

CLIL Module Plan

| | | | | | |
|----------------------|---|-------------------------|---|-------------------------------|----------------------------|
| Author(s) | Marta Manica (lessons 11-20) – Rigas Raftopoulos (lessons 1-10) | | | | |
| School | I.C. Isera-Rovereto – Scuola Secondaria “A. Degasperi” Rovereto | | | | |
| School Grade | <input type="radio"/> Primary | | <input checked="" type="radio"/> Middle | | <input type="radio"/> High |
| School Year | <input checked="" type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 |
| Subject | Geografia | | Topic | Italy | |
| CLIL Language | <input checked="" type="radio"/> English | | | <input type="radio"/> Deutsch | |

| | |
|--|--|
| Personal and social-cultural preconditions of all people involved | <p>The Istituto Comprensivo Isera-Rovereto is composed by one Middle School (A. Degasperi) and two Primary Schools (F.lli Filzi and Levi Moltalcini). The school has implemented a CLIL program in the last school years. In the middle school the plan is organized as follows: 2 hours of Geografy CLIL in English and 1 hour of Citizenship, always in English. The emphasis of CLIL is on Geography in English, as the discipline is developed in English from first to eight grade. Thanks to a close collaboration between primary and middle school the results achieved are satisfactory. Work methodologies, correction grids and methods of evaluation are shared. The classes involved in the experimentation are students from the 1 classes of the middle school. The groups are of course heterogeneous and present students with special needs (both dyslexic). In the classes are present children with migratory background too. The students, after some years of CLIL, are able to understand concept and instructions expressed only in English by focusing on the key words. They have acquired a proficiency level close to an A2 level. Only a small group of students always needs support in understanding and perform tasks in L2. The classes are familiar with pair and group work and cooperative learning methodologies. The groups are usually enthusiastic and positively involved in the lessons.</p> |
|--|--|

| Students' prior knowledge, skills, competencies | Subject | Language |
|--|--|--|
| | <p>knowledges: the necessary knowledges to undertake this project are: - cardinal points; - general features of maps (symbols, use of colour, orientation,...); - different types of maps (political, physical, thematic); - physical and human elements of a territory; - Italian landscapes; - Italian climatic zones; - the three sectors of economy; - aspects of political, physical, economic, climatic, cultural features of Italy. skills: the necessary skills to undertake this project are: - basic orienteering skills; - map reading skills (physical, political, thematic); - graph and tables reading skills (cross-curricular skill); - recognise and describe different types of landscapes. competences: - organize and connect the information retrieved from maps, graphs, tables, texts and images (e.g. complete a mind map) competences (cross-curricular): - group- and pair-work competences (respect of roles, organization and subdivision of work, reciprocal help and support). - ability to be active listeners - ability to take note.</p> | <p>knowledges: - L2 vocabulary related to prior subject knowledges (cardinal points, different types of maps, landscapes, climate, economic sectors, features of a territory); - present simple tense, past simple tense, affirmative/negative/ interrogative sentence structures, personal pronouns, possessive adjectives, comparatives and superlatives. skills: - listen/read and understand a simple text on the subject; - ask for help, when needed; - answer to simple questions on the subject (oral and written production); - summarize a text following guide questions; - perform true / false exercises; matching and labeling exercises; -use of a pc; - use of dictionary. competences: - use of L2 for basic classroom and group-work interaction - learn new words and expressions - learn how to express a personal opinion with helping frames - acquire information through videos.</p> |

| | | |
|----------------------|----------|-----------------------------|
| Timetable fit | © Module | Length 20 lessons, 21 hours |
|----------------------|----------|-----------------------------|

Description of teaching and learning strategies

The project is mostly organized on pair and group work, cooperative-learning strategies, active methodologies and different activities. At the beginning of a lesson teachers often activate prior knowledge with a brainstorming moment or with the projection of some images, or with the projection of a simple video. This strategy encourage students to recall what they already know about content and language. Cooperative learning methodologies and pair-work activities provide the students with opportunities for developing quality team-working skills and autonomy. Teachers always monitor the activity, helping students in needs with scaffolding strategies. The attention is not only focused on the final product but on learning strategies. This allows the teacher to observe the progress of students and, if necessary, to revise and adjust the tasks assigned. Teacher provides different sorts of input: texts, pictures or videos, to help the students to understand the topic and to integrate different skills (comprehension, writing and speaking). Teacher consolidates vocabulary through work in pair, discussion and brainstorming activities. Some of the scaffolding strategies employed are: lists of key words or word banks to provide vocabulary, worksheets specifically designed with chunks of language or guide questions to support communication and oral/written production. Moreover, teachers employ many pictures and visual organizers to convey contents and sustain comprehension. Technology also plays an important role. Students use the classroom computer for searching specific material, information and images to enrich their knowledge on the assigned topic. The whiteboard offers a valuable support for showing images and videos to the classes.

Overall Module Plan

| | |
|---|---|
| Unit: 1 Introduction to Italy 1 Unit length: 1 h | Lesson 1 Introduction to Italy 1 |
| Unit: 2 Introduction to Italy 2 Unit length: 2 h | Lesson 1 Introduction to Italy 2 |
| Unit: 3 Landscape of Italy 1 Unit length: 1 h | Lesson 1 Landscape of Italy 1 |
| Unit: 4 Landscape of Italy 2 Unit length: 1 h | Lesson 1 Landscape of Italy 2 |
| Unit: 5 Mountains and volcanoes Unit length: 1 h | Lesson 1 Mountains and volcanoes |
| Unit: 6 Italian mountain ranges: the Alps and the Appenins Unit length: 1 h | Lesson 1 Italian mountain ranges: the Alps and the Appenins |
| Unit: 7 Plains and hills in Italy Unit length: 1 h | Lesson 1 Plains and hills in Italy |

| | |
|--|--|
| <p>Unit: 8 Rivers of Italy 1 Unit length: 1 h</p> | <p>Lesson 1 Rivers of Italy</p> |
| <p>Unit: 9 Rivers of Italy 2 Unit length: 1 h</p> | <p>Lesson 1 Rivers of Italy 2</p> |
| <p>Unit: 10 Now, It's up to you Unit length: 1 h</p> | <p>Lesson 1 Now, It's up to you</p> |
| <p>Unit: 11 The Po River Unit length: 1 h</p> | <p>Lesson 1 The Po River</p> |
| <p>Unit: 12 Sea Unit length: 1 h</p> | <p>Lesson 1 Sea</p> |
| <p>Unit: 13 The nothern lakes Unit length: 1 h</p> | <p>Lesson 1 The nothern lakes</p> |
| <p>Unit: 14 Cilmate Unit length: 1 h</p> | <p>Lesson 1 Climate</p> |
| <p>Unit: 15 Italian Cilmate Unit length: 1 h</p> | <p>Lesson 1 Italian Climate</p> |

| | |
|---|----------------------------|
| Unit: 16 Economy Unit length: 1 h | Lesson 1 Economy |
|---|----------------------------|

| | |
|---|------------------------------------|
| Unit: 17 Culture Unit length: 1 h | Lesson 1 Italian Culture |
|---|------------------------------------|

| | |
|---|------------------------------|
| Unit: 18 Democracy Unit length: 1 h | Lesson 1 Democracy |
|---|------------------------------|

| | |
|--|---------------------------------------|
| Unit: 19 Italian government Unit length: 1 h | Lesson 1 |
| | Lesson 2 Italian Government |

| | |
|--|---|
| Unit: 20 Rome and other famous cities Unit length: 1 h | Lesson 1 Rome and other famous cities |
|--|---|

CLIL Lesson Plan

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

| Activity | Timing | Learning Outcomes | Activity Procedure | Language | Interaction | Materials | Assessment | | | | |
|----------|--------|---|---|---|-------------|-----------|------------|---|--|---|---|
| 1 | 5 | Students are able to retrieve information about Italy from previous knowledge. | Activating prior knowledge. Teacher writes at the centre of the blackboard “What I know about Italy” and encourages students to say anything they remember about Italy. Students say words or short sentences on information they remember about Italy. Teacher writes words and short sentences at the blackboard. | Skills <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> Key vocabulary Communicative structures I know... I remember... I think... Language for classroom interaction | 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 | Blackboard | |
| L | S | R | W | | | | | | | | |
| 2 | 35 | Students are able to sequence the different stages in the history of Italy (Ancient | Teacher randomly chooses students to read the introduction to Italy. He tells them to read slowly and in a loud voice and to stop at the end of | Skills <table border="1"> <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 checked="" type="checkbox"/> Pair work | U1_L1_ALL1 - Texts: Introduction to Italy (Geography and History shape the Italian Reality, Tourism) - True and | Formative - written True and False exercise |
| L | S | R | W | | | | | | | | |

times, Middle Ages and Risorgimento).

each sentence in order to focus on both content and language (in particular on the words and chunks written in bold). Then he/she focuses the attention on the connection between history and geography, between the passing of time and the shaping of the land and its people in Italy. Teacher encourages students to ask questions. Students ask questions and say their opinions about the questions asked by the teacher. The end of this stage consists in focusing their attention on the box "Tourism", in order to stress the special connection existing in Italy between culture, historical heritage, civilization and economy. Students complete the True and False exercise in pairs.

Key vocabulary

Connection ancient Romans ancient times Middle ages modern period till kingdom duchy to stretch glacier lake rocky coastline mainland tiny ...see texts

Communicative structures

What do you think? I think... I agree/don't agree This is true/false The correct statement is... Language for classroom interaction.

Individual work

False exercise - Self evaluation

| | | | | | | | | | | | |
|---|----|--|---|---|---|---|---|---|--|--|---|
| 3 | 15 | Give explanation and reasons for answers given to the True and False exercise. | Teacher checks the understanding of the lesson leading a correction of the True and False exercise. Students argue and discuss on the answers given. Students give explanations and reasons for their answers. They mark points on the Self-Evaluation sheet. | <p>Skills</p> <table border="1" data-bbox="1032 165 1370 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary See above</p> <p>Communicative structures This is true/false, because... Could you repeat, please? I think that</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"> • U1_L1_ALL1.doc <p>U1_L1_ALL1 - Texts: Introduction to Italy (Geography and History shape the Italian Reality, Tourism) - True and False exercise - Self evaluation</p> | Formative - oral correction and feedback on Activity 1 (True and False exercise). |
| L | S | R | W | | | | | | | | |

CLIL Lesson Plan

| | | | | | |
|--------------------|---|----------------------|---|--------------|-------------------------|
| Unit number | 2 | Lesson number | 1 | Title | Introduction to Italy 2 |
|--------------------|---|----------------------|---|--------------|-------------------------|

| Activity | Timing | Learning Outcomes | Activity Procedure | Language | Interaction | Materials | Assessment | | | | |
|----------|--------|--|--|--|-------------|-----------|------------|---|---|---|--|
| 1 | 10 | Students are able to make hypothesis on meanings of new words. Students are able to recall grammar knowledge on some comparative adjectives. | This lesson is held in the computer lab or alternately in the classroom with the computer rack, in order to do activity 3 and 4. Teacher briefly explains the task and the modality of work for this lesson. Students are asked to complete in pairs Activity 1 (matching exercise) and Activity 2 (write the simple forms of some comparative adjectives and then write the Italian translation of each). | <p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Legacy, outcome, wealth, leading, half, divide, affect, poor, hot, dry</p> <p>Communicative structures Can you repeat, please? I didn't understand... What does ... mean? I think... What does it mean? I think it means... I agree/don't agree. Language for classroom interaction.</p> | L | S | R | W | <input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input checked="" type="checkbox"/> Pair work <input type="checkbox"/> Individual work | <ul style="list-style-type: none"> • U1_L2_ALL1.doc Blackboard U1_L2_ALL1 - Activity 1 - Activity 2 | Formative - written Activities 1 and 2 |
| L | S | R | W | | | | | | | | |

| | | | | | | | | | | | |
|---|----|---|--|--|---|---|---|---|--|--|--|
| 2 | 15 | <p>Students are able to understand general statements about Italian economy. Students are able to understand the situation of the north and the south of the country.</p> | <p>In pairs, students read the paragraph “Italian economy” and try to understand the text with the help of the answers given to both Activity 1 and 2.</p> | <p>Skills</p> <table border="1" data-bbox="1025 167 1375 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Legacy, culture, literature, art, architecture, outcome, ancient traditions, historic wealth, leading power, divide, poorer, less (developed/productive), internal migrations, decades, wages, workforce, hotter, drier, ...see text</p> <hr/> <p>Communicative structures Can you repeat, please? I didn't understand... What does ... mean? I think it means... I agree/don't agree. Language for classroom interaction.</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"> • U1_L2_ALL2.doc <p>U1_L2_ALL2 Text: Italian Economy</p> | |
| L | S | R | W | | | | | | | | |

| | | | | | | | | | | | |
|---|----|--|--|---|---|---|---|---|--|---|--------------------------------------|
| 3 | 20 | Students are able to understand a text and to select main information. | Students work in groups to solve Activity 3 (websearch, reading a text trying to understand the general meaning and summarizing the text). During the activity the teacher helps the groups with the online encyclopedia and helps them to summarise the contents. | <p>Skills</p> <table border="1" data-bbox="1025 167 1375 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Cities, legendary, village, work of art, island, lake, fairytale, mountains, beach, ruins, temples, parks, coast, world heritage sites, ghost towns, food, cheese, church, basilica, cars, micro-states,...see text</p> <p>Communicative structures What does ... mean? I think it means... I agree/don't agree. This is important/not important. Let's write this. Language for classroom interaction.</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"> • U1_L2_ALL3.doc • U1_L2_ALL4.doc <p>U1_L2_ALL3 Instructions for activity 3 Computers Paper and pens U1_L2_ALL4 Teacher evaluation rubric for summaries</p> | Formative - written Summary of text. |
| L | S | R | W | | | | | | | | |

| | | | | | | | | | | | |
|---|----|--|---|---|---|---|---|---|---|--|---|
| 4 | 60 | <p>Students are able to choose information and organize them in a new text (20'). Students are able to manage pictures and search for needed information on the web (20'). Students are able to present their work to other students using the correct vocabulary (20').</p> | <p>Students work in the same groups as in Activity 3 to complete Activity 4. During the activity the teacher helps students creating their leaflets to convince tourists to visit Italy with some prompts and suggestions. At the end, each group practices and then presents its leaflet to the rest of the class.</p> | <p>Skills</p> <table border="1" data-bbox="1025 167 1375 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Tour operator travel agency leaflet holiday (see previous activities)</p> <p>Communicative structures The main reasons for visiting Italy are... The first/second reason is... The most beautiful/interesting/important things about Italy are... I think... We suggest/encourage you... I agree/don't agree. Can you help us? What does...mean? Language for classroom interaction.</p> | L | S | R | W | <ul style="list-style-type: none"> <input checked="" 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"> • U1_L2_ALL5.doc <p>U1_L2_ALL5 - instructions for activity 4 - models of chunks/sentence structures to use for the leaflet</p> | <p>Formative - written leaflet Sormative - oral presentation of leaflet.</p> |
| L | S | R | W | | | | | | | | |

| | | | | | | | | | | | |
|---|----|---|---|--|---|---|---|---|--|--|--|
| 5 | 10 | Students are able to evaluate group work and presentations of leaflets. | Teacher presents to students the rubrics for self evaluation of group work and peer evaluation of presentations of leaflets. Students complete the rubrics in groups. | <p>Skills</p> <table border="1" data-bbox="1025 167 1375 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Interdependence, respect, role, task, completeness, accuracy, content, language, clarity, appeal</p> <p>Communicative structures What do you think? I think... Do you agree? I agree/don't agree... It was poor/fair/good/excellent.</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"> • U1_L2_ALL6.doc <p>U1_L2_ALL6 - self evaluation of group work - peer evaluation of group presentation</p> | |
| L | S | R | W | | | | | | | | |

CLIL Lesson Plan

| | | | | | |
|--------------------|---|----------------------|---|--------------|----------------------|
| Unit number | 3 | Lesson number | 1 | Title | Landscape of Italy 1 |
|--------------------|---|----------------------|---|--------------|----------------------|

| Activity | Timing | Learning Outcomes | Activity Procedure | Language | Interaction | Materials | Assessment | | | | |
|----------|--------|--|--|---|-------------|-----------|------------|---|--|------------|--|
| 1 | 10 | Students are able to retrieve information about Italian landscape from previous knowledge. | Activating prior knowledge: brainstorming activity. Teacher asks students to recall what they remember about the landscapes of Italy. He/she writes at the centre of the blackboard the words "Italian landscapes". Students say what they remember about Italian landscapes and teacher writes what they say at the blackboard. | <p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Peninsula, hills, plains, mountains, rivers, lakes, sea, islands, coast, names of specific landscapes,...</p> <p>Communicative structures I remember/don't remember... I think...</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 | Blackboard | |
| L | S | R | W | | | | | | | | |

| | | | | | | | | | | | |
|---|----|--|---|--|---|---|---|---|--|---|---|
| 2 | 20 | <p>Students are able to recognise the main geographical features of Italy. Students are able to manage basic information on Italian landscape.</p> | <p>Teacher hands out the worksheets. Then asks one student to read slowly and in a loud voice the first paragraph, stopping at the end of each sentence in order to focus on content, keywords and chunks. Students have now about five minutes to complete Activity A (fill in the gaps exercise). At the end, teacher leads a quick check of the answers given.</p> | <p>Skills</p> <table border="1" data-bbox="1032 165 1370 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Peninsula, mainland, towards, surrounded by, bordered by, mountain range, islands, archipelago, geology/geological,...</p> <p>Communicative structures What does ... mean? Can you explain...? Can you repeat, please? Language for classroom interaction.</p> | L | S | R | W | <p><input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work</p> | <ul style="list-style-type: none"> • U1_L3_ALL1.doc • U1_L3_ALL2.doc <p>U1_L3_ALL1 text U1_L3_ALL2 - fill in the gaps exercise (and self-evaluation) - true and false exercise + correction (and self evaluation)</p> | <p>Formative - written Fill in the gaps exercise.</p> |
| L | S | R | W | | | | | | | | |

| | | | | | | | | | | | |
|---|----|--|--|---|---|---|---|---|---|---|--|
| 3 | 25 | <p>Students are able to recognise the main geographical features of Italy. Students are able to manage basic information on Italian landscape.</p> | <p>Teacher asks two/three students (in turn) to read slowly and in a loud voice the second paragraph, stopping at the end of each sentence in order to focus on content, keywords and chunks. Students have now about five minutes to complete Activity B (true and false exercise and correction) in pairs. At the end, teacher leads a quick check of the answers given.</p> | <p>Skills</p> <table border="1" data-bbox="1032 165 1370 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Mountainous, flat, along, basin, fertile, soil, to be washed by, glacier, backbone, rocky, sandy, earthquake, mudslide, sediment, scrubland, lowlands, crops</p> <p>Communicative structures See above.</p> | L | S | R | W | <p><input checked="" 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"> • U1_L3_ALL1.doc • U1_L3_ALL2.doc <p>U1_L3_ALL1 text U1_L3_ALL2 - fill in the gaps exercise (and self-evaluation) - true and false exercise + correction (and self evaluation)</p> | <p>Formative - written True and false exercise and correction.</p> |
| L | S | R | W | | | | | | | | |

CLIL Lesson Plan

| | | | | | |
|--------------------|---|----------------------|---|--------------|----------------------|
| Unit number | 4 | Lesson number | 1 | Title | Landscape of Italy 2 |
|--------------------|---|----------------------|---|--------------|----------------------|

| Activity | Timing | Learning Outcomes | Activity Procedure | Language | Interaction | Materials | Assessment |
|-----------------|---------------|--------------------------|---------------------------|-----------------|--------------------|------------------|-------------------|
|-----------------|---------------|--------------------------|---------------------------|-----------------|--------------------|------------------|-------------------|

| | | | | | | | | | | | |
|---|---|--|--|---|---|---|---|---|--|-------------|--|
| 1 | 5 | Students are able to retrieve information about Italian landscape. | This lesson takes place in the Computer Lab, since it requires a pc for each group of students to complete the activities. In alternative, it is possible to use the mobile rack with laptops. Activating prior knowledge. Teacher asks students to recall what they remember about the landscape of Italy as they learned during the previous lesson. He/she writes at the centre of the blackboard the words "Italian landscape", and then adds the information suggested by the students. Students participate to the activity. | <p>Skills</p> <table border="1" data-bbox="1032 169 1368 213"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Peninsula, hills, plains/lowlands, mountains, rivers, lakes, sea, islands, coast, Alps, Apennines, economy, fertile, Po valley, crops, livestock, ...</p> <p>Communicative structures I remember... I think... This is correct/incorrect. The right word is... Language for classroom interaction.</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 | Blackboard. | |
| L | S | R | W | | | | | | | | |

| | | | | | | | | | | | |
|---|----|--|--|--|---|---|---|---|---|--|--|
| 2 | 20 | <p>Students are able to compare previous knowledge with new elements. Students are able to understand a more detailed description of the landscape of Italy. Students are able to find help in a map or in a dictionary to better understand a text.</p> | <p>Teacher reads aloud the directions for Activity C (websearch) and asks students whether they have questions or doubts before beginning. Students, in groups, look up in the internet for the text assigned, read it carefully, and then take notes on the given model. Teacher monitors and helps students in need.</p> | <p>Skills</p> <table border="1" data-bbox="1032 165 1368 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary To jut, varied, scenic, broad, rugged, overlook, to radiate, to widen/width, narrow, boars, wolves, asps, bears, to belch, to steam,... see text</p> <p>Communicative structures I can't find... I don't understand... What does...mean? Look it up in the dictionary. Write this down. This is/is not important/crucial. I need help. Language for classroom interaction.</p> | L | S | R | W | <ul style="list-style-type: none"> <input checked="" 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"> • U1_L4_ALL1.doc <p>U1_L4_ALL1 Instructions for Activity C and Notes model Physical map of Italy - Atlas</p> | |
| L | S | R | W | | | | | | | | |

| | | | | | | | | | | | |
|---|----|---|--|---|---|---|---|---|---|---|---|
| 3 | 20 | <p>Students are able to evaluate the information they have gathered and to decide what is important to draw on the map. Students are able to organize information in a new and more complete way to produce a physical map of Italy. Students are able to cooperate and find solutions.</p> | <p>Teacher reads aloud the directions for Activity D (Draw a physical map of Italy) and encourages students to ask questions about the procedure. Then he/she encourages students to cooperate during the activity. Students have about 20 minutes to complete the task.</p> | <p>Skills</p> <table border="1" data-bbox="1032 169 1368 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Mountains, hills, plains/lowlands, lakes, rivers, seas, Alps, Apennines, Po River, Etna, Vesuvio, Garda lake, Maggiore Lake, Como Lake, Padana Plain...</p> <p>Communicative structures The most important features are... I agree/don't agree. I think. I need help. What do you think? This is/is not the correct position.</p> | L | S | R | W | <p><input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input checked="" type="checkbox"/> Pair work <input type="checkbox"/> Individual work</p> | <p>• U1_L4_ALL2.doc</p> <p>U1_L4_ALL2 Instructions for Activity D and Blank map of Italy (with instructions for self-evaluation).</p> | <p>Formative - written Realization of physical map.</p> |
| L | S | R | W | | | | | | | | |

CLIL Lesson Plan

| | | | | | |
|--------------------|---|----------------------|---|--------------|-------------------------|
| Unit number | 5 | Lesson number | 1 | Title | Mountains and volcanoes |
|--------------------|---|----------------------|---|--------------|-------------------------|

| Activity | Timing | Learning Outcomes | Activity Procedure | Language | Interaction | Materials | Assessment | | | | |
|----------|--------|--|--|--|-------------|-----------|------------|---|--|-------------|--|
| 1 | 5 | Students are able to retrieve information about Italian mountains and volcanoes. | This lesson takes place in the Computer Lab, since it requires a pc for each group of students to complete the activities. In alternative, it is possible to use the mobile rack with laptops. Activating prior knowledge. Teacher asks students to recall what they remember about Italian mountains and volcanoes as they learned during previous school years (primary school). He/she writes at the centre of the blackboard the words "mountains and volcanoes", and then adds the information suggested by the students. Students participate to the activity. | <p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Mountain, volcano, peak, high, pass, valley, Alps, Apennines, Dolomites..</p> <p>Communicative structures I remember... I think... This is correct/incorrect. The right word is... Language for classroom interaction.</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 | Blackboard. | |
| L | S | R | W | | | | | | | | |

| | | | | | | | | | | | |
|---|---|--|--|--|---|---|---|---|--|---|--|
| 2 | 5 | <p>Students are able to define the general context into which the content of the lesson (mountains and volcanoes) will be conducted.</p> | <p>Teacher asks a student to read the Introduction to the lesson and to stop reading at each sentence end. Students will think about the questions asked in the Introduction and will look carefully at the map provided (also shown on the interactive whiteboard).</p> | <p>Skills</p> <table border="1" data-bbox="1032 204 1370 252"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Land, environment, to admire, peaks, valleys, active/non-active, to go into depth.</p> <p>Communicative structures I didn't understand Can you help me? Language for classroom interaction</p> | L | S | R | W | <p><input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work</p> | <p>• U1_L5_ALL1.doc</p> <p>Interactive White Board U1_L5_ALL1 - Mountains and Volcanoes - Introduction - Italy's physical map</p> | |
| L | S | R | W | | | | | | | | |

| | | | | | | | | | | | |
|---|----|--|--|---|---|---|---|---|---|--|---|
| 3 | 25 | <p>Students are able to understand the features of a mountainous landscape. Students are able to classify the different parts of a mountain according to their elements.</p> | <p>Teacher asks two students to read the paragraphs “Mountains” and “Volcanoes” focusing both on content and language (keywords and chunks in bold). Teacher encourages students to repeat what just learned and to ask questions. Then students have about 10 minutes to complete Activity A in pairs (matching exercise). At the end, teacher leads a quick correction of the exercise and students assign points and a score to their work.</p> | <p>Skills</p> <table border="1" data-bbox="1032 165 1373 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Peak/top, weather action, younger/older, higher, summit, slope, valley, V-shaped, U-shaped, to form, flowing water, to carve, recession, glacier, pass, route, cinders, ashes, chemical, explosive, erosional, vent,...</p> <p>Communicative structures What does ... mean? Can you repeat? Can you explain...? I think... This is/is not the correct match. Language for classroom interaction</p> | L | S | R | W | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input checked="" type="checkbox"/> Pair work <input type="checkbox"/> Individual work | <ul style="list-style-type: none"> • U1_L5_ALL2.doc <p>U1_L5_ALL2 - Mountains and Volcanoes: Texts - Activity A and self-evaluation</p> | <p>Formative - written Activity A (matching).</p> |
| L | S | R | W | | | | | | | | |

| | | | | | | | | | | | |
|---|----|--|--|---|---|---|---|---|---|---|--|
| 4 | 20 | <p>Students are able to define the different aspects of a mountainous landscape. Students are able to explain the differences between the elements of a landscape.</p> | <p>Activity B: A journey on the mountains. Teacher reads aloud the directions for Activity B. He encourages students to ask questions whether they have got doubts. Students complete Activity B (Write a short text - "A journey on the mountains"). Teacher monitors and helps groups in need.</p> | <p>Skills</p> <table border="1" data-bbox="1032 169 1370 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary See previous activities.</p> <p>Communicative structures See previous activities.</p> | L | S | R | W | <p><input type="checkbox"/> Whole class</p> <p><input checked="" 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"> • U1_L5_ALL3.doc • U1_L5_ALL4.doc <p>U1_L5_ALL3 Mountains and Volcanoes: Activity B U1_L5_ALL4 teacher evaluation rubric</p> | <p>Formative - written Short text.</p> |
| L | S | R | W | | | | | | | | |

CLIL Lesson Plan

| | | | | | | | |
|--------------------|---|----------------------|---|--------------|--|--|--|
| Unit number | 6 | Lesson number | 1 | Title | Italian mountain ranges: the Alps and the Appenins | | |
|--------------------|---|----------------------|---|--------------|--|--|--|

| Activity | Timing | Learning Outcomes | Activity Procedure | Language | Interaction | Materials | Assessment |
|-----------------|---------------|--------------------------|---------------------------|-----------------|--------------------|------------------|-------------------|
|-----------------|---------------|--------------------------|---------------------------|-----------------|--------------------|------------------|-------------------|

| | | | | | | | | | | | |
|---|---|--|---|--|---|---|---|---|--|-------------|--|
| 1 | 5 | Students are able to retrieve information about Italian mountain ranges. | This lesson takes place in the Computer Lab, since the activities require the use of a computer. In alternative, it is possible to use the mobile rack with laptops. Activating prior knowledge. Teacher asks students to recall what they remember about Italian mountain ranges in general (as learned in the previous lesson) and on Alps and Apennines in particular (as learned in primary school). He/she writes at the centre of the blackboard the words "mountain ranges" and then adds the information suggested by the students. Students participate to the activity. | <p>Skills</p> <table border="1" data-bbox="1003 165 1344 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Mountain, mountain range, Alps, Apennines, peak, high,...</p> <p>Communicative structures I remember... I think... This is correct/incorrect. The right word is... Language for classroom interaction.</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 | Blackboard. | |
| L | S | R | W | | | | | | | | |

| | | | | | | | | | | | |
|---|----|--|--|---|---|---|---|---|--|---|--|
| 2 | 10 | <p>Students are able to describe the main mountain ranges of Italy. Students are able to find on a map the main mountain ranges and peaks of Italy. Students are able to compare Alps and Apennines.</p> | <p>Teacher asks a student to read the text and to stop reading at each sentence end to focus both on content and language, encouraging them to ask questions. Then teacher asks the students to carefully look at the two pictures (see text) and to describe them according to what they have learned during the previous lesson.</p> | <p>Skills</p> <table border="1" data-bbox="1003 165 1344 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary To sweep, ranges, cardinal points, low/lower, high/highest..</p> <p>Communicative structures This is... The slopes of this mountains are... The peak is... See previous lesson. Language for classroom interaction.</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>• U1_L6_ALL1.doc U1_L6_ALL1 Text and pictures.</p> | <p>Formative - oral comprehension Check and correct Use of key vocabulary.</p> |
| L | S | R | W | | | | | | | | |

| | | | | | | | | | | | |
|---|----|---|---|--|---|---|----------|---|---|--|--|
| 3 | 10 | Students are able to find the correct information to fill the gaps. | Activity A. Teacher asks a student to read the instructions for Activity A, then tells student that they have about 5 minutes to complete the exercise. Students complete the fill-in-the-gaps exercise. Teacher leads a quick correction and students mark points. | <p>Skills</p> <table border="1" data-bbox="1003 167 1344 215"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Elevation, location, climb/climber, ascent, nearby, village..</p> <p>Communicative structures I think... I agree/don't agree. Can you repeat, please? Can you help me? I didn't understand... Language for classroom interaction.</p> | L | S | R | W | <input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work | <ul style="list-style-type: none"> • U1_L6_ALL2.doc <p>U1_L6_ALL2 Activity A: fill in the gaps and self-evaluation.</p> | Formative – written Activity A (fill in the gaps). |
| L | S | R | W | | | | | | | | |

| | | | | | | | | | | | |
|---|----------|---|--|--|---|----------|---|---|---|--|--|
| 4 | 30 | <p>Students are able to find relevant information about a specific mountain. Students are able to explain the reasons why a mountain is their own favorite. Students are able to choose the pictures of a mountain that fit best with their knowledge, in order to add the right captions. Students are able to manage the terminology related to a mountain.</p> | <p>Teacher reads the instructions for Activity B (web search). Students have about 25 minutes to complete the task (write a short text on your favourite mountain). At the end, some of the descriptions will be read by the students. Teacher helps students in their web search and in realizing the text.</p> | <p>Skills</p> <table border="1" data-bbox="1003 167 1344 215"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary See previous activities.</p> <p>Communicative structures My favourite mountain is..., because... I like it for these reasons... It is in/nearby... I know... See previous activities. Language for classroom interaction.</p> | L | S | R | W | <p><input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work</p> | <ul style="list-style-type: none"> • U1_L6_ALL3.doc • U1_L6_ALL4.doc <p>U1_L6_ALL3 Activity B: Instructions U1_L6_ALL4 Teacher evaluation rubric for Activity B.</p> | <p>Summative - written Short text.</p> |
| L | S | R | W | | | | | | | | |

CLIL Lesson Plan

| | | | | | |
|--------------------|---|----------------------|---|--------------|---------------------------|
| Unit number | 7 | Lesson number | 1 | Title | Plains and hills in Italy |
|--------------------|---|----------------------|---|--------------|---------------------------|

| Activity | Timing | Learning Outcomes | Activity Procedure | Language | Interaction | Materials | Assessment | | | | |
|----------|--------|---|--|---|-------------|-----------|------------|---|--|-------------|--|
| 1 | 5 | Students are able to retrieve information about Italian hills and plains. | Activating prior knowledge. Teacher asks students to recall what they remember about plains and hills of Italy. He/she writes in the center of the blackboard "Italian hills and plains", and then adds the information suggested by the students. Students participate to the activity. | <p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Plain/lowlands, hill, high, low, flat, raised, ...</p> <p>Communicative structures I remember... I think... This is correct/incorrect. The right word is... Language for classroom interaction.</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 | Blackboard. | |
| L | S | R | W | | | | | | | | |

| | | | | | | | | | | | |
|---|----|--|--|---|---|---|---|---|---|---|--|
| 2 | 15 | <p>Students are able to recognize and recall to previous knowledge about plains and hills. Students are able to classify hills according to the process of formation. Students are able to manage the knowledge of specific details and elements of hills and plains in Italy.</p> | <p>Teacher asks the class to look carefully to the two pictures in the worksheet he has distributed and encourages students to describe what they say. Then he asks one student to read the introduction of the lesson in order to focus on both content and language (keywords and chunks in bold).</p> | <p>Skills</p> <table border="1" data-bbox="1032 165 1370 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Depositional/alluvial, plain, erosional, plain/shield, deposition, sediment, basin, agent, foothills, vineyards..</p> <p>Communicative structures The picture represents... I see... I think... I agree/don't agree I didn't understand Can you help me? Language for classroom interaction</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>• U1_L7_ALL1.doc U1_L7_ALL1 Text.</p> | |
| L | S | R | W | | | | | | | | |

| | | | | | | | | | | | |
|---|----|------------|--|---|---|---|---|---|---|---|--|
| 3 | 10 | See above. | Activity A (Fill in the gap). Teacher asks a student to read the instructions to the exercise and the words in the box below. Students have about 10 minutes to complete the activity in pairs. | <p>Skills</p> <table border="1" data-bbox="1032 165 1370 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary See above.</p> <p>Communicative structures See above.</p> | L | S | R | W | <input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input checked="" type="checkbox"/> Pair work <input type="checkbox"/> Individual work | <ul style="list-style-type: none"> • U1_L7_ALL2.doc <p>U1_L7_ALL2 Activity A: fill in the gaps, and self-evaluation.</p> | Formative - written Fill in the gaps exercise. |
| L | S | R | W | | | | | | | | |

| | | | | | | | | | | | |
|---|----|---|---|---|---|---|---|---|---|---|--|
| 4 | 25 | <p>Students are able to make critical judgments about what they learned. Students are able to compare the different parts of the lesson to judge what they learned from each one. Students are able to evaluate what they have learned during the lesson.</p> | <p>Reflection activity. Teacher divides the students in groups, writing at the blackboard the composition of each group. The quickly gives instructions for Activity B. Students have about 15 minutes to complete the task. During the task teacher helps students and encourages them to express clearly their opinions. At the end, teacher asks to one student per group to read the considerations each group has made and writes them at the blackboard. Then he/she leads a discussion, encouraging students to argue and agree on what are the most important/interesting things they have learned during the lesson.</p> | <p>Skills</p> <table border="1" data-bbox="1032 169 1370 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary</p> <p>Communicative structures The importance of this is... The most interesting things is... What do you think about...? I think... This is useful to/for... This is important, because... I agree/don't agree Language for classroom interaction.</p> | L | S | R | W | <ul style="list-style-type: none"> <input checked="" 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"> • U1_L7_ALL3.doc <p>U1_L7_ALL3 Instructions for reflection activity Posters.</p> | <p>Self assessment - written (reflection activity on posters).</p> |
| L | S | R | W | | | | | | | | |

CLIL Lesson Plan

| | | | | | |
|--------------------|---|----------------------|---|--------------|-----------------|
| Unit number | 8 | Lesson number | 1 | Title | Rivers of Italy |
|--------------------|---|----------------------|---|--------------|-----------------|

| Activity | Timing | Learning Outcomes | Activity Procedure | Language | Interaction | Materials | Assessment | | | | |
|----------|--------|--|---|--|-------------|-----------|------------|---|--|---|--|
| 1 | 5 | Students are able to retrieve information about rivers and the Italian rivers. | Activating prior knowledge. Teacher writes at the blackboard "Rivers" and asks students to raise their hands and say what they remember about rivers in general and Italian rivers in particular. At the end of the brainstorming teacher distributes a handout on river specific vocabulary. | <p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary River, watercourse, mouth, delta, estuary, source/spring, meander, waterfall, riverbed, fresh water, bank, inflow, outflow, tributary, main stem, melting ice</p> <p>Communicative structures I remember... I think... This is correct/incorrect. The right word is... Language for classroom interaction.</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"> • U1_L8_ALL1.doc Blackboard U1_L8_ALL1 | |
| L | S | R | W | | | | | | | | |

| | | | | | | | | | | | |
|---|----|--|---|---|---|---|---|---|---|---|--|
| 2 | 10 | Students are able to make hypothesis about terminology and some details and elements of a river. | Introduction of keywords and chunks (content obligatory/compatible language). Teacher briefly introduces the task. Students complete Activity A in pairs. | <p>Skills</p> <table border="1" data-bbox="1032 167 1370 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Water course, source, riverbed, mouth, fresh water, bank, melting ice, drainage basin, inflow, tributary, main stem, waterfall, delta, meander</p> <p>Communicative structures The correct word is... This is correct/incorrect. What do you think? I think... I agree/don't agree. Language for classroom interaction.</p> | L | S | R | W | <input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input checked="" type="checkbox"/> Pair work <input type="checkbox"/> Individual work | <ul style="list-style-type: none"> • U1_L8_ALL2.doc <p>U1_L8_ALL2 Activity A: pictures labelling exercise and self-evaluation.</p> | Formative - written Activity A (label the pictures). |
| L | S | R | W | | | | | | | | |

| | | | | | | | | | | | |
|---|----|---|--|--|---|---|----------|---|---|--|--|
| 3 | 15 | <p>Students are able to understand a description of a river in detail. Students are able to identify the different parts of a river from the source to the mouth and the features of the surrounding environment.</p> | <p>Activity B: reading. Teacher asks a student to read the paragraph “River features” stopping at the end of each sentence to focus on both content and language. At the end of the paragraph the teacher encourages students to ask questions. Students, in pairs, are asked to verify their answers to Activity A.</p> | <p>Skills</p> <table border="1" data-bbox="1032 165 1368 209"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary See above.</p> <p>Communicative structures See above I didn’t understand... Can you repeat, please? Language for classroom interaction.</p> | L | S | R | W | <p><input checked="" 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"> • U1_L8_ALL2.doc • U1_L8_ALL3.doc <p>U1_L8_ALL2 Activity A: pictures labelling exercise and self-evaluation U1_L8_ALL3 Text</p> | |
| L | S | R | W | | | | | | | | |

| | | | | | | | | | | | |
|---|----------|---|--|--|---|----------|---|---|--|---|--|
| 4 | 25 | <p>Understand a short video on rivers. Perform online games, answering questions on rivers.</p> | <p>Teacher shows a short video on rivers: “Journey of a river from source to mouth”. He/she asks students to highlight new vocabulary and guess the meaning of new words. Then he proposes the students a series of online games on rivers. Students, taking turns, come to the whiteboard to answer the questions of the games.</p> | <p>Skills</p> <table border="1" data-bbox="1032 877 1368 920"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary See above.</p> <p>Communicative structures What does ... mean? I think... I agree/don’t agree. The correct answer is... Language for classroom interaction.</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>Interactive whiteboard Computer video: “Journey of a river from source to mouth” link online games: link</p> | <p>Formative - oral answers to the online games.</p> |
| L | S | R | W | | | | | | | | |

CLIL Lesson Plan

| | | | | | |
|--------------------|---|----------------------|---|--------------|-------------------|
| Unit number | 9 | Lesson number | 1 | Title | Rivers of Italy 2 |
|--------------------|---|----------------------|---|--------------|-------------------|

| Activity | Timing | Learning Outcomes | Activity Procedure | Language | Interaction | Materials | Assessment | | | | |
|----------|--------|---|--|---|-------------|-----------|------------|---|--|-------------|--|
| 1 | 10 | Students are able to retrieve information about rivers in general and the Italian rivers in particular. | <p>Activating prior knowledge. Teacher writes at the blackboard "Rivers of Italy" and asks students to retrieve previous knowledge about rivers in general (previous lesson) and Italian rivers (primary school). He/she collects all the information at the blackboard, so to complete a mind map on the topic. Then he encourages students to formulate one or two short sentences using the mind map at the blackboard.</p> | <p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary See previous lesson, names of Italian rivers, cardinal points, names of Italian regions,...</p> <p>Communicative structures I remember... I think... The rivers I remember are... The ... river is in ... The longest/second longest river of Italy is... This is correct/incorrect. The right word is... Language for classroom interaction.</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 | Blackboard. | |
| L | S | R | W | | | | | | | | |

| | | | | | | | | | | | |
|---|----|--|--|--|---|---|---|---|--|---|--|
| 2 | 10 | Students are able to understand the main features of Italian rivers. | Reading. Teacher asks a student to read the text “A lot of rivers!” stopping at the end of each sentence to focus on both content and language. At the end of the paragraph the teacher encourages students to raise their hands to ask questions. | <p>Skills</p> <table border="1" data-bbox="1032 165 1368 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary River, mountain, coast, short, long, tributary, delta, water flow, regular torrential, abundant..</p> <p>Communicative structures I remember... This is new. What does it mean? Can you explain? Language for classroom interaction.</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"> • U1_L9_ALL1.doc <p>U1_L9_ALL1 Text: “A lot of rivers!”</p> | |
| L | S | R | W | | | | | | | | |

| | | | | | | | | | | | |
|---|----|--|---|--|---|---|---|---|---|--|---|
| 3 | 30 | Students are able to find on a map, name, identify the main rivers of Italy. | Teacher briefly explains the tasks and divides students in groups. Students have 25 minutes to answer the questions of Activity A and to complete Activity B. They use their Atlas as a reference. The teacher helps students to properly look for the relevant information on the Atlas. At the end, teacher checks the answers with the students. | <p>Skills</p> <table border="1" data-bbox="1032 944 1368 991"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary See above.</p> <p>Communicative structures What do you think? I think... I agree/don't agree. This is correct/incorrect. Language for classroom interaction.</p> | L | S | R | W | <input checked="" 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"> • U1_L9_ALL2.doc <p>U1_L9_ALL2 Activities A, Activity B and self-evaluation Atlas.</p> | Formative - written Activities A and B. |
| L | S | R | W | | | | | | | | |

| | | | | | | | | | | | |
|---|---|--|--|---|---|---|----------|---|--|---|---|
| 4 | 5 | Homework: students are able to describe a river. | Teacher briefly explains the task (Activity C). Students will choose their favourite river, find one or two pictures of it and describe it (written assignment). They will practise to present their text to the classmates. | <p>Skills</p> <table border="1" data-bbox="1032 165 1370 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary See lessons 8 and 9.</p> <p>Communicative structures See lessons 8 and 9</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"> • U1_L9_ALL3.doc <p>U1_L9_ALL3 Instructions for homework.</p> | Summative - written Describe your favourite river. |
| L | S | R | W | | | | | | | | |

CLIL Lesson Plan

| | | | | | |
|--------------------|----|----------------------|---|--------------|---------------------|
| Unit number | 10 | Lesson number | 1 | Title | Now, It's up to you |
|--------------------|----|----------------------|---|--------------|---------------------|

| Activity | Timing | Learning Outcomes | Activity Procedure | Language | Interaction | Materials | Assessment | | | | |
|----------|--------|--|---|---|-------------|-----------|------------|---|--|-------------|--|
| 1 | 5 | Students are able to retrieve information from their memory. | Teacher reminds students that today is the final lesson of the first part of the module (10 lessons) on Italy so it has come the time to check what they have learned so far. They try to remember as much vocabulary as possible, related to the topics of the previous 9 lessons. | <p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary See lessons 1-9.</p> <p>Communicative structures I remember... I think... This is correct/incorrect. I have a word! Language for classroom interaction.</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 | Blackboard. | |
| L | S | R | W | | | | | | | | |

| | | | | | | | | | | | |
|---|----|--|---|---|---|---|---|---|---|--------------------|--|
| 2 | 50 | <p>Students are able to report accurately on content facts. Students are able to develop communicative fluency. Students are able to develop questioning skills. Students can manage specific detail and elements related to the importance of Education and the role of UNESCO. Life skills: effective communication.</p> | <p>“Hot seat”. This activity has resulted as one of the most appreciated by students and the one in which they are really eager to take part both as at the central stage and as they who ask questions. Teacher gives the students 5 minutes to read on their notebooks the content and activities related to lessons 1-9, then asks them to close their notebooks. Teacher asks for a volunteer to sit at the front of the class to answer his/her peers' questions on the past lessons. During the whole lesson there might be 3 to 5 students on the “hot seat”. The teacher collects lists of students who want to ask questions to their peers at the front of the class and asks them, following the order, to start asking questions. The teacher allows them to use some L1 whether they find it difficult to go on.</p> | <p>Skills</p> <table border="1" data-bbox="1173 165 1512 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary See lessons 1-9.</p> <p>Communicative structures See lessons 1-9.</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>Blackboard.</p> | <p>Summative - oral. Correct use of vocabulary; correct use of content knowledge. Self-assessment.</p> |
| L | S | R | W | | | | | | | | |

CLIL Lesson Plan

| | | | | | |
|--------------------|----|----------------------|---|--------------|--------------|
| Unit number | 11 | Lesson number | 1 | Title | The Po River |
|--------------------|----|----------------------|---|--------------|--------------|

| Activity | Timing | Learning Outcomes | Activity Procedure | Language | Interaction | Materials | Assessment |
|-----------------|---------------|--------------------------|---------------------------|-----------------|--------------------|------------------|-------------------|
|-----------------|---------------|--------------------------|---------------------------|-----------------|--------------------|------------------|-------------------|

| | | | | | | | | | | | |
|---|----|--|---|--|---|---|---|---|---|--|---|
| 1 | 15 | <p>Recall previous knowledge about rivers. Observe the given pictures and select the correct word to label them.</p> | <p>Teacher projects some pictures on the whiteboard and students brainstorm to recall specific river vocabulary. Students write the words on sticky notes (post-it notes). Then teacher writes the words on the blackboard. Teacher shows the handout with pictures to be labelled. Students label the pictures with the right key words.</p> | <p>Skills</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>Key vocabulary rivers, headwater, riverbed, shore, meander, tributary, mouth, delta, estuary, waterfall, bridge, inflow, outflow, stream, lowland, hill, mountain, slope, sea</p> <p>Communicative structures This is... I think/believe... I agree/don't agree... I don't remember... Can you tell me...? Can you help me? The correct word is... This is correct/incorrect...</p> | L | S | R | W | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work | <ul style="list-style-type: none"> • U1_L11_ALL2.doc <p>U1_L11_ALL1 Pictures for brainstorming Interactive whiteboard and blackboard U1_L11_ALL2 Pictures</p> | <p>Formative - written labelling exercise</p> |
| L | S | R | W | | | | | | | | |

| | | | | | | | | | | | |
|---|----|--|--|--|---|---|----------|---|--|---|--|
| 2 | 10 | <p>Read and understand a text about the Po River. Visualise the information provided by the pictures</p> | <p>Teacher briefly explains the task and hands out material. Students receive a text with pictures and a glossary to help understanding the content (words in colour). They ask for help if needed. Teacher monitors and helps students in need.</p> | <p>Skills</p> <table border="1" data-bbox="1010 165 1352 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary river, headwater, slope, flow, tributary, empty, stream, lowland (see text)...</p> <p>Communicative structures Can you help me? I don't understand. What does ... mean?</p> | L | S | R | W | <p><input type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work</p> | <p>• U1_L11_ALL3.doc U1_L11_ALL3 Text: "A River of Information"</p> | |
| L | S | R | W | | | | | | | | |

| | | | | | | | | | | | |
|---|----------|--|---|--|---|----------|----------|---|--|--|---|
| 3 | 20 | <p>Listen and understand, teacher's instructions. Apply the knowledge acquired from the text to find the right answer to the questions. Discuss the answers given, first in pairs and then with the rest of the class.</p> | <p>Teacher explains the task. Students complete the true/false exercise (individual work). Students check and discuss in pairs the exercise. Students and teacher discuss to agree on the answers given. Teacher monitors the work and helps students in need, then leads the class discussion.</p> | <p>Skills</p> <table border="1" data-bbox="1010 823 1352 869"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary see above</p> <p>Communicative structures It is true/false. What do you think? I think... Do you agree? I agree/don't agree Language for classroom interaction</p> | L | S | R | W | <p><input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input checked="" type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work</p> | <p>• U1_L11_ALL4.doc U1_L11_ALL4 True-and-false exercise with self-evaluation grid</p> | <p>Formative - written (true-and-false exercise, self assessment)</p> |
| L | S | R | W | | | | | | | | |

| | | | | | | | | | | | |
|---|---|--|---|--|---|---|---|---|--|--|--|
| 4 | 5 | <p>Listen, understand and remember the teacher's instructions. Homework: summarise the content of the text, following a set of guide questions and a list of steps to be followed.</p> | <p>Teacher explains the task (homework assignment). Students write homework on their diary. Homework consists in reading again the text "Po River" and summarising its content using maximum 50 words, following a series of guide questions.</p> | <p>Skills</p> <table border="1" data-bbox="1014 169 1352 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary homework, read, underline, keyword, summarise, guide questions, see above</p> <p>Communicative structures Can you repeat? I didn't understand...</p> | L | S | R | W | <p><input type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work</p> | <ul style="list-style-type: none"> • U1_L11_ALL2.doc • U1_L11_ALL5.doc • U1_L11_ALL6.doc <p>U1_L11_ALL2 Text: "A River of Information" U1_L11_ALL5 Steps to be followed and guide questions U1_L11_ALL6 Teacher's evaluation grid</p> | <p>Summative - written (homework) Summary of the text on the Po River.</p> |
| L | S | R | W | | | | | | | | |

CLIL Lesson Plan

| | | | | | |
|--------------------|----|----------------------|---|--------------|-----|
| Unit number | 12 | Lesson number | 1 | Title | Sea |
|--------------------|----|----------------------|---|--------------|-----|

| Activity | Timing | Learning Outcomes | Activity Procedure | Language | Interaction | Materials | Assessment | | | | |
|----------|--------|--|--|--|-------------|-----------|------------|---|--|--|--|
| 1 | 15 | Recall previous knowledge about the geographic locations of Italian seas, the ancient civilisations which populated the area and ancient commerce routes in the Mediterranean Sea. Read, interpret and describe different types of maps. | Teacher projects a physical map of Italy, a political map of the Mediterranean area, maps of ancient civilisations which populated the Mediterranean Sea and maps of ancient commerce routes in the same area. Students indicate the names of seas and describe the maps, recalling their knowledges about geography and ancient history. Teacher writes the names of the seas on the physical map and leads the conversation asking questions on the other two maps. If necessary | <p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary cardinal points, Tyrrhenian Sea, Ligurian Sea, Adriatic Sea, Ionian Sea, Sea of Sicily, Sea of Sardinia, Mediterranean Sea, names of ancient civilisations, names of countries on the Mediterranean Sea, live, occupy, trade, commerce, route, port</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"> • U1_L12_ALL1.doc U1_L12_ALL1 maps interactive whiteboard and blackboard | |
| L | S | R | W | | | | | | | | |

two maps. If necessary,
some words, sentences
or concepts will be
fixed on the
blackboard.

**Communicative
structures**

This is the... Sea The
map shows... I see...
The most important
ancient populations on
the Mediterranean sea
are... The main
commerce routes in
ancient times... I
think... Language for
classroom interaction.

| | | | | | | | | | | | |
|---|----|--|--|--|---|---|---|---|---|---|---|
| 2 | 15 | <p>Read and understand simple questions related to the Mediterranean Sea. Read, interpret and describe different types of maps. Apply previous knowledge to answer questions related to the Mediterranean Sea.</p> | <p>“SEA-QUIZ”: what do you remember about Italian Seas? Teacher briefly explains the task. Students look carefully at the maps once more (the same maps observed and described during the previous task) and try to memorise as much information as possible. Then they cover the maps, read the statements of the quiz and write to which sea they refer (Mediterranean, Adriatic, Ionian, Ligurian or Tyrrhenian Sea) – pair work. Teacher monitors the work and helps students in need. Then he/she guides a whole-class discussion to check the answers given. Students count one point for each correct answer given.</p> | <p>Skills</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>Key vocabulary island, coast, border, sea, near, close to, chief, shore, merchant, traveller, body of water, tip, bound, along, colonisation, war, see above</p> <p>Communicative structures The correct answer is... I think... I agree/don't agree. I don't understand... What does it mean? I need help. Language for classroom interaction.</p> | L | S | R | W | <p><input checked="" 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"> • U1_L12_ALL1.doc • U1_L12_ALL2.doc <p>U1_L12_ALL1 maps U1_L12_ALL2 “Sea Quiz”</p> | <p>formative – written “Sea Quiz” formative – oral discussion</p> |
| L | S | R | W | | | | | | | | |

| | | | | | | | | | | | |
|---|----|---|---|---|---|---|---|---|--|--|--------------------------------------|
| 3 | 20 | Read and interpret and different types of maps. Transfer information from two different maps on a third, blank map. | Teacher briefly explains the task. Students observe the given maps (map of Italian coasts, map of main Italian ports, blank map of Italy), then colour the different types of coasts and mark the positions of the main ports on the blank map. Teacher monitors the work and helps students in need. | <p>Skills</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>Key vocabulary coast, sandy, rocky, lagoon, high, low see above</p> <p>Communicative structures I don't understand... What does it mean? I need help. Language for classroom interaction</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"> • U1_L12_ALL3.doc U1_L12_ALL3 maps | formative - written complete the map |
| L | S | R | W | | | | | | | | |

| | | | | | | | | | | | |
|---|---|---|--|--|---|---|---|---|--|---|--------------------------------|
| 4 | 5 | Listen, understand and remember the given instructions. At home: write a short text on one of the Italian seas, using the given maps and a guide. | Teacher assigns homework and briefly explains the task. At home: students choose one of the Italian seas and describe it, using a maximum of 50 words and following the guide. | <p>Skills</p> <table border="1" data-bbox="1014 901 1355 946"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary homework, write, guide, see above</p> <p>Communicative structures I don't understand. Can you repeat, please? It is/is not clear. Structures given in the guide Language for classroom interaction</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"> • U1_L12_ALL4.doc • U1_L12_ALL5.doc • U1_L12_ALL6.doc U1_L12_ALL4 maps for homework U1_L12_ALL5 guide for text U1_L12_ALL6 teacher evaluation rubric | summative - written short text |
| L | S | R | W | | | | | | | | |

CLIL Lesson Plan

| | | | | | |
|--------------------|----|----------------------|---|--------------|-------------------|
| Unit number | 13 | Lesson number | 1 | Title | The nothern lakes |
|--------------------|----|----------------------|---|--------------|-------------------|

| Activity | Timing | Learning Outcomes | Activity Procedure | Language | Interaction | Materials | Assessment | | | | |
|----------|--------|--|--|--|-------------|-----------|------------|---|---|--|---|
| 1 | 15 | Recall previous knowledge about lakes. Match definitions to keyword and key vocabulary to pictures (labelling exercise). | Teacher projects some pictures for a quick brainstorming activity, to recall specific vocabulary about lakes. Students participate to the activity and then perform a labelling and matching exercise (whole class - at the whiteboard). | <p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Lake, inflow-immissary, outflow-emissary, dam, artificial, glacier, stream, river, mountain, hill, plain, volcano, tectonic, crater, glacial, coastal, ...</p> <p>Communicative structures This is/isn't... I think... I agree/don't agree. I remember/don't remember... What does it mean? Can you help me? Language for classroom interaction.</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"> • U1_L13_ALL1.doc • U1_L13_ALL2.doc U1_L13_ALL1 Pictures for brainstorming U1_L13_ALL2 Labelling and matching exercise Interactive whiteboard | Formative - written matching and labelling exercise |
| L | S | R | W | | | | | | | | |

| | | | | | | | | | | | |
|---|----|---|--|--|---|---|---|---|--|--|--|
| 2 | 25 | Read, understand and fill the gaps of a simple text about Italian northern lakes. | <p>Teacher briefly explains the task and reads aloud the texts with gaps. Then forms the groups.</p> <p>Students ask questions and clarifications, then read the text again and fill the gaps with the right keyword (to be chosen from a given list).</p> <p>Teacher monitors group work and gives help, if needed.</p> | <p>Skills</p> <table border="1" data-bbox="1014 204 1350 252"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Environment, tributary, tourism, landscape, climate, mountains, north, south, glaciers, tectonic, glacial, temperature, circumvent... see above and see texts</p> <p>Communicative structures What is the right word here? The right word to fill the gap is... Check the word bank. I think... I agree/don't agree. What does it mean? Can you help me? Language for classroom interaction.</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"> • U1_L13_ALL3.doc • U1_L13_ALL4.doc <p>U1_L13_ALL3 Text: The most important lakes in northern Italy – Lake Garda, Lake Maggiore, Lake Como and Lake Iseo</p> <p>U1_L13_ALL4 Teacher observation/evaluation rubric for group wor</p> | Formative – written fill-the-gaps exercise |
| L | S | R | W | | | | | | | | |

| | | | | | | | | | | | |
|---|----|--|--|---|---|---|---|---|--|--|---|
| 3 | 10 | Listen, understand and remember teacher's instructions for homework. | Teacher briefly explains homework and reads aloud the true-and-false exercise. Students pay attention to teacher's instructions and ask questions, if necessary. | <p>Skills</p> <table border="1" data-bbox="1012 167 1355 215"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary See above</p> <p>Communicative structures See above Language for classroom interaction.</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"> • U1_L13_ALL5.doc • U1_L13_ALL6.doc <p>U1_L13_ALL5 True-and-false exercise U1_L13_ALL6 Teacher's assessment and evaluation rubric</p> | Summative – written Tue-and-false exercise (homework) |
| L | S | R | W | | | | | | | | |

CLIL Lesson Plan

| | | | | | |
|--------------------|----|----------------------|---|--------------|---------|
| Unit number | 14 | Lesson number | 1 | Title | Climate |
|--------------------|----|----------------------|---|--------------|---------|

| Activity | Timing | Learning Outcomes | Activity Procedure | Language | Interaction | Materials | Assessment | | | | |
|----------|--------|---|---|---|-------------|-----------|------------|---|---|---|---------------------|
| 1 | 5 | Recall previous knowledge about lakes through a game. | Teacher projects some pictures for a quick game on Italian northern lakes. Students work in pairs. They look a physical map of Italy for ten seconds, then they identify the lakes by their shape (given pictures). Teacher gives the solution to the game. | <p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Lake, shape, Lake Maggiore, Lake Como, Lake Iseo, Lake Garda</p> <p>Communicative structures This is/isn't... I think... I agree/don't agree. I remember/don't remember... Can you help me? Language for classroom interaction.</p> | L | S | R | W | <input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input checked="" type="checkbox"/> Pair work <input type="checkbox"/> Individual work | <ul style="list-style-type: none"> • U1_L14_ALL1.docx U1_L14_ALL1 Italian northern lakes - pictures Interactive whiteboard | Formative - written |
| L | S | R | W | | | | | | | | |

| | | | | | | | | | | | |
|---|----|--|---|---|---|---|---|---|---|---|--|
| 2 | 10 | <p>Discussion: students formulate hypothesis/give opinions about a topic on climate.</p> | <p>Teacher briefly explains the task and gives the focus of the discussion: "Weather and Climate: same or different?" Students write their opinions/hypothesis on sticky notes (post-it notes). Students read their sentences to the teacher and the teacher completes a chart on the blackboard to show the number of positive and negative answers. Teacher discusses the results of the graph and gives the correct answer and explanation. Students write correct information on their notebooks.</p> | <p>Skills</p> <table border="1" data-bbox="996 167 1337 215"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Environment, landscape, climate, mountains, north, south, temperature, cloudiness, dryness, sunshine, wind, rain, weather, media, season, Autumn, Spring, Winter, Summer, precipitation, current, planet, Equator, sea level, mountain..</p> <p>Communicative structures I think... In my opinion.... I agree/don't agree. What does it mean? Can you help me? Language for classroom interaction.</p> | L | S | R | W | <p><input checked="" 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"> • U1_L14_ALL2.docx <p>U1_L14_ALL2 Weather/Climate chart</p> | |
| L | S | R | W | | | | | | | | |

| | | | | | | | |
|---|----|---|--|---|--|--|--------------------------------|
| 3 | 15 | Read and understand a text about climate and weather. | Teacher briefly explains the task and hands out material. Students receive a text with the definitions of weather and climate, and the five components of climate. They draw an image for each definition using cardinal points and the geographical representations they know. They ask for help if needed. | <p>Skills</p> <p><input checked="" type="checkbox"/> L <input type="checkbox"/> S <input checked="" type="checkbox"/> R <input type="checkbox"/> W</p> <p>Key vocabulary see above</p> <p>Communicative structures See above Language for classroom interaction.</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"> • U1_L14_ALL3.docx <p>U1_L14_ALL3 Text - Climate</p> | Formative - written (drawings) |
|---|----|---|--|---|--|--|--------------------------------|

| | | | | | | | |
|---|----|--|--|--|---|---|---------------------|
| 4 | 15 | Use pictures to find information on the map. | Teacher briefly explains the task and hands out material (maps). Students look carefully at the maps and complete the exercise in pairs. Teacher monitors the work and helps students in need. Then he/she guides a whole-class discussion to check the answers given. | <p>Skills</p> <p><input checked="" type="checkbox"/> L <input type="checkbox"/> S <input checked="" type="checkbox"/> R <input type="checkbox"/> W</p> <p>Key vocabulary See above</p> <p>Communicative structures The correct answer is... I think... I agree/don't agree. I don't understand... What does it mean? I need help. Language for classroom interaction.</p> | <input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input checked="" type="checkbox"/> Pair work <input type="checkbox"/> Individual work | <ul style="list-style-type: none"> • U1_L14_ALL4.docx • U1_L14_ALL5.docx <p>U1_L14_ALL4 Find information to determine Italian climate - Pictures U1_L14_ALL5 Teacher evaluation rubric</p> | Formative - written |
|---|----|--|--|--|---|---|---------------------|

| | | | | | | | | | | | |
|---|---|------------------------|--|---|---|---|---|---|---|---|-----------------|
| 5 | 5 | Reflect on the lesson. | Teacher leads discussion to reflect on pair working. He/she hands out the self-evaluation rubric. Students complete self-evaluation rubric in pairs. | <p>Skills</p> <table border="1" data-bbox="996 167 1339 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Pair work, collaboration, help, task, see rubric</p> <p>Communicative structures I think... I agree/don't agree We did well/so-so/poorly Language for classroom interaction.</p> | L | S | R | W | <input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input checked="" type="checkbox"/> Pair work <input type="checkbox"/> Individual work | <ul style="list-style-type: none"> • U1_L14_ALL6.docx U1_L14_ALL6 Self-evaluation rubric | Self evaluation |
| L | S | R | W | | | | | | | | |

CLIL Lesson Plan

| | | | | | |
|--------------------|----|----------------------|---|--------------|-----------------|
| Unit number | 15 | Lesson number | 1 | Title | Italian Climate |
|--------------------|----|----------------------|---|--------------|-----------------|

| Activity | Timing | Learning Outcomes | Activity Procedure | Language | Interaction | Materials | Assessment |
|-----------------|---------------|--------------------------|---------------------------|-----------------|--------------------|------------------|-------------------|
|-----------------|---------------|--------------------------|---------------------------|-----------------|--------------------|------------------|-------------------|

| | | | | | | | | | | | |
|---|----|---|---|---|---|---|---|---|---|---|--|
| 1 | 30 | Understand the main characteristics of Italian climate. | Teacher forms groups, hands out texts, introduces and briefly explains the task. Then reads the text aloud. (10 minutes) Students read the text again, looking for unknown words. Then they look up in the dictionary for meaning of unknown words. Finally, they complete the task filling the gaps. At the end, teacher checks choices and students mark the points in the specific column. | <p>Skills</p> <table border="1" data-bbox="996 167 1339 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Temperature, degree, rain, fog, summer, rise, Celsius, humidity, breeze, warm, dry, humid, chilly, freezing, burn off, stretch, higher, lower,... see texts</p> <p>Communicative structures I think... The correct word is... This is correct/incorrect. I agree/don't agree. I don't know/remember. What does it mean? Can you help us, please? Language for classroom interaction.</p> | L | S | R | W | <input checked="" 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"> • U1_L15_ALL1.docx <p>U1_L15_ALL1 Text: Italian Climate (with self- evaluation sheet) Dictionary (one per group) Atlas</p> | Formative – written (fill-the-gaps exercise) |
| L | S | R | W | | | | | | | | |

| | | | | | | | | | | | |
|---|---|--|---|--|---|---|---|---|--|---|-----------------------------|
| 2 | | Formative – written (fill-the-gaps exercise) | Teacher briefly explains the task and presents the rubric for self-evaluation of the group work. Students listen to the teacher and complete the rubric in group. | <p>Skills</p> <table border="1" data-bbox="996 204 1335 252"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Collaboration, explanation, content, find information, respect roles, listen to each other, understand,...</p> <p>Communicative structures What do you think? I think... We did well/so so/poorly. Do you agree? I agree/don't agree. We collaborated/did not collaborate. We respected turns/did not respect turns. ... see rubric Language for classroom interaction.</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"> • U1_L15_ALL2.docx <p>U1_L15_ALL2 Self-evaluation rubric for group work</p> | Summative – self evaluation |
| L | S | R | W | | | | | | | | |

CLIL Lesson Plan

| | | | | | |
|--------------------|----|----------------------|---|--------------|---------|
| Unit number | 16 | Lesson number | 1 | Title | Economy |
|--------------------|----|----------------------|---|--------------|---------|

| Activity | Timing | Learning Outcomes | Activity Procedure | Language | Interaction | Materials | Assessment | | | | |
|----------|--------|---|--|--|-------------|-----------|------------|---|---|---|---|
| 1 | 20 | Recall previous knowledge about the three sectors of economy. Understand a simple text on economy. Label pictures with the correct word. Classify activities into primary, secondary, tertiary sectors of economy | Teacher introduces the topic and reads the definitions of the three sectors of economy. Students, in pairs, listen to the definitions, read again the text and underline the keywords. With the help of a dictionary, they search for the meaning of unknown words and write them in the given table. Students perform the two exercises of attachment 2 (label pictures with the right word and classify activities | <p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Economy, primary sector, secondary sector, third sector, industry, provide, agriculture, crop, livestock, mineral, oil, extraction, manufacturing, raw, fishing, mining, good, trade, finance, business, accomodation, health care, social work,...</p> | L | S | R | W | <input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input checked="" type="checkbox"/> Pair work <input type="checkbox"/> Individual work | <ul style="list-style-type: none"> • U1_L16_ALL1.docx • U1_L16_ALL2.docx <p>U1_L16_ALL1 Definitions and glossary table U1_L16_ALL2 Labelling and classifying exercises (with self-evaluation rubric) Dictionary</p> | Formative - written (labelling and classifying exercises) |
| L | S | R | W | | | | | | | | |

Classify activities into the correct sector of economy). Teacher leads quick check of the exercises and students count points. Students ask for explanation and help, if needed (pair work).

Communicative structures

I don't understand. What's the meaning of...? Look up in the dictionary! This is/isn't a key word. Underline! Let's ask the teacher. I agree/don't agree. I think... The correct word here is... The right column is... This activity belongs to the primary/secondary/tertiary sector

| | | | | | | | | | | | |
|---|----|--|--|--|---|---|---|---|--|------------------------------------|--|
| 2 | 15 | <p>Discussion: familiarising with jobs and communicative structures. Apply the knowledge and the specific language acquired in the primary school.</p> | <p>Teacher helps revise the language structures needed and writes them on a poster. Then divides the blackboard in three columns, one for each economic sector. Students tell their parents' jobs and write them on post-its. They briefly discuss on which sector the jobs belong to. Then students take turns sticking the post-its in the right column on the blackboard.</p> | <p>Skills</p> <table border="1" data-bbox="958 167 1337 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Teacher, doctor, mechanic, nurse, hair dresser, worker, bar tender, manager, social worker, musician,</p> <p>Communicative structures What is your mother's/father's job? My father/mother is a... What sector does his/her/this job belong to? His/her/this job belongs to the ... sector. I think... I agree/don't agree. Language for classroom interaction.</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>Poster Black board Post-its</p> | |
| L | S | R | W | | | | | | | | |

| | | | | | | | | | | | |
|---|----|--------------------------------------|--|---|---|---|---|---|--|--|--|
| 3 | 15 | Use of geographic tools (map, atlas) | <p>Teacher briefly explains the task and hands out blank maps.</p> <p>Students, in pairs, colour on the map the areas in which the primary and secondary economic sectors are more developed in Italy. They search for the necessary information in their Atlas. They ask for help, if needed. At the end, teacher projects a blank map of Italy on the whiteboard and colours as indicated by students.</p> | <p>Skills</p> <table border="1" data-bbox="958 165 1337 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Primary sector, secondary sector, colour, area, atlas, map,...</p> <p>Communicative structures I think... I agree/don't agree. In this area the ... sector is well/not well developed. Language for classroom interaction.</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"> • U1_L16_ALL3.docx <p>U1_L16_ALL3 Map of Italy (blank with regions borders) Whiteboard</p> | Formative - written Map-colouring exercise |
| L | S | R | W | | | | | | | | |

| | | | | | | | | | | | |
|---|---|--|---|--|---|---|---|---|---|--|---|
| 4 | 5 | <p>Listen to the teacher and understand the homework assigned. Homework: read and understand a text on Italian economy - tourism, then complete a true/false exercise.</p> | <p>Teacher assigns homework: read and understand a text about tourism, then complete a true/false exercise.</p> | <p>Skills</p> <table border="1" data-bbox="958 167 1339 215"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Homework, read, underline, write, see text..</p> <p>Communicative structures I didn't understand. Can you repeat, please? Language for classroom interaction.</p> | L | S | R | W | <p><input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work</p> | <p>• U1_L16_ALL4.docx U1_L16_ALL4 Homework text and true/false exercise (with teacher evaluation rubric)</p> | <p>Summative - written true/false exercise.</p> |
| L | S | R | W | | | | | | | | |

CLIL Lesson Plan

| | | | | | |
|--------------------|----|----------------------|---|--------------|-----------------|
| Unit number | 17 | Lesson number | 1 | Title | Italian Culture |
|--------------------|----|----------------------|---|--------------|-----------------|

| Activity | Timing | Learning Outcomes | Activity Procedure | Language | Interaction | Materials | Assessment |
|-----------------|---------------|--------------------------|---------------------------|-----------------|--------------------|------------------|-------------------|
|-----------------|---------------|--------------------------|---------------------------|-----------------|--------------------|------------------|-------------------|

| | | | | | | | | | | | |
|---|----|---|---|---|---|---|---|---|---|--|--|
| 1 | 20 | Acquiring some basic knowledge on the meaning of culture. | Teacher shows a short video with the definition of culture. Students write on their notebooks the new words and a short thought on what culture means, using previous and newly acquired knowledge. Each student reads to the teacher and the class his/her opinion about culture. Teacher chooses the most complete definition of culture as a class definition, then writes it on a colorful poster. Each student writes the same definition in his/her notebook. | <p>Skills</p> <table border="1" data-bbox="954 165 1337 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Culture, group, language, religion, cuisine, habits, behaviors, interaction, family, inclusiveness philosophy, birthplace, ethnic group..</p> <p>Communicative structures My definition of culture is... In my opinion culture is/means... Italian culture is different from ... because... I agree/don't agree. I think... What does it mean? Can you repeat, please? Language for classroom interaction.</p> | L | S | R | W | <input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work | Video: link Whiteboard Notebook Poster | |
| L | S | R | W | | | | | | | | |

| | | | | | | | | | | | |
|---|----|--|--|--|---|---|---|---|---|--|--|
| 2 | 25 | Understanding a written text, summarising a text. Presenting orally the summary of the text to classmates. | Cooperative learning (jigsaw). Teacher divides the students into groups of 4 people. Each person in the group will receive a number (from 1 to 4). Roles will be | <p>Skills</p> <table border="1" data-bbox="954 1197 1337 1243"> <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 checked="" type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work | <ul style="list-style-type: none"> • U1_L17_ALL1.docx U1_L17_ALL1 Short texts | Formative - oral Summary of a short text and presentation. |
| L | S | R | W | | | | | | | | |

assigned (reader, time keeper, voice keeper, moderator). Then he/she quickly introduces the task. Each group will receive a text and will summarise its content, practising to present the summarised text orally to classmates. At this point groups will be rearranged so that all students with the same number are part of the same group. (There will be now 4 groups). Each student of the group will now present his/her text to the classmates. Teacher will monitor the work and help groups/students in need.

Key vocabulary

Text, summarise, tell, explain, home, individual, population, country, architecture, food, cuisine, border, group, ethnic group, language, religion, museum, church, public building, fashion house,... see texts

Communicative structures

Listen to me... I would like to explain some features of Italian culture/population/religion/language/art... My text tells... Is it clear? Do you understand? Have you got any questions? Do you find this information interesting? Language for classroom interaction.

| | | | | | | | | | | | |
|---|----|------------------------------|---|---|---|---|---|---|---|---|--|
| 3 | 10 | Thinking about the activity. | <p>Teacher hands out and presents some sentences and questions to promote considerations on the group activity just concluded. Students listen to the teacher and then complete the handout with their personal considerations and evaluation of the activity. Then hands out the teacher scaffolds the activity to help students reflecting on their own group work attitude. Students receive some sentences to help them grading their liking.</p> | <p>Skills</p> <table border="1" data-bbox="954 165 1339 210"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Personal considerations, evaluate, group activity.</p> <p>Communicative structures Expressing ideas and opinions Have you got any questions?</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"> • U1_L17_ALL2.docx <p>U1_L17_ALL2 Guide to personal considerations and evaluation of activity</p> | |
| L | S | R | W | | | | | | | | |

CLIL Lesson Plan

| | | | | | |
|--------------------|----|----------------------|---|--------------|-----------|
| Unit number | 18 | Lesson number | 1 | Title | Democracy |
|--------------------|----|----------------------|---|--------------|-----------|

| Activity | Timing | Learning Outcomes | Activity Procedure | Language | Interaction | Materials | Assessment | | | | |
|----------|--------|--|---|---|-------------|-----------|------------|---|---|---|---|
| 1 | 20 | Understanding a short video on democracy and acquiring some basic knowledge of the concept of democracy. | <p>Teacher introduces the topic and shows a short video with the definition and the history of democracy. Students understand the general meaning of democracy. Students, in groups (they are allowed to form groups at will, 3-4 students per group), write words that refer to the concept of democracy (vote, no matter with race...).</p> <p>Teacher leads a feedback moment. Groups share with classmates their words, which are written on the blackboard. Groups check and count</p> | <p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Democracy, people, rule, opinion, decision, slave, women, children, Magna Charta, king, law, Constitution, indirect democracy , vote, race, gender, political opinion, human rights...</p> | L | S | R | W | <input checked="" type="checkbox"/> Whole class <input checked="" type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work | Video: link Interactive whiteboard Notebook | Formative - written (words on democracy). |
| L | S | R | W | | | | | | | | |

CHECK and count
correct words.

**Communicative
structures**

The general meaning of
the video is... I
agree/don't agree with
the definition of
democracy. I have a
question. Can you
explain...? I did/didn't
understand... This is/is
not new for me.
Language for classroom
interaction.

| | | | | | | | |
|---|----|------------------------------------|--|---|--|--|---|
| 2 | 10 | Implement vocabulary on democracy. | Teacher writes on the blackboard the first article of the Italian Constitution (in English) and gives handout to the students. Students underline the keywords and they look up for definitions in the dictionary. | <p>Skills</p> <p>L S R W</p> <p>Key vocabulary Democratic, republic, work, sovereignty, to belong to, form, limit, Constitution</p> <p>Communicative structures This is/isn't a keyword. I think it means... Look up in the dictionary. Ask the teacher! Write! Can you help me? Let me help you! I didn't understand. Language for classroom interaction.</p> | <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"> • U1_L18_ALL1.docx <p>U1_L18_ALL1 Text (Italian Constitution - Art.1) Dictionary</p> | Formative - written (work on vocabulary). |
|---|----|------------------------------------|--|---|--|--|---|

| | | | | | | | | | | | |
|---|----|--|---|--|---|---|---|---|---|---|--|
| 3 | 15 | <p>Reflect on the concept of "Democracy". Express opinions and ideas on the issue.</p> | <p>Teacher briefly explains the activity, then divides students in pairs and hands out 10 post-its to each pair. In pairs, students write on their post-it 10 words referring to the term "Democracy". Then teacher reads aloud the definition from the Britannica Encyclopedia and if students find in the definition some of the words they have written on their post-its, they can come to the board and stick those words on the poster.</p> | <p>Skills</p> <table border="1" data-bbox="996 167 1335 215"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Democracy, dictatorship, voters, direct democracy, representative democracy, rule, to run</p> <p>Communicative structures What do you think? I think... My word is... Do you agree? I agree/don't agree. Write! Language for classroom interaction.</p> | L | S | R | W | <p><input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input checked="" type="checkbox"/> Pair work <input type="checkbox"/> Individual work</p> | <p>• U1_L18_ALL2.docx U1_L18_ALL2 Definitions Post-its Poster</p> | |
| L | S | R | W | | | | | | | | |

| | | | | | | | | | | | |
|---|----|--|--|--|---|---|---|---|---|--|--|
| 4 | 10 | Revise concept of democracy, vocabulary knowledge and understanding. | Teacher briefly explain the activity. In pairs, students complete the exercise regarding the differences between democracy and dictatorship. | <p>Skills</p> <table border="1" data-bbox="996 167 1337 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Democracy, dictatorship, voters, leader, party, fair election, rule, to run, newspaper, disregard, citizen...</p> <p>Communicative structures I have a question. I think... This is correct/incorrect. The right word is... Language for classroom interaction.</p> | L | S | R | W | <input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input checked="" type="checkbox"/> Pair work <input type="checkbox"/> Individual work | <ul style="list-style-type: none"> • U1_L18_ALL3.docx <p>U1_L18_ALL3 Exercise on democracy and dictatorship</p> | Summative – written (fill-the-gaps exercise) |
| L | S | R | W | | | | | | | | |

CLIL Lesson Plan

| | | | | | |
|--------------------|----|----------------------|---|--------------|--|
| Unit number | 19 | Lesson number | 1 | Title | |
|--------------------|----|----------------------|---|--------------|--|

| Activity | Timing | Learning Outcomes | Activity Procedure | Language | Interaction | Materials | Assessment |
|-----------------|---------------|--------------------------|---------------------------|-----------------|--------------------|------------------|-------------------|
|-----------------|---------------|--------------------------|---------------------------|-----------------|--------------------|------------------|-------------------|

CLIL Lesson Plan

| | | | | | |
|--------------------|----|----------------------|---|--------------|--------------------|
| Unit number | 19 | Lesson number | 2 | Title | Italian Government |
|--------------------|----|----------------------|---|--------------|--------------------|

| Activity | Timing | Learning Outcomes | Activity Procedure | Language | Interaction | Materials | Assessment | | | | |
|----------|--------|--|--|--|-------------|-----------|------------|---|--|---|--|
| 1 | 15 | Recall previous knowledge about the meaning of Parliamentary Republic. Apply previous knowledge to answer questions related to Italian Government. | Brainstorming: students tell the teacher all they know about a “Parliamentary Republic” or their ideas about the term. Attachment 1 contains some of the questions the teacher will ask the students during the brainstorming activity. The new words, sentences or concepts will be fixed on the blackboard by the teacher. At the end, teacher will give a definition of “Parliamentary Republic”. | <p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Republic, parliamentary, president, system, election, senators, deputies, chambers, Constitution, vote, citizen.</p> <p>Communicative structures I know... In my opinion... I think... A Parliamentary Republic is.... Language for classroom interaction.</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"> • U1_L19_ALL1.docx U1_L19_ALL1 Questions for brainstorming and definition of parliamentary republic Blackboard | |
| L | S | R | W | | | | | | | | |

| | | | | | | | | | | | |
|---|----|---|---|---|---|---|---|---|--|--|--|
| 2 | 10 | Read a text, underline the keywords and translate them into English. Recognise the key people of our government and associate them to their politic role. | Students read the text in Italian and try to explain to the teacher the main concept, utilizing the right words. Students recognise the key people of our government from pictures and complete the text with the correct pictures. | <p>Skills</p> <table border="1" data-bbox="981 165 1323 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Sign, nominate, law, legislative, executive, and juridical power.</p> <p>Communicative structures I think... I don't understand... What does it mean? I need help. Language for classroom interaction.</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"> • U1_L19_ALL2.docx • U1_L19_ALL3.docx <p>U1_L19_ALL2 Map of Italian political organisation U1_L19_ALL3 Pictures to complete map.</p> | |
| L | S | R | W | | | | | | | | |

| | | | | | | | | | | | |
|---|----|---|--|--|---|---|---|---|---|--|--|
| 3 | 20 | <p>Understand more about the Italian government powers: legislative, executive, and juridical. Synthesise knowledge in a mind map. Reuse of new vocabulary.</p> | <p>Teacher briefly explains the task: 1) Students first complete the text with the missing words (in pairs) 2) Students and teacher discuss to agree on the answers given (plenary) 3) Students create a new map similar to that analysed in the previous activity (ALL3) including all the information and main vocabulary acquired (in pairs).</p> | <p>Skills</p> <table border="1" data-bbox="981 167 1321 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Period, world war, President, head of the State, duty, election, referendum, government, power, Chamber of Deputies, Senate, Parliament, Prime Minister, Council of Ministers.</p> <p>Communicative structures I don't understand... What does it mean? I need help. Language for classroom interaction</p> | L | S | R | W | <p><input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input checked="" type="checkbox"/> Pair work <input type="checkbox"/> Individual work</p> | <p>• U1_L19_ALL4.docx U1_L19_ALL4 Text - Italian political organisation.</p> | <p>Formative - written Creation of a mind map.</p> |
| L | S | R | W | | | | | | | | |

| | | | | | | | | | | | |
|---|----|--|---|--|---|---|---|---|--|--|---|
| 4 | 10 | Understand more about the parliament: structure and functions. | Teacher elicits understanding starting from what learnt in the previous text. Students think to the answer individually, then write down their note completing the sentence. Students and teachers read together the text and discuss it. | <p>Skills</p> <table border="1" data-bbox="981 165 1323 209"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Bicameralism, in charge, bill, stuck in, gridlock, Chamber of Deputies, Senate.</p> <p>Communicative structures It consists /is composed/is made up of... Its main function is... Language for classroom interaction.</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"> • U1_L19_ALL5.docx <p>U1_L19_ALL5 Text and self-evaluation rubric.</p> | Formative - oral General understanding of a text. |
| L | S | R | W | | | | | | | | |

CLIL Lesson Plan

| | | | | | |
|--------------------|----|----------------------|---|--------------|------------------------------|
| Unit number | 20 | Lesson number | 1 | Title | Rome and other famous cities |
|--------------------|----|----------------------|---|--------------|------------------------------|

| Activity | Timing | Learning Outcomes | Activity Procedure | Language | Interaction | Materials | Assessment | | | | |
|----------|--------|---|---|---|-------------|-----------|------------|---|---|--|---|
| 1 | 10 | Recall previous knowledge about famous Italian cities through a game. | <p>Teacher divides students in groups, briefly explains the task, and then projects some pictures for a quick game on Italian cities. Students work in groups. They look carefully at the images and guess which city they belong to.</p> <p>Students try to identify the name of the city recalling some images seen on the geography book, or recalling previous knowledges (given pictures). Teacher gives the solution to the game.</p> | <p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Place, church, monuments, bridge, fountain, tower, architecture, tower, sculpture, square, residence, garden..</p> <p>Communicative structures This is/isn't... I think... I agree/don't agree. I remember/don't remember... Can you help me? Language for classroom interaction.</p> | L | S | R | W | <input checked="" 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"> • U1_L20_ALL1.docx <p>U1_L20_ALL1 Famous Italian cities - pictures Interactive whiteboard.</p> | <p>Formative - written Name the pictures.</p> |
| L | S | R | W | | | | | | | | |

| | | | | | | | | | | | |
|---|----|---|---|---|---|---|---|---|---|---|--|
| 2 | 10 | Recall previous knowledge about the geographic locations of Italian cities. | Teacher projects a blank map of Italy and briefly explains the task. Students indicate the names of the cities identified in the previous game. Then they try to mark as close as possible the correct position of each city, recalling their knowledges about geography. Teacher marks the position of the cities on the physical map and asks some question about the cities. | <p>Skills</p> <table border="1" data-bbox="958 167 1337 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Peninsula, north, south, east, west, near to, close to, far from..</p> <hr/> <p>Communicative structures I think... In my opinion.... I agree/don't agree. What does it mean? Can you help me? Language for classroom interaction.</p> | L | S | R | W | <input checked="" 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"> • U1_L20_ALL2.docx • U1_L20_ALL3.docx <p>U1_L20_ALL2 Map U1_L20_ALL3 self assessment</p> | Formative - written Place cities on a blank map. |
| L | S | R | W | | | | | | | | |

| | | | | | | | | | | | |
|---|----|---|--|---|---|---|---|---|--|--|---|
| 3 | 30 | Read, understand and fill the gaps of a simple text about Italian cities. | Teacher briefly explains the task , hands out material and and reads aloud the texts with gaps. Students ask questions and clarifications, then read the text again and fill the gaps with the right keyword (to be chosen from a given list). Teacher monitors group work and gives help, if needed. Students ask for help if needed. At the end teacher leads a check and students mark points for correct answers | <p>Skills</p> <table border="1" data-bbox="958 167 1339 215"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary City, emperor, pope, people, architect, rival, period, attraction, fountain, church, marble, obelisk, square, cathedral, wall, gods, function, arch...</p> <p>Communicative structures See above Language for classroom interaction.</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"> • U1_L20_ALL4.docx • U1_L20_ALL5.docx • U1_L20_ALL6.docx <p>U1_L20_ALL4 Text “Focus on Rome” U1_L20_ALL5 Text “ A virtual tour of Rome” U1_L20_ALL6 self-evaluation rubric</p> | Formative – written Fill-the-gaps exercise. |
| L | S | R | W | | | | | | | | |

| | | | | | | | | | | | |
|---|---|--|---|---|---|---|---|---|--|--|---|
| 4 | 5 | <p>Listen, understand and remember teacher's instructions for homework. Homework: Identify a famous monument from a picture.</p> | <p>Teacher briefly explains homework (labeling exercise). Students pay attention to teacher's instructions and ask questions, if necessary. Homework: students look at the pictures and write the name of the monument.</p> | <p>Skills</p> <table border="1" data-bbox="958 167 1339 215"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary See above.</p> <p>Communicative structures Could you repeat please? Could you write the homework on the blackboard please? I don't understand... What does it mean? I need help. Language for classroom interaction.</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>• U1_L20_ALL7.docx U1_L20_ALL7 Pictures</p> | <p>Formative - written Labelling exercise</p> |
| L | S | R | W | | | | | | | | |