# CLIL Module Plan

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School	Liceo Rosmini -	_iceo Rosmini - Trento						
School Grade	O Primary (		O Mide	O Middle			High	
School Year	01	0 2	03	3		4		• 5
Subject	Scienze naturali		Торіс			Biomolecules		
CLIL Language	english			O Deutsch				

Personal and	The class is composed of 21 students, all of whom of Italian mother tongue.
social-cultural	Three students (two boys and one girl) have been diagnoses with dislexya,
preconditions	and have therefore the right to compensatory tools and dispensatory
of all people	measures, such as a simplified version of the final test. The students are
involved	motivated to learn and have a respectful behaviour in the class.

Students' prior	Subject	Language
skills, competencies	The topic of the module was partially studied in the second year of high school (biology) and in the fourth year (digestive system).	The general level of English of the students is B1- B2. The students have already tried the CLIL methodology in the previous years of high school.

Timetable fit	Module	Length 6
Description of teaching and learning strategies	The module focuses on carbohy The learning will be promoted to and written texts. Oral interaction will be encouraged. Comprehen every activity to consolidate the complete the tasks will be clear	vdrates, studied among other biomolecules. hrough activities linked to audio tracks, videos, on with the teacher and among the students hsion exercises will be proposed right after e learning of students. The available time to fly indicated before each activity.

# **Overall Module Plan**

Unit: 1	Lesson 1			
Carbohydrates	Synthesis or degradation.			
Unit length: 3	Lesson 2			
	Carbohydrates: structure			
	Lesson 3			
	Carbohydrates: functions			

#### CLIL Lesson Plan

Unit number	1	Lesson number	1	Title	Synthesis or degradation.
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment

1	35	Learn how biomolecules are formed. Understand the mechanism of dehydration and hydrolisis. Listen to an audio track in English and assess listening skills Use the information from an audio track and a written transcript to solve a comprehension exercise	The students listen to the audio track "Synthesis or degradation" (U1_L1_ALL1). The track is paused after every paragraph and students are asked in turn to identify and write down the main keywords used. (5 ') The students are given the written transcript of the audio and are asked to read it in order to assess their listening skills (5') (U1_L1_ALL2). The students complete the comprehension exercise on the same sheet. (U1_L1_ALL2). They have 20 minutes to complete it, retrieving the information from the text. Then, the class is divided in rows (at least 5) and the teacher asks one student of each row to answer questions 1-10 of the exercise in rotation. When the rows are over, we start again. The selected students give the answer and the other students in the same row have to say if they agree or not. The teacher finally gives the correct answers (5 minutes)	Skills L S R W Key vocabulary Monomer, dimer, polymer, dehydration synthesis reaction, hydrolisis reaction, condensation reaction, Communicative structures How can we define What is the mechanis behind the formation of 	<ul> <li>Whole class</li> <li>Group work</li> <li>Pair work</li> <li>Individual work</li> </ul>	The assessment is done during the lesson as the students are asked to complete different tasks.	
			correct answers (5 minutes).				

## CLIL Lesson Plan

Unit number	1	Lesson number	2	Title	Carbohydrates: structure
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1	20 minutes	To learn about carbohydrates structure. To identify monosaccharides. To identify disaccharides. To draw a mind map with keywords from a short text. To watch a short video and understand the mechanisms explained. To use the words of the mind map and the information from the video to complete a fill the gap exercise. To assess the work of classmates.	Title of the activity: Monosaccharides and disaccharides The students are assigned a text about monosaccharides . (U1_L2_ALL1). They have to read it and draw a mind map of the main concepts expressed. (5 ') Then, a short video is proposed, about disaccharides (1 minute). (U1_L2_ALL2) The video is played twice (2'). Using the key words from the map and the information from the video, students have to complete a fill-the gap- exercise about disaccharides. (10 ') (U1_L2_ALL1) The class is diveded in three rows and each row is assigned a question (1-3) of the exercise. One student of each row , chosen by the teacher among those who did not take part in the task of lesson 1, says the anwer given, and the teacher if needed, corrects the students. (3').	Skills         L       S       R       W         Key vocabulary       carbohydrates, monosaccharides, disaccharides, glucose, fixed actose, galactose, sucrose, maltose, lactose, bond       Skills         Communicative structures       What is the difference between and? how many carbon atoms are there in? is a source of can be found in	<ul> <li>↓ Whole class</li> <li>■ Group work</li> <li>□ Pair work</li> <li>■ Individual work</li> </ul>		Peer assessment. Formative assessment.
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2	30 minutes	To learn about polysaccharides. To name three kinds os polysaccharides. To Recognize the chemical structure and visual pattern of starch, glycogen and cellulose. Learn about where these molecules can be found. Read a more complex and articulate text and write down the keywords in a mind map. Answer a multiple choise exercise using the information from a text and a mind map. Correct the work of classmates.	The students are given a text about three different types of polysaccharides : starch, glycogen, and cellulose (U1_L2_ALL3). The students have to read the text individually and take notes of the main points (15'). The students are assigned a written test (U1_L2_ALL4) on the previous reading, consisting in 5 question with a multiple choice. The class is divided in 5 rows. After all the students have completed the test (allowed time 10 minutes), a student chosen by the teacher in each row reads out the answer to the respective question, and the others students in the same row must say if they agree or not. The teacher finally gives the correct anserws (5').	Skills          L       S       R       W         Key vocabulary       polysaccharides, starch, amylose, amylopectin, glycogen, cellulose, glycosidic bond, branching, branched, unbranched, unbranched, unbranched, unbranched,         Communicative structures         Is branched or unbranched? Which of the following is? How do you call the between?	<ul> <li>Whole class</li> <li>Group work</li> <li>Pair work</li> <li>Individual work</li> </ul>		Peer assessment. Formative assessment (mutiiple choice questions)
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### CLIL Lesson Plan

3

Unit number

Lesson number

1

Title

Carbohydrates: functions

Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
1	20 minutes	Learn about the functions of carbohydrates in the body. Learn the difference between simple and complex carbohydrates. Identify which food coontains which kind of carbohydrates. Learn how the two kinds affect insulin level in the body. Listen to an audio track in English. Use the information of the audio to answer multiple choice questions. Use the trancript of the audio track to self assess their listening skills and to correct their anwers.	Students listen to an audio track about the functions of carbohydrates (U1_L3_ALL1). They have to listen and familiarize with the words. (3 minutes) The students are assigned a comprehension exercise made up of 6 multiple choice questions (U1_L3_ALL2) and they have to do it individually, while the track is being played again ( 3 minutes). The students are given the transcript of the track. (U1_L3_ALL3) They must read it and correct their answers to test. (10 minutes). The teacher gives the correct answers (4 minutes).	Skills         L       S       R       W         Key vocabulary         simple carbohydrates,         complex carbohydrates,         to break down in,         to affect, liver, to be         stored         Communicative         structures         to take longer / shorter         to what is the         difference between         and? how do         they affect? where         can you find? How         many types of         do you know?	<ul> <li>Whole class</li> <li>Group work</li> <li>Pair work</li> <li>Individual work</li> </ul>		Summative assessment of the multiple choice questions. Formative assessment.

2	30 minutes	To use the syntactic strucures of L2 to formulate a question, to illustrate a concept in L2, to work in pairs to formulate a question	Student are given a list of questions about the topic (U1_L3_ALL4). Students are divided in pairs and each pair has to choose one questions from the list:	Skills       L     S     R     W       Key vocabulary       simple carbs, complex	<ul> <li>Whole class</li> <li>Group work</li> <li>Pair work</li> <li>Individual</li> </ul>	Formative assessment	
			roles. (10 minutes). When all the students have finished, every pair practices their question and answer exercice loud in front of the class. The teacher corrects the pronunciation mistakes at the end of the role play. (20 minutes)	glycoge, fat, amount, to function Communicative structures Where can be found? How do the two types of affect? How many kinds of do you know?			