

Road project: a typical cross section.

School	• Primary	• Middle	• X High		
Year / Class	• 1	• 2	• 3	• 4	• x 5
Subject: Topography		Topic: Road plan: a typical cross section			
CLIL language	English				

Teacher / Teaching team profile	Teacher's role:	<ul style="list-style-type: none"> • x Main Teacher • Co-teacher • Other: _____ 	Subject taught: Topography
Teacher's role:	<ul style="list-style-type: none"> • Main Teacher • x Co-teacher • Other: _____ 	Subject taught: English	

English

Student group profile (general)	CEFR Level:	<ul style="list-style-type: none"> • A1 • x B1 	<ul style="list-style-type: none"> • A2 • B2 	<ul style="list-style-type: none"> • C1 • C2 	
<ul style="list-style-type: none"> • Experiences of CLIL • English mother tongue • Other mother tongue 	<ul style="list-style-type: none"> • Migrant background • Special Educational Needs • Other: normal (general) 				

Timetable fit	<ul style="list-style-type: none"> • Module • x Lesson 	Previous lessons: Road planning
Future lessons: Site of a		

motorway construction (videos)	
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Resources & tools	1. Slides 2. Autocad (drawing software) 3. Internet (Wikipedia)	
Students' prior knowledge, skills, competencies	Subject	Language
Spk: how to use Autocad; Skills: the learners are able to draw with Autocad; the learners are able to research on the internet; remembering, understanding, comparing and contrasting, analysing, applying, evaluating, creating.	Spk: key words of a typical cross section of a road (vocabulary) and their description (glossary); Skills: the learners are able to read and write some definitions in English; they are able to summarise them in L2	

Learning Outcomes expected for this lesson	<p><i>Cognitive-linguistic competencies to develop. E.g. see the document "Critical thinking skills".</i></p> <p>At the end of the lesson the learners will know how to draw a cross section and what the main items of e road are.</p> <p>They will be able to use information and write them with the vehicular language.</p> <p>They will be able to select the items that best fit their project, comparing and contrasting the cross sections in the slides.</p> <p>They will be able to apply their graphic knowledge.</p> <p>They will be able to plan, create and plot a table as a part of their project.</p> <p>They will be able to communicate with each</p>
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	<p>other in order to improve their knowledge of the procedure and the English terms used.</p> <p>Finally, they will be aware that what they have done is a brick in the wall of their human and professional growth (culture).</p>
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Methodology	<p><i>How the teacher in a particular lesson manages to integrate language and content</i></p> <p>Firstly, the learners must draw a typical cross section and label the parts of it in English, using the software and matching the examples given in the slides. They work independently and in peer groups.</p> <p>Secondly, they must research the entire definition of each part on the internet. They work independently.</p> <p>Finally, they will write a legend in English on the table. They will work independently.</p>
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Activity	Activity aims	Activity Procedure	Language	Interaction	Materials (please cite all sources)	Timing	Assessment
1 The teacher asks the students the items which they put in the previous part of their road project.	What is the purpose of this activity of the lesson. Reviewing previous knowledge.	What will happen during this stage of the lesson The teacher writes the heart of a mind map - "road plan"- on the white board. The students complete it writing	Competencies developed Remembering vocabulary.	<ul style="list-style-type: none"> Whole class. 	<p>What materials are used during the lesson?</p> <p>Flashcards, pictures, songs, PowerPoint, ICT tools, etc.</p> <p>All materials should be referenced clearly paying attention to the copyright rules</p>	<p>The timing of each activity should be as accurate as possible.</p> <p>4 minutes.</p>	<p>Assessment tools in relation to the learning outcomes of the lesson</p> <p>Formative assessment.</p> <p>They can remember the items, they know their meaning.</p>

		around it the main items of a road.			Previous plotted tables of their road project.		
2 The students open the slides on the internet.	Activating prior knowledge.	They look and take notes of the key words of each road section.	Implementing vocabulary and glossary.	<ul style="list-style-type: none"> • Pair work. • 	Slides from the internet.	3 minutes	/
3 The learners discuss each slide	Developing comparing and contrasting skills. Developing communicative skills.	They must choose the cross section which best meets their specific project.	Speaking skills.	<ul style="list-style-type: none"> • Pair work • 	Slides from the internet.	4 minutes	/
4 The students remember the use of the software.	Remembering the usage rules of this software.	The students open Autocad and ask each other about the software using L2.	Speaking and listening skills.	<ul style="list-style-type: none"> • Pair work. • 	Software Autocad.	2 minutes	Formative assessment
5 They draw their own typical cross section.	Practising the use of a drawing software. Knowing how to draw a typical road cross section.	They draw the section and label the items adapting them to their project.	Improving accuracy in L2 writing.	<ul style="list-style-type: none"> • Individual work. 	Software Autocad.	18 minutes	Formative assessment: accuracy (L2), completeness (Content).

6	Developing analysing skills and carrying out internet and look up investigation. Interpreting, collecting and organising.	The students open the internet and look up the definition of each item. Then they take notes of them.	Understanding subject-specific language.	<ul style="list-style-type: none"> Pair work. 	Wikipedia.	6 minutes	/
7	Completing the table and evaluating their work.	They write down the definitions in the legend, make a frame around the table and finally complete the scroll and check their work.	Applying impersonal technical language and passive forms (writing skills).	<ul style="list-style-type: none"> Individual work. 	Software Autocad.	5 minutes	Formative assessment (the students understand what they have read and written).
8	They produce a practical result of their work and create the table of the typical cross section of their road project.	The teacher evaluates the plotted work.	Teacher and learners help each other correct the work and review the main concepts. (listening and speaking skills).	<ul style="list-style-type: none"> Group work. 	Plotter.	4 minutes	SUMMATIVE ASSESSMENT. Communicative skills: - can ask questions about the content; - can identify

							<p>points of similarity and difference;</p> <p>- can describe a process of a project.</p> <p>Cognitive skills:</p> <p>- can match word labels to realia;</p> <p>- can research specific topic on the internet;</p> <p>- can use a drawing software;</p> <p>- can evaluate their work;</p> <p>- can create a table of a road's project.</p> <p>Attitudes to learning:</p> <p>- concentrate;</p> <p>- can work systematically;</p> <p>- cooperate with others;</p> <p>work independently.</p>
9 Lesson feedback.	The teacher gives the learners information about the improvement	Final debate.	Listening and speaking skills.	<ul style="list-style-type: none"> Group work. 	The plotted table.	4 minutes	Formative assessment in order to improve the plan of the following

	of their skills in language and professional content and start a debate.						lesson.
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<http://www.civilengineeringterms.com/wp-content/uploads/2013/02/cross-section-150x150.jpg>

<http://image.slidesharecdn.com/highwayengineeringtopics-141106112431-conversion-gate01/95/highway-engineering-topics-8-638.jpg?cb=1415273472>

<https://s-media-cache-ak0.pinimg.com/736x/c7/91/52/c791526a337a34aaffa5cd57cc2baf04.jpg>

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