

CLIL Module Plan

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School	SSPG L. Negrelli				
School Grade	<input type="radio"/> Primary		<input checked="" type="radio"/> Middle		<input type="radio"/> High
School Year	<input type="radio"/> 1	<input type="radio"/> 2	<input checked="" type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
Subject	Geografia		Topic	Japan	
CLIL Language	<input checked="" type="radio"/> English			<input type="radio"/> Deutsch	

Personal and social-cultural preconditions of all people involved	<p>The classes involved in this project are formed by students coming from Rovereto or other small villages around this area. For the majority of students, Italian is their mother tongue, but there are also some students who speak Italian as their L2. All students have previously studied Geography in CLIL methodology as part of the formative offer of the school. This is the teacher's second year of experience in teaching applying CLIL methodology.</p>
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Students' prior knowledge, skills, competencies	Subject	Language
	Students start studying Geography in CLIL methodology from the first year of this middle school, so they are already familiar to subject-specific vocabulary and the basic tools of Geography (reading maps, using cardinal points, physical and political features...). They know general concepts such as country, different forms of government, currency, economic sectors and GDP.	The average level of language of the students is between A1 and A2. No student has a linguistic certificate. They are already familiar to subject-specific vocabulary (e.g. archipelago, mountain chain, mountaing peak, lake, island, river, volcano, landscape, climate etc.) and to common communicative structures used in class. Number of students per class: 22. In the classes there are also students with special educational needs and some students with migrant background.

Timetable fit	☉ Module	Length 9 lessons
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Description of teaching and learning strategies	During the module the lessons will be structured in different ways and different methodological approaches will be used (individual work, group and pair work, class discussion, flipped classroom, cooperative learning). Most of the activities are task-based learning. Different ICT learning tools will be used throughout the course (authentic videos, interactive maps, learning games etc.) in order to provide students with exposure to a wider range of content and language input. New vocabulary is introduced in the slides of the Power Point presentation before the activity in which the new terms are needed. Scaffolding is given through different fotocopies provided to students with special educational needs, who will receive differentiated materials and tests according to their needs.
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Overall Module Plan

Unit: 1 Japan Unit length: 9 h	Lesson 1 Introduction
	Lesson 2 Geography
	Lesson 3 Main facts
	Lesson 4 Climate
	Lesson 5 Economy
	Lesson 6 Culture and traditions
	Lesson 7 Culture and traditions - Expositions
	Lesson 8 A brave girl: Sadako Sasaki
	Lesson 9 Test

CLIL Lesson Plan

Unit number	1	Lesson number	1	Title	Introduction
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
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1	15 minutes	Be able to talk about and define some cultural symbols of Japan. To activate prior knowledge and motivate interest.	The teacher shows the class the first slide of the presentation with a wordcloud with Japanese words: on a post-it, everyone writes down what they think the topic is. They share it with the class. Then, students receive a photocopy with some images and some words that are linked with Japanese culture: in pairs, they have to discuss and agree on matching each image with the right term. Later, they check the exercise with the class.	<p>Skills</p> <table border="1" data-bbox="913 164 1256 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Cherry blossom, carp, kimono, sushi, samurai, origami, bonsai, pagoda, Mount Fuji, noodles, fan, tea, rise</p> <p>Communicative structures What do you think about...? I think that... / I don't think so because I agree/disagree because In my opinion... Do you know what ... is?</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"> • fascicolo student_2021.pdf • Japan_presentation.pptx <p>Page 1 of the file fascicolo student_2021.pdf; slide 1-2 of the Presentation</p>	Activate prior knowledge, speaking skills, cooperation, expressing personal opinions.
L	S	R	W								

2	35 minutes	To acquire new information: learn what are	The teacher shows slide 4	<p>Skills</p>	<input checked="" type="checkbox"/> Whole class	<ul style="list-style-type: none"> • fascicolo student_2021.pdf 	Formative. Correction in plenary.
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the key geographical features of Japan and be able to recognize and point them on a blank map.

and asks the class some basic questions (they can answer observing the map). Then, students are given a blank map of Japan: they have to label the map with key geographical features (neighbouring countries, seas/ocean, main islands, main towns). The teacher shows an interactive map of Japan to help students put the features in the right position. Then, they try to memorize the correct position of as many features as possible: in turn, they come to the white-board to practice.

L	S	R	W
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Key vocabulary
label, country, sea, ocean, island, archipelago, continent, town, cardinal points

Communicative structures
Look at the map... In the north/south/east/west there is... Where do you think is...? Is ... near ...? The biggest/smallest ... is ...

- Group work
- Pair work
- Individual work

- Japan_presentation.pptx

Page 2 of the file fascicolo student_2021.pdf; slides 4-5 of the Presentation. [link](#)

3	5 minutes	Recapitulation and consolidatation of vocabulary.	The teacher asks questions to the students to recap what they have learnt during the lesson.	<p>Skills</p> <table border="1" data-bbox="913 165 1256 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary The same of activity 1 and 2.</p> <p>Communicative structures Do you remeber where...? What is...? Where is...? Do you know...?</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		Self assessment.
L	S	R	W								

CLIL Lesson Plan

Unit number	1	Lesson number	2	Title	Geography
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	25 minutes	Be able to define and identify the main geographical features of Japan. Take notes.	Students receive a photocopy with a text with gaps: they have to watch a video and complete the text. Then, they watch the video a second time to make sure the answers are right. Finally, they check the answers with the rest of the class.	<p>Skills</p> <table border="1"> <tr> <td><input checked="" type="checkbox"/> L</td> <td><input type="checkbox"/> S</td> <td><input type="checkbox"/> R</td> <td><input type="checkbox"/> W</td> </tr> </table> <p>Key vocabulary archipelago, island, population density, landscape, mountainous, volcano, earthquake, tsunami</p> <p>Communicative structures present, passive form</p>	<input checked="" type="checkbox"/> L	<input type="checkbox"/> S	<input type="checkbox"/> R	<input type="checkbox"/> 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"> • fascicolo student_2021.pdf • Japan_presentation.pptx Page 3 of the file fascicolo student_2021.pdf; slide 6-7 of the Presentation. link	Self assessment.
<input checked="" type="checkbox"/> L	<input type="checkbox"/> S	<input type="checkbox"/> R	<input type="checkbox"/> W								

2	15 minutes	How to use the Internet to find reliable information and data.	Check homework given in the previous lesson about superlatives of Japan. When the data do not match, the teacher asks students where they found the data and checks with them the source of the website.	<p>Skills</p> <table border="1" data-bbox="837 204 1285 252"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary source, internet, website, biggest/largest/longest/highest, mountain range, peak, volcano, river island</p> <p>Communicative structures present tense; superlatives; I agree/disagree with...; Do you know what is ...?</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"> • fascicolo student_2021.pdf • Japan_presentation.pptx <p>Page 3 of the file fascicolo student_2021.pdf and slides 8 and 9 of the Presentation</p>	Formative and self assessment.
L	S	R	W								

3	20 minutes	Presentation skills, time management, social skills (collaboration with peers).	In pairs, they think about a short presentation (5 minutes) about Japan with the info they have learnt so far: they have to organize the speech and time themselves in turn. They can write down some notes to look at during the talk.	<p>Skills</p> <table border="1" data-bbox="837 165 1285 213"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary The same of the previous activity.</p> <p>Communicative structures</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		
L	S	R	W								

CLIL Lesson Plan

Unit number	1	Lesson number	3	Title	Main facts
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
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1	35 minutes	Acquire main information about Japan; be able to explain and compare different forms of government.	<p>Students read the table "Main facts" and the text about the flag in the box. The teacher asks them about new vocabulary they want to know the meaning. Students colour the flag with the information in the text. The teacher asks students if they remember what a constitutional monarchy is: they are asked to give examples of countries with the same form of government that they had previously studied and to explain the difference with other forms of government they already know. Then, they read "Focus on" (new terms are in the slides to provide scaffolding).</p>	<p>Skills</p> <table border="1" data-bbox="913 167 1249 215"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary present tense; also known as, area, capital city, official language, form of government, consitutional monarchy, parliament, religion, currency, flag, polytheistic, shrine, emperor</p> <p>Communicative structures Do you know the meaning of...? What is the meaning of ...? Can you name...? Could you tell me an example of ...?</p>	L	S	R	W	<p><input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work</p>	<ul style="list-style-type: none"> • fascicolo student_2021.pdf • Japan_presentation.pptx <p>Pages 4 and 5 of the file fascicolo student_2021.pdf and slides 10-13 of the presentation.</p>	Formative: the teacher helps with new vocabulary, assesses pronunciation and monitors students' interaction.
L	S	R	W								

2	25 minutes	Identify key information in a text; relate what has been previously read; experience strategies to remember different information.	In pairs, students ask each other questions about the main facts of Japan. They try to answer without reading. Before starting, they take some minutes to write down as many questions as they can. To provide scaffolding, some examples of questions are given on the photocopy.	<p>Skills</p> <table border="1" data-bbox="909 204 1254 252"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary The same as the previous activity.</p> <p>Communicative structures What does... mean? What is ...? Can you describe...? Who/What is ...?</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"> • fascicolo student_2021.pdf • Japan_presentation.pptx <p>The same as the previous activity.</p>	Peer assessment. The teacher monitors and facilitates if necessary.
L	S	R	W								

CLIL Lesson Plan

Unit number	1	Lesson number	4	Title	Climate
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
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1	35 minutes	Make predictions; be able to recognise the main climate zones in Japan and their main characteristics.	Brainstorming: the teacher asks the students what they think is the weather like in Japan. Students try to formulate hypothesis basing on what they studied so far (the teacher helps if necessary). Then, students read the text about climate in Japan. They take notes of any new term they find. The teacher asks questions to see if they understand and gives vocabulary support.	<p>Skills</p> <table border="1" data-bbox="913 164 1256 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary humid, cool, coast, temperate, mild, precipitation, typhoon</p> <p>Communicative structures Where is ...? What does ... mean? What do you think is ...? Could you tell me?</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"> • fascicolo student_2021.pdf • Japan_presentation.pptx <p>Page 6 of the file fascicolo student_2021.pdf and slides 15-17 of the presentation.</p>	Formative. The teacher monitors and facilitates, if necessary.
L	S	R	W								

2	25 minutes	Make a climate map of Japan.	With the information in the text, students colour the blank map on the photocopy with different colours and add a legend. With the same colours, they underline the main characteristics of each climate zone. Finally, they check their work with the rest of the class.	<p>Skills</p> <table border="1" data-bbox="913 164 1258 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary The same as the previous activity.</p> <p>Communicative structures The same as the previous activity.</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"> • fascicolo student_2021.pdf • Japan_presentation.pptx <p>Page 6 of the file fascicolo student_2021.pdf. Final correction: slide 17 of the presentation.</p>	Formative. Correction in plenary.
L	S	R	W								

CLIL Lesson Plan

Unit number	1	Lesson number	5	Title	Economy
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
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1	25 minutes	<p>Make predictions; activate critical and creative thinking; gaining information from observation; acquire new information on Japan's economy.</p>	<p>Warm up: the teacher asks students to tell how the economy is divided and to make examples of activities for each sector. Students make hypotheses about the economy of Japan (what they think is the most/least important sector, in what ways they think it differs from Italy's economy etc.). Then, they read the mind map and look at the pie chart. They take notes about new vocabulary. They check if their previous hypotheses were right.</p>	<p>Skills</p> <table border="1" data-bbox="913 164 1256 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary agriculture, farming, fishing, crops, different types of fish, industry, services, Stock exchange, GDP</p> <p>Communicative structures Do you know what ... is? Can you identify the different activities of...? Look at the diagram... What do you think is ...?</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"> • fascicolo student_2021.pdf • Japan_presentation.pptx <p>Page 7 of the file fascicolo student_2021.pdf and slides 18-19.</p>	Self assessment.
L	S	R	W								

2	20 minutes	Explain how Japan's economy works: making descriptions and making connections.	Students write a text about Japan's economy using the information in the mind map and in the pie chart. They can use the sentences on the photocopy as a guide.	<p>Skills</p> <table border="1" data-bbox="913 164 1256 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary The same as in the previous activity.</p> <p>Communicative structures ... is very strong/weak because the most/least important sector is ... It makes up ... per cent of the GDP In this sector, the most/least important activity is... because...</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"> fascicolo student_2021.pdf <p>Page 7 of the file fascicolo student_2021.pdf.</p>	Self assessment.
L	S	R	W								

3	15 minutes	Review the text written to see if all the necessary elements are included; effective communication; self and peer-evaluating.	Volunteers read aloud their texts. Other students give a peer-evaluation on the work of their classmate: they find two things the classmate did very well and one thing s/he could change to improve the work. The teacher reads the sample text to the class. Each student self-evaluates his/her work and writes down two positive aspects and one aspect that could be improved.	<p>Skills</p> <table border="1" data-bbox="913 164 1256 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary The same as activity 1 and 2.</p> <p>Communicative structures The same as activity 1 and 2.</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"> • Japan_presentation.pptx Slide 20 of the Presentation.	Self and peer assessment.
L	S	R	W								

CLIL Lesson Plan

Unit number	1	Lesson number	6	Title	Culture and traditions
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
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1	15 minutes	Recalling; making connections.	<p>Students are asked what symbols and traditions of Japan they remember from the first activity they made during the module. They complete a K-W-L chart: in the first column they write down what they already know about some of these symbols. In the second column they write what they would like to learn about them. They share what they wrote with the class.</p>	<p>Skills</p> <table border="1" data-bbox="891 164 1232 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary The same as activity 1 in lesson 1.</p> <p>Communicative structures I would like to know/learn about... What is the most famous...? What is the traditional...? Where does ... come from?</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 	A K-W-L chart	Warm up activity. Formative assessment. The teacher monitors, asks questions and helps with vocabulary if necessary.
L	S	R	W								

2	30 minutes	Introducing new information; critical thinking; perspicacity; taking notes.	Students read the four short texts about some of the traditions and symbols of Japan. They take notes about new vocabulary and structures.	<p>Skills</p> <table border="1" data-bbox="891 164 1232 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary past tense, mount, sacred, climb, ceremony, monk, host, mat, seaweed, raw fish, carp, brave</p> <p>Communicative structures Do you know...? (Do you know what ... means? Do you know where ... comes from?)</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"> • fascicolo student_2021.pdf • Japan_presentation.pptx <p>Page 8 of the file fascicolo student_2021 and slides 21-25 of the presentation.</p>	Formative. The teacher helps with new vocabulary, points out the most important concepts, guides students in making connections with other topics, facilitates participation and understanding.
L	S	R	W								

3	15 minutes	Identify the main vocabulary and structure of a text. Taking notes. Recapitulation and checking understanding.	Students identify the key vocabulary of the four short texts and write down the structure of the texts in bullet points. For next lesson, they have to prepare a presentation about one of the symbols (using the examples read in class). Finally, students reflect on what they have learnt and fill in the last column of the K-W-L chart. They review what they have learnt during the lesson with their own words.	<p>Skills</p> <p>L S R W</p> <p>Key vocabulary The same as the previous activity.</p> <p>Communicative structures Could you tell me? What do you think about...? What is the first information given? Next there is... In the end...</p>	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	<ul style="list-style-type: none"> • fascicolo student_2021.pdf • Japan_presentation.pptx <p>Page 8 of the file fascicolo student_2021 and slides 21-25 of the presentation.</p>	Formative assessment. The teacher helps if necessary.
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CLIL Lesson Plan

Unit number	1	Lesson number	7	Title	Culture and traditions - Expositions
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	1 h	Produce a short presentation in English about one cultural aspect of Japan: presentation skills, time management, organization, effective communication, coping with stress (mindfulness).	Students present their works about one of the symbols of Japan. They can use a poster or a presentation to help them during the exposition. To provide scaffolding, some examples were given by the teacher in the previous lesson.	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Terms used in the unit.</p> <p>Communicative structures Present and past tenses.</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	Materials produced by the students (posters, presentations, thinglink etc.).	Summative assessment.
L	S	R	W								

CLIL Lesson Plan

Unit number	1	Lesson number	8	Title	A brave girl: Sadako Sasaki
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	15 minutes	Relate, make inferences, make connections.	The teacher asks students what they know about Japan and the Second World War. Students fill in the text and complete the vocabulary table.	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary past tense, war, attack, atomic bomb, radiation exposure, ally, weapon, sign</p> <p>Communicative structures What do you know about...? What side was ...? When did ... happen?</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"> fascicolo student_2021.pdf Japan_presentation.pptx <p>Page 9 of the file fascicolo student_2021.pdf and slides 26-29 of the presentation.</p>	Formative. The teacher monitors and helps with vocabulary and pronunciation if needed.
L	S	R	W								

2	5 minutes	Introducing new information. Make inferences, taking notes.	The teacher reads the Japanese saying about paper cranes. Students watch the video and write down the reason why they think the teacher showed the video.	<p>Skills</p> <p><input checked="" type="checkbox"/> L <input type="checkbox"/> S <input type="checkbox"/> R <input type="checkbox"/> W</p> <p>Key vocabulary wish, luck, paper crane, drop, atomic bomb, disease, sick, weapon</p> <p>Communicative structures Did you understand...? Can you repeat...? Can you explain...? Over the course of...</p>	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	<ul style="list-style-type: none"> Japan_presentation.pptx <p>Slide 30 of the Presentation. Video: link</p>	Formative. The teacher facilitates and helps with vocabulary if needed.
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3	25 minutes	Gain new information; check understanding; find key concepts in a text: learning to learn.	Students read the text about Sadako Sasaki and choose the correct title for each paragraph.	<p>Skills</p> <p><input type="checkbox"/> L <input type="checkbox"/> S <input checked="" type="checkbox"/> R <input type="checkbox"/> W</p> <p>Key vocabulary past tense, dream, bombing, wish, disease, fold, crane, recovery</p> <p>Communicative structures What is the meaning of...? Which title is the most appropriate for...? Do you agree/disagree...?</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"> fascicolo student_2021.pdf Japan_presentation.pptx <p>Page 10 of the file fascicolo student_2021.pdf and slides 31-33 of the Presentation.</p>	Formative. The teacher monitors, guides and facilitates with vocabulary if necessary.
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4	15 minutes	Make an origami paper crane: following practical instructions.	Students watch a tutorial and make an origami paper crane in memory of Sadako Sasaki.	<p>Skills</p> <table border="1" data-bbox="909 165 1252 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary connectors, fold, paper, origami</p> <p>Communicative structures You have to... Then... Next... Finally</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"> • Japan_presentation.pptx Slide 34 of the Presentation. Tutorial: link	The teacher guides and helps the students if needed.
L	S	R	W								

CLIL Lesson Plan

Unit number	1	Lesson number	9	Title	Test
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	1 h	Check student's knowledge at the end of the topic: be able to talk about Japan's physical and political characteristics, culture, traditions and history. Coping with stress (mindfulness); decision making; problem solving.	Students undertake a test which recapitulates what they studied in the module. The teacher monitors the class. NOTE: materials in preparation for the test are given as homework and can be found in the section "materials".	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Terms used in the unit.</p> <p>Communicative structures Complete, choose, correct.</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"> • fascicolo student_2021.pdf • Test 2021.docx • Test B - 2021.docx • Japan_presentation.pptx <p>Materials in preparation for the test: crossword at page 11 of the file fascicolo student_2021.pdf (answers at slide 36 of the presentation); blank map at the link: link Test B is for students with special educational needs.</p>	Summative assessment.
L	S	R	W								