CLIL Module Plan

Author(s)	Marina Daniela Falcone			
School	Liceo Bertrand Russell – Cles			
School Grade	○ Primary	○ Middle		◉ High
School Year	○ 1	◉ 2	○ 3	○ 4	○ 5
Subject	Geografia	**Topic**	Food and agriculture	
CLIL Language	◉ English		○ Deutsch	

Personal and social-cultural preconditions of all people involved	Students attend the second year of language school and are a rather heterogeneous group of people as regards both personal background and learning levels. The class has a total of 21 students: 20 girls and 1 boy. There are no students with special needs. Classroom behaviour is suitable for people aged 15-16 and level of participation in activities is high. The CEFR level of the class is also very heterogeneous as some students can be placed in a B2 level while others are closer to an A2. Students all have prior experience in CLIL since they started approaching it at middle school and have been learning history, geography and science in English since the first year of high school. Three students are not Italian mother tongue (they are originally from Kosovo and Romania) and another has parents who are not Italian mother tongue (they are originally from Morocco). The teacher is a native English speaker who teaches both history and geography to the class.

Students' prior knowledge, skills, competencies	Subject	Language
	Students are familiar with the skills and competencies required to develop the lessons since they have been learning geography with CLIL methodology since the first year.	Students have prior experience of the language knowledge required since many activities are also used during English classes which gives them a lot of practice, also as regards necessary vocabulary and grammar structures.

Timetable fit	◉ Module	Length Module length 10 lessons for a total of 10 hours

Description of teaching and learning strategies	• Methodological approaches: task-based learning, cooperative learning, debating • Choices and strategies to promote interaction and communication during the lesson always consider the students' inclinations to play, speak and work on peer cooperation. Importance is given also to the possibility of activating more critical thinking in students; • Students will work in different pairs or groups time after time and levels of group members will be different. Roles will be assigned to involve all students. • Videos taken from YouTube will be used along with material produced by teacher; • Timing of single activities is managed using "Online stopwatch" since it gives students a deadline forcing them to concentrate more on their work; • Marks are given not only through the final test but considering students' participation in all the activities assigned throughout the whole module. Teacher considers level of participation, support offered to class mates, engagement.

Overall Module Plan

Unit: 1 Food and agriculture **Unit length:** 10 h	**Lesson 1** Types of agriculture
	Lesson 2 Farming systems (part 1)
	Lesson 3 Farming systems (part 2)
	Lesson 4 Food insecurity and shortage
	Lesson 5 The effects of food shortages on people
	Lesson 6 Food for thought. What if the world went vegetarian?
	Lesson 7 Preparing for a debate
	Lesson 8 A debate: "Will vegetarianism save the planet?"
	Lesson 9 Pre-test revision
	Lesson 10 Final test

CLIL Lesson Plan

Unit number	1	Lesson number	1	Title	Types of agriculture

Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
1	15 mins	• Define the word "agriculture" • Analyze a text to cross-check a definition • Identify parts of the main topic.	• Students try to define the word "agriculture" autonomously and write it on their notebook; • Students then read a text containing the definition with the aim to analyze it and cross-check their own idea. • Students then identify more specifically the various parts of what the text defines as agriculture. • Feedback	**Skills** L · S · **R** · **W** **Key vocabulary** Key vocabulary Agriculture Process Pastoral Dairy Arable Mixed Plantation **Communicative structures** Could you tell me… ? Can you identify the different types of… ? Look at the text….	☐ Whole class ☐ Group work ☑ Pair work ☐ Individual work	See Lesson 1, Activity 1	Ongoing and peer assessment

| 2 | 5 mins | Identify farming types by observing pictures | • Students identify farming types from previous activity by observing pictures; • Students label farming types using words learned in previous activity; • Feedback | **Skills** L **S** R **W** **Key vocabulary** Key vocabulary Pastoral Arable Mixed Dairy **Communicative structures** Look at the pictures... In my opinion..... I agree, I don't agree.... | ☐ Whole class ☐ Group work ▣ Pair work ☐ Individual work | See lesson 1, Activity 2 | Ongoing and peer assessment |

| 3 | 15 mins | • To associate words to context | • Students read a text and fill in the blanks using the words given by the teacher; • Students then identify four characteristics of a farm; • Feedback | **Skills**

| L | S | R | W |

Key vocabulary
Key vocabulary
Intensive Subsistence
Extensive Commercial

Communicative structures
Read the text…. Fill in the blanks Identify four characteristics I think the correct word is…. I agree, I disagree | ☐ Whole class
☐ Group work
▣ Pair work
☐ Individual work | See lesson 1, Activity 3 | Ongoing and peer assessment |

| 4 | 15 mins | • To relate words and definitions • To revise all the information of the lesson | • Students revise the key words and concepts of the lesson by completing a crossword; • Feedback. | **Skills**

| L | S | R | **W** |

Key vocabulary
All of the previous activity

Communicative structures
• Complete the crossword.... • Across... • Down..... | ☐ Whole class
☐ Group work
▣ Pair work
☐ Individual work | See lesson 1, Activity 4 | Ongoing and peer assessment |

CLIL Lesson Plan

Unit number	1	Lesson number	2	Title	Farming systems (part 1)

Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
1	15 mins	• Order a sentence to make sense of it • Analyze a text to search for information.	• Students order a sentence to try and find a definition; • Students then read a text in search of further specific information regarding the definition; • Feedback	**Skills** L S **R** **W** **Key vocabulary** System Inputs Outputs Processes Stores **Communicative structures** Can you unjumble......? Can you rewrite... ? Underline....	☐ Whole class ☐ Group work ▣ Pair work ☐ Individual work	See Lesson 2, Activity 1	Ongoing and peer assessment

| 2 | 10 mins | • Classify/group words in categories to understand them better | • Students classify the words from the previous text; • Students refer to the previous text and its key vocabulary in order to group words into categories; • Feedback | **Skills**

 L · **S** · R · **W**

 Key vocabulary
 Key vocabulary Inputs Stores Processes Outputs sunshine barn feeding wool rainwater shed grass sheepdog mowing fertilising meat fields labour farmhouse quad bike profit money herding machinery washing shearing

 Communicative structures
 Can you classify.....? In my opinion..... I agree, I don't agree.... | ☐ Whole class
 ☐ Group work
 ▣ Pair work
 ☐ Individual work | See lesson 2, Activity 2 | Ongoing and peer assessment |

3	5 mins	• To distinguish between a false and an true statement; • To correct a false statement.	• Students refer to the previous information and decide if statements are true or false; • Students then correct the false statements. • Feedback	**Skills** L | S | **R** | **W** **Key vocabulary** Arable Subsistence Sedentary Output Process **Communicative structures** Can you distinguish a false sentence from a true one? Correct the false statements….. I would write the correct sentence like this…..	☐ Whole class ☐ Group work ☑ Pair work ☐ Individual work	See lesson 1, Activity 3	Ongoing and peer assessment
4	20 mins	• To write a short text about the topic	• Students revise the information of this lesson by writing a small 10-line text about a sheep farming system. They use the key words of the lesson. • Feedback	**Skills** L | S | R | **W** **Key vocabulary** All of the previous activities **Communicative structures** • Write a text about	☐ Whole class ☐ Group work ☐ Pair work ☑ Individual work	See lesson 2, Activity 4	Teacher correction of texts.

CLIL Lesson Plan

Unit number	1	Lesson number	3	Title	Farming systems (part 2)

Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
1	10 mins	• Roleplay	• Students are divided into groups of 4-5 and must organize the content of their envelope; • Information has been cut up so students must match things to discover what type of farm they own. • Teacher monitors to check the students are working correctly.	**Skills** L **S** **R** W **Key vocabulary** • Profile • Farm • Output • Purpose • Labour input • Machinery input • Farm processes • Problem **Communicative structures** Can you match the information....? I think this goes here..... I agree, I disagree....	☐ Whole class ◼ Group work ☐ Pair work ☐ Individual work	See Lesson 3, Activity 1	Ongoing and peer assessment

2	40 mins	• Categorize farm features	• Students now describe their farming system to the class using the information they have just sorted; • The rest of the class listens and completes the chart with the information about each group's farming system. • Feedback	**Skills** L S R **W** **Key vocabulary** Farm location Commercial/subsistence Extensive/Intensive Pastoral/arable/mixed/plantation **Communicative structures** Our farm is characterized by…… In my opinion the correct category is….. I agree, I don't agree….	☐ Whole class ☑ Group work ☐ Pair work ☐ Individual work	See lesson 3, Activity 2	Ongoing and peer assessment

CLIL Lesson Plan

Unit number	1	Lesson number	4	Title	Food insecurity and shortage

Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
1	10 mins	• Define "Food insecurity and shortage" by watching a video.	• Students try to define the "food insecurity and shortage" by getting information from a short video. • They watch the video for gist, so not for detailed information but just to be able to answer the question given. • Feedback	**Skills** [L] S R [W] **Key vocabulary** Food insecurity Food shortage Lack of…. **Communicative structures** Watch the video and define…….	☐ Whole class ☐ Group work ☑ Pair work ☑ Individual work	See Lesson 4, Activity 1	Ongoing and peer assessment

| 2 | 5 mins | • List natural and human causes of food shortage to apply the information from the video to a practical activity. | • After watching the video, students try to think of some natural and human causes of food shortages and write them in the chart they are handed by the teacher. • Feedback | **Skills**

 L **S** R **W**

 Key vocabulary
 Natural Causes Human Causes

 Communicative structures
 Can you think of any natural/human causes of food shortage.....? In my opinion..... I agree, I don't agree.... | ☐ Whole class
 ☐ Group work
 ▣ Pair work
 ☐ Individual work | See lesson 4, Activity 2 | Ongoing and peer assessment |

3	15 mins	• To read a text and identify any more examples of human and natural causes of food shortage.	• Students read a text handed out by the teacher and underline further examples of food shortage, continuing to distinguish between natural and human.	**Skills** L | S | **R** | **W** **Key vocabulary** Flooding Droughts Pests Diseases Soil exhaustion Wars Capital investment **Communicative structures** Read the text…. Can you identify more causes of……	☐ Whole class ☐ Group work ☑ Pair work ☐ Individual work	See lesson 4, Activity 3	Ongoing and peer assessment
4	20 mins	• To infer information using previous given information	• Students must now analyse the effects of the many causes previously analysed by completing a cause-effect activity handed out by the teacher. • Feedback	**Skills** L | S | **R** | **W** **Key vocabulary** All from the previous activities **Communicative structures** • Infer……. • I think a possible effect could be…… • I agree, I disagree with you……..	☐ Whole class ☐ Group work ☑ Pair work ☐ Individual work	See lesson 4, Activity 4	Ongoing and peer assessment

CLIL Lesson Plan

Unit number	1	Lesson number		5	Title	The effects of food shortages on people

Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
1	25 mins	• Define the words given by reading a text;	• Students try to define the words given by the teacher regarding food shortage by analyzing a text. • Students must rewrite the definitions in their own words. • Feedback	**Skills** L S **R** **W** **Key vocabulary** Malnutrition Starvation Famine **Communicative structures** Rewrite the definitions using your own words… A synonym could be…..	☐ Whole class ☐ Group work ☑ Pair work ☐ Individual work	See Lesson 5, Activity 1	Ongoing and peer assessment

2	25 mins	• Complete the blanks by applying words from the text. • Students can then revise content of a rather long text by simply reading the sentences once completed.	• Students read a text handed to them by the teacher then proceed to fill in the gaps of the sentences given in activity 2. • Feedback	**Skills** L S **R** **W** **Key vocabulary** Hunger Starvation Distribution Obesity **Communicative structures** Can you complete the gaps... ? In my opinion..... I agree, I don't agree....	☐ Whole class ☐ Group work ☑ Pair work ☐ Individual work	See lesson 5, Activity 2	Ongoing and peer assessment

CLIL Lesson Plan

Unit number	1	Lesson number	6	Title	Food for thought. What if the world went vegetarian?

Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
1	5 mins	• To deduce information.	• Students are put into small groups of 4-5 people and must try to deduce the answer to the question given by the teacher in Activity 1 by reading a statement they randomly received.	**Skills** L **S R** W **Key vocabulary** Climate change Vegetarianism Health Planet **Communicative structures** What do you think is the answer…? Read your statement…..	☐ Whole class ☒ Group work ☐ Pair work ☐ Individual work	See Lesson 6, Activity 1	Ongoing and peer assessment

2	15 mins	• To list information, distinguishing between advantages and disadvantages	• Students watch a short video about the advantages and disadvantages of the world going vegetarian; • They list as many advantages and disadvantages as possible in the chart handed out by the teacher then share with their group.	**Skills** | L	**S**	R	**W** | **Key vocabulary** Same as previous activity **Communicative structures** I think an advantage/disadvantage mentioned in the video is.....	☐ Whole class ◉ Group work ☐ Pair work ☐ Individual work	See lesson 6, Activity 2	Ongoing and peer assessment
3	20 mins	• To discuss ideas and information	• Students now discuss the information given in the video and also add some personal ideas. • Students can follow the ice-breaker questions given by the teacher or speak freely.	**Skills** | **L**	**S**	R	W | **Key vocabulary** All of the key vocabulary of the lesson **Communicative structures** In my opinion.... I see your point..... I see what you mean, but.....	☐ Whole class ◉ Group work ☐ Pair work ☐ Individual work	See lesson 6, Activity 3	Ongoing and peer assessment

4	10 mins	• To match words to sentences	• Students now focus on some English idioms that use fruit and vegetables. • Students must fill in the gaps with a suitable word from the ones give; • Students use the online urban dictionary where needed.	**Skills**	☐ Whole class	See lesson 6, Activity 4	Ongoing and peer assessment
					☑ Group work		
					☐ Pair work		
					☐ Individual work		

Skills

L	S	R	W

Key vocabulary
• Peanuts • Banana • Potatoe • Cucumber • Lemon • Onions • Beetroot • Plum • Nuts

Communicative structures
In my opinion..... I think the correct word is....
Look up the dictionary..

CLIL Lesson Plan

Unit number	1	Lesson number	7	Title	Preparing for a debate

Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
1	15 mins	• To learn how a debate takes place and various roles involved.	• Students learn what a debate is and how it takes place; • The teacher explains the rules to the class and the various roles involved; • The teacher describes the rubric used to assess the debate. • Class is divided in two groups (in favour and against the claim, assigned, by flipping a coin); • Roles are assigned by fishing them randomly from a hat.	**Skills** L S R W **Key vocabulary** Speaker Informer Judge Argumentation Counter argumentation **Communicative structures** The rules of the debate are…. It is divided into various moments…. You must take turns…..	☐ Whole class ☑ Group work ☐ Pair work ☐ Individual work	See Lesson 7, Activity 1	Ongoing and peer assessment with final feedback from teacher

| 2 | 35 mins | • To learn and use specific debate terminology | • Teacher hands out a rubric containing specific debate terminology; • Students look at it to see if there are any familiar structures; • Teacher then runs through the rubric with the class, explaining that students must try to use as many structures as possible. | **Skills**

L S R W

Key vocabulary
Open the debate Motion Rebut Summarize

Communicative structures
See handout from Activity 2 | ☐ Whole class
☑ Group work
☐ Pair work
☐ Individual work | See lesson 7, Activity 2 | Ongoing and peer assessment |

CLIL Lesson Plan

Unit number	1	Lesson number	8	Title	A debate: "Will vegetarianism save the planet?"

Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
1	50 mins	• To debate a certain claim, even when not necessarily agreeing with it. • To listen to other people's opinions and respect them, but without losing one's own; • To search for specific information and isolate unnecessary notions; • To develop more confidence; • To develop public speaking skills.	• Students proceed to the actual debate, based on the rules explained previously by the teacher, respecting the roles and position given to each team and respecting time limits. • Teacher monitors and gives feedback at the end.	**Skills** L S R W **Key vocabulary** All of the above from lesson 7 **Communicative structures** All of the above from lesson 7	☐ Whole class ◉ Group work ☐ Pair work ☐ Individual work	See Lesson 7, Activity 1-2	Ongoing and peer assessment. Debate rubric.

CLIL Lesson Plan

Unit number		1	Lesson number		9	Title		Pre-test revision

Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
1	50 minutes	• To revise content of all lessons before the test.	• Students revise all the previous lessons of the Unit "Food and agriculture" before their test; • Revision takes place by using flashcards prepared by the teacher containing key words for the topic; • Each student fishes a flashcard randomly from the pack prepared by the teacher; • Students arrange class chairs in a circle, facing outwards, leaving one chair out; • Teacher explains the game "musical chairs" and that students will move around the circle clockwise to the sound of music; • Whenever the teacher stops the music, students must find a chair and sit on it, the student left standing will have to speak about the key word on his/her flashcard for as long as possible; • The student then leaves the game that continues until only one chair is left.	**Skills** L S R [W] **Key vocabulary** All vocabulary from previous lessons **Communicative structures** My flashcard is about….. This word means…… I can also add……	☒ Whole class ☐ Group work ☐ Pair work ☒ Individual work	See Lesson 9, Activity 1	Ongoing and peer assessment

CLIL Lesson Plan

Unit number		1	Lesson number		10	Title	Final test

Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
1	50 minutes	• To define students' knowledge of the topic's main concepts, key terminology, ideas.	• Teacher hands out the test to students and briefly explains the various activities involved and related points. • Students proceed to completing the test. Dictionaries are not allowed in this phase.	**Skills** L S **R** **W** **Key vocabulary** All unit vocabulary **Communicative structures** Match the description to the correct label…. Complete the chart….. Fill in the gaps…. Decide if the statements are true or false…..	☐ Whole class ☐ Group work ☐ Pair work ☒ Individual work	Final test prepared by teacher	Matching activity to make sure students have understood what a farming system is; A labelling activity to assess whether students have interiorized the different types of farming systems studied in class; A gapfill activity to assess knowledge of key vocabulary; A true/false activity to assess students' ability to distinguish information via a graph;