lesson.</p>	<p><b>Skills</b></p> <table border="1" data-bbox="1014 165 1352 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b> Colonial times, Plantations, missionaries, convert, disease and bloodshed, colonization, western powers, military bases, nuclear weapons, inhabited,</p> <p><b>Communicative structures</b> How many answers did you get right in the first task? I got.... How many answers did you get in the second task? I got.. Did you get more answers correct in the first or second task? I got more.....</p>	L	S	R	W	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Whole class</li> <li><input type="checkbox"/> Group work</li> <li><input type="checkbox"/> Pair work</li> <li><input type="checkbox"/> Individual work</li> </ul>	<ul style="list-style-type: none"> <li>• U4_L4_ALL1.docx</li> </ul>	Formative assessment
L	S	R	W								



# CLIL Lesson Plan

<b>Unit number</b>	4	<b>Lesson number</b>	5	<b>Title</b>	Oceania - Summative Test
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	60 min	The students will know the geographical position and climate of Oceania. They will be able to match information connected to colonial times. The students will match information that is related to economy and Military Powers in Oceania. The students will know how to complete a text choosing the correct word with immigration. The students will be able to answer an open question as to what an atoll is.	The teacher hands out the test to the students. The students have an hour to complete it.	<p><b>Skills</b></p> <table border="1"> <tr> <td>L</td> <td>S</td> <td><b>R</b></td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b> see lessons 1 - 4</p> <p><b>Communicative structures</b> see lessons 1 - 4</p>	L	S	<b>R</b>	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"> <li>• U4_L5_test bes.docx</li> <li>• U4_L5_test.docx</li> </ul>	summative assessment
L	S	<b>R</b>	W								