

CLIL Module Plan

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School	IC Taio				
School Grade	<input checked="" type="radio"/> Primary		<input 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	Musica	Topic	The Carnival of the animals		
CLIL Language	<input checked="" type="radio"/> English			<input type="radio"/> Deutsch	

Personal and social-cultural preconditions of all people involved	<p>The class consists of 13 children. Half of the children have a migration background. One pupil is certified according to Law 104, another pupil has Specific Learning Disorders. The class group accepts any proposal with enthusiasm, they are used to working in groups and are cooperative. Activities often take place in spaces outside the classroom (workshops, laboratories...).</p>
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Students' prior knowledge, skills, competencies	Subject <p>In this class pupils have experimented with Station learning, group work and pair work. During music lessons, they practised listening and rhythmic playing skills with Orff instruments, and sound parameters were also addressed (duration, timbre of musical instruments, pitch of the sound, intensity).</p>	Language <p>The pupils have been using curricular English since the third year of primary school, while they experienced CLIL Art and Music in the first two years of primary school. They can introduce themselves (name, age); they know the feelings, colours and numbers, prepositions of place, school objects and furniture; they distinguish between 'I am' and 'I have'. They use: 'I think', 'I don't know' and 'because' in the answers. In the musical field they know and express the sound parameters (Rhythm: long -short, fast - slow; Pitch: high - low sounds; Dynamics: (loud) forte - (soft) piano). They know the names of some musical instruments: violin, guitar, drum, piano, maracas, tambourine, triangle, claves, bells, trumpet, xylophone)</p>
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Timetable fit	<input checked="" type="radio"/>	Length
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Description of teaching and learning strategies	<p>Methodological approaches: Cooperative Learning, Station learning, TPR (Total Physical Response), Learning by doing, Chunked lesson Choices and strategies to promote interaction and communication during the lesson: STT is supported and encouraged by proposing fixed formulas to express the various concepts presented. ICT learning tools: use of online games to support learning, Youtube video help students to understand the various topics. The participation of children with special needs is facilitated by oral interaction, the support of visual materials and the cooperation in small groups.</p> <p>Assessment: Formative assessment through observation of the group works and the participation of each child. Summative assessment through a final test (Attachment XX). Self assessment (Attachment XX). Bibliographical references: Carnevali, A. (2017). Oltre le parole. Milano: Pearson. Cordioli, E. e Conati, D. (2020). Insegnare.lim Arte e musica nella scuola primaria. Ancona: Gruppo editoriale Raffaello. Franco, F. e Pelassa, A. (2014). Musical-mente. Trento: Centro Studi Erickson. www.ideenreise.blogspot.de (pictures of the teaching sheets) Canva (realisation of the teaching sheets)</p>
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Overall Module Plan

Unit: 1 The Carnival of the animals Unit length: 14 h	Lesson 1 Introduction
	Lesson 2 The Lion
	Lesson 3 Hens and Roosters
	Lesson 4 Turtles
	Lesson 5 Elephants
	Lesson 6 Kangaroos and Aquarium
	Lesson 7 Dancing and comparing pieces
	Lesson 8 Donkeys
	Lesson 9 Cuckoo and the Aviary
	Lesson 10 Fossils and the finale
	Lesson 11 Project and final quiz

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				
1	5 min	Lesson ritual to get the children's attention and introduce music time.	All the children stand up and sing together the starting song of the music lesson. The song is sung three times, the first in normal voice, the second in loud voice and the last one in low voice almost whispering. Song: H-E-L-L-O This is how we say hello (waving hands). Move your feet to the beat (stomping feet). Can you feel my heart beat? (miming the heart beat with hands on the chest).	Skills <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> Key vocabulary Communicative structures T: Good morning / Good afternoon children! T: Stand up! T: Let's sing our song!	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		
L	S	R	W								
2	5 min	Activate prior knowledge. Recalling the name of the different musical instruments. Recalling the sound	Teacher asks students if they can name some musical instruments. Children raise their hands and come to the board, where they write the musical instruments they remember. Teacher asks students if they remember the sound features. Children answer by raising their hands and mime the feature (i.e. a high sound is produced with voice or by raising hand up).	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 type="checkbox"/> Pair work	Board	Formative assessment: observation of what children remember and how they write musical instruments name on the
L	S	R	W								

features
(pitch: high-
low; duration:
short-long;
intensity: forte-
piano)

Key vocabulary

Musical instruments: piano, trumpet, drum, violin, guitar, maracas, triangle, claves, bells, tambourine, xylophone. Sound features: (pitch: high-low; duration: short-long; intensity: forte-piano).

Communicative structures

T: Do you remember some musical instruments? T: Raise your hand and answer! T: Come to the board and write it! S. A sound can be... T: Show me what high/low sound means! T: What's the difference between forte and piano?



Individual
work

board.

3	10 min	Generate interest about the topic	The teacher hands the worksheet to the students. The teacher explains that this will be the cover of a booklet that will be constructed during the following lessons. The pupils are told that they will work on an opera called 'The Carnival of the Animals' by composer Camille Saint-Saens. The students write their names and start colouring the cover.	<p>Skills</p> <table border="1" data-bbox="1126 165 1467 209"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary cover, booklet, composer, opera</p> <p>Communicative structures T: This is the cover of a booklet we are going to construct during our lessons. T: This is an opera called "The Carnival of the animals". T: The composer is Camille Saint-Saens. T: Start colour the worksheet.</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		
L	S	R	W								

4	40 min	Get to know the composer Camille Saint-Sans and learn new terms: composer, organist, pianist, conductor, prodigy. Review known musical instruments and learn	The students work at different stations, moving independently between work islands and helping each other. Students are provided with a map where they can mark completed stations. Each station is marked with a number and on each table there are working materials and a sheet with station instructions (Attachment STATION CARNIVAL OF THE ANIMALS). Station 1: The available tablets allow to watch the video presentation of the artist, up to minute 1:01 (link Camille Saint-Sans). Students in pairs or small groups cut out and complete the text about the musician's life	<p>Skills</p> <table border="1" data-bbox="1126 984 1467 1027"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table>	L	S	R	W	<input type="checkbox"/> Whole class <input checked="" type="checkbox"/> Group work <input checked="" type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work	<ul style="list-style-type: none"> • Camille Saint Saens fill.pdf • STATION CARNIVAL OF THE ANIMALS.pdf <p>Online games: link - link - link Camille Saint-Saens: link ICT tools: tablet</p>	<p>Observation - Soft skills: how children interact, their ability to work in groups, independency, task completed.</p>
L	S	R	W								

others.
Knowing the names of the animals in the work. Working independently on different types of proposals and collaborating with peers.

(Attachment Camille Saint Saens till).
Station 2: Students complete the sheet (Attachment "Do you know all the animals?") in pairs. The card is placed in transparent devices that allow them to write with whiteboard markers and then erase. The board is self-correcting: the completed board is on the table turned over. Station 3: Students complete the card in pairs. (Attachment "The orchestra"). The worksheet is placed in transparent devices that allow them to write with whiteboard markers and then to erase. The board is self-correcting: the completed board is present on the table turned over. Station 4: the tablets available allow the students to play on the Wordwall site, where games chosen by the teacher and opened in different tabs, allow them to learn musical instruments.

Key vocabulary

Organist, composer, pianist, conductor, prodigy. Animals: fossil, cuckoo, donkey, aquarium, kangaroo, elephant, hemione (horse), swan, hens and roosters, aviary (birds), lion, turtle. Musical instrument: orchestra, viola, cello, clarinet, violin, piano, transverse flute, xylophone, contrabass, glass harmonica, orchestra.

Communicative structures

T: There are four stations, you can move between them yourself when you have completed the job. You can work alone, in pairs or in group.

CLIL Lesson Plan

Unit number	1	Lesson number	2	Title	The Lion
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	5 min	Lesson ritual to get the children's attention and introduce music time.	All the children stand up and sing together the starting song of the music lesson. The song is sung three times, the first in normal voice, the second in loud voice and the last one in low voice almost whispering. Song: H-E-L-L-O This is how we say hello (waving hands). Move your feet to the beat (stomping feet). Can you feel my heart beat? (miming the heart beat with hands on the chest).	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary</p> <p>Communicative structures T: Good morning / Good afternoon children! T: Stand up! T: Let's sing our song!</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		
L	S	R	W								

2	30 min	<p>Try to guess the relationship between instrument and animal. Being able to use specific terms about animals and musical instruments. Being able to work cooperatively in small expected for this group.</p>	<p>The worksheet is placed in transparent devices that allow them to write with whiteboard markers and then erase. In small groups (maximum 4 students), try to connect animal to instrument, discussing the timbre of the instrument and the characteristics of the animal. Each student reports their choice to the class using the model written on the blackboard "I think (animal) is played by (musical instrument)". The teacher reports the matches on the interactive whiteboard. At the end, the whole class watch the video and every student on his own worksheet matches the right answers.</p>	<p>Skills</p> <p>L S R W</p> <p>Key vocabulary</p> <p>Communicative structures S: I think (animal) is played by (musical instrument). S: Because the sound is (high/low).</p>	<p><input checked="" type="checkbox"/> Whole class <input checked="" type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work</p>	<p>link ICT tools: tablet, LIM.</p>	<p>Observation of group work: interaction between children. Oral interaction: use of english terms (animals and musical instruments), correct use of the given sentence model.</p>
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3	25 min	<p>Learn what a fanfare, a royal gait, a march, a noise and a roar are (definition and terms). Listen and understand the different moments of the musical piece. Listen and identify the different</p>	<p>1) The teacher hands out the 'Listen and guess the piece' worksheet. The teacher asks the students to listen to the first piece and guess which one it is, colouring their choice. The teacher writes the students' choices on the blackboard and reveals the title of the piece. 2) The teacher hands out the 'Lion' worksheet. The teacher explains by miming what a march is. All children have to mime a march (teacher giving time). The teacher asks what introduction and curtains mean, then invite students to complete the first part of the worksheet after listening and stopping the music. Teacher explains then that there are three different moments and read them on the worksheet. Teacher explains what a fanfare is by showing the video and make sure that the students understand. Ask students if they know</p>	<p>Skills</p> <p>L S R W</p> <p>Key vocabulary piece, march, introduction, curtains, king, fanfare, royal gait, noise.</p>	<p><input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work</p>	<p>Fanfare example: link Introduction + Lion: link Lion: link Lion's listening map: link ICT tools: LIM</p>	<p>Observation: how children respond with their body to the different requests. Oral interaction: between children and in giving back feedbacks. Worksheet: correct language in</p>
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musical instruments. Identify and understand how a musical instrument represents a real life experience (lion's roar). Move along with the music. Apply the concept of dynamic to the piece.

the meaning of king, royal gait and noise, miming to aid understanding if necessary. Students have to connect instrument to moment 1, 2 or three after listening to the piece. After checking the answers together, the two questions are read out and the students are invited to respond, writing down the name of the instruments involved. The teacher asks several students to provide their answers by helping to formulate the sentence correctly (the fanfare is played by... ; the royal gait is played by...). 3) Students are invited to move following the music. At first they mime the opening of the curtains by opening their hands, then the fanfare and finally the lion's march. The teacher stops the music at minute 0:56, explains that lion roars can be heard, asks the children to stop and count them. Children have to colour the roars on their worksheet. 4) Children watch the Listening map video and move according to the music (miming the royal gait and the roars). 5) Children answer the last question about dynamics. Answer are given randomly by some students.

Communicative structures

T: Listen to the piece and guess the title. Colour it on your worksheet. T: Who chose the first title raise your hand. T: Who chose the second title raise your hand. T: What does introduction/curtains mean? T: Let's listen to the piece and complete the first line: which instrument do you hear? S: The fanfare is played by... S: The royal gait is played by... T: Mime the opening of the curtains. T: Mime the fanfare and the lion's march. T: Count the lion's roar. T: Now, stand up, walk on all fours and roar silently each time you hear the lion's roar. S: The music is (loud/quiet).

use and task completed.

CLIL Lesson Plan

Unit number	1	Lesson number	3	Title	Hens and Roosters
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	5 min	Lesson ritual to get the children's attention and introduce music time.	All the children stand up and sing together the starting song of the music lesson. The song is sung three times, the first in normal voice, the second in loud voice and the last one in low voice almost whispering. Song: H-E-L-L-O This is how we say hello (waving hands). Move your feet to the beat (stomping feet). Can you feel my heart beat? (miming the heart beat with hands on the chest).	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary</p> <p>Communicative structures T: Good morning / Good afternoon children! T: Stand up! T: Let's sing our song!</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		
L	S	R	W								

2	5 min	Remember the concepts of the previous lesson. Use and reinforce of the structures given.	Teacher help students to remember the main concepts of the previous lesson with some open questions, children can answer in English or miming.	<p>Skills</p> <p>L S R W</p> <p>Key vocabulary March, royal gait, fanfare, roar, noise, lion, piano.</p> <p>Communicative structures T: What animal have we seen last lesson? T: What is a march? A fanfare? A royal gait? A noise? What is the name of the noise of the lion? T: Into how many moments is the piece divided? T: What instrument plays the fanfare? And the royal gait? How many roars have you listened to?</p>	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	Oral feedback given by children
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3	5 min	Listen the musical piece and make assumptions about which animal is involved.	The teacher plays the piece of music and asks which animal it refers to. Children have to colour their "Guess the animal" worksheet. Children give oral feedback using the model "I think it's..."	<p>Skills</p> <p>L S R W</p> <p>Key vocabulary Animals.</p> <p>Communicative structures T: Let's listen to the new piece of music! T: Take out your guess the animal worksheet and colour your choice! T: What animal is represented? S: I think it's...</p>	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	Hens and Roosters: link	Pupils' oral feedback.
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4	45 min	<p>Understand the concept of main, background and solo instrument. Learn what a hen beak and clucking are (definition and terms). Listen and identify the different musical instruments. Identify and understand how a musical instrument represents a real life experience (hens clucking). Mimic with body the actions represented in the piece. Use correctly the model sentence. Apply the concept of rhythm and dynamic to the piece.</p>	<p>Explain the meaning of main instrument and background instrument using mimic. Give the Hens and Roosters worksheet (Attachment Hens and Roosters). Read the first question and listen to the first piece of music. Children give feedback using the model sentence and they write the name of the musical instrument on the worksheet (piano and violin). Teacher explain what is a chicken beaks and the meaning of clucking miming it. Children mimic chicken beaks with their hands, clucking to the music. Children read alone the next question and the teacher ensures that they remember the meaning of loud and slow, fast and slow. They complete the answer and give feedback. Teacher says they have to listen carefully because there is an intruding instrument. The meaning of intruding is given by mimic. Children read the last question and they show the understanding of solo instrument. Children give feedback after listening again to the piece (clarinet). Write and draw the animal represented by the solo instrument (rooster).</p>	<p>Skills</p> <p>L S R W</p> <p>Key vocabulary Main, background and solo instrument. Hen beak, clucking.</p> <p>Communicative structures T: Let's listen to the piece! S: The main instrument is... S: The background instrument is... S: The piece/music is fast/slow, forte/piano. T: Now listen carefully because there's an intruding instrument. S: The solo instrument is...</p>	<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>Hens and Roosters: link</p>	<p>Pupils oral feedback: understanding and using the model sentence. Worksheet: task completed and words written correctly.</p>
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CLIL Lesson Plan

Unit number	1	Lesson number	4	Title	Turtles
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	5 min	Lesson ritual to get the children's attention and introduce music time.	All the children stand up and sing together the starting song of the music lesson. The song is sung three times, the first in normal voice, the second in loud voice and the last one in low voice almost whispering. Song: H-E-L-L-O This is how we say hello (waving hands). Move your feet to the beat (stomping feet). Can you feel my heart beat? (miming the heart beat with hands on the chest).	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary</p> <p>Communicative structures T: Good morning / Good afternoon children! T: Stand up! T: Let's sing our song!</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		
L	S	R	W								

2	10 min	Remember the concepts of the previous lesson. Use and reinforce of the structures given.	Teacher help students to remember the main concepts of the previous lesson with some open questions, children can answer in English or miming.	<p>Skills</p> <p>L S R W</p> <p>Key vocabulary lion, march, fanfare, royal gait, noise, lion's roar, hen beak, clucking, main/background/solo instrument, hens and roosters.</p> <p>Communicative structures T: What animals have we seen last lesson? T: What is a march? A fanfare? A royal gait? A noise? What is the name of the noise of the lion? T: Show me the clucking! What have hens? T: How can a musical instrument play? (Solo, background, main instrument). S: The rooster is played by...</p>	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	Pupils' oral feedback.
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3	5 min	Generate interest about the topic.	Children take out their "Guess the animal" worksheet, teacher says the next piece is referred to turtles and invite children to colour the right space on the third line.	<p>Skills</p> <table border="1" data-bbox="1227 204 1572 252"> <tr> <td style="background-color: black; color: white;">L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary turtle(s)</p> <p>Communicative structures T: Take out the "Guess the animal" worksheet. T: The next piece is about turtles. T: Colour the right space on the third line.</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	Worksheet: children colour the right space.
L	S	R	W							

4	40 min	<p>Listen and identify the different musical instruments. Apply the concept of rhythm to the piece. Use and reinforce of the structures given. Confront two different musical pieces.</p>	<p>1) Children get the "Turtles" worksheet and read the first question, they answer in pairs. They listen to the piece of music (Turtles) and check their answer. Teacher asks randomly the answer, children answer using the model sentence. Teacher explains that this piece is inspired by another famous music piece (Offenbach's Can Can), they listen to the musical piece. Teacher asks about differences between the two pieces, children can answer in Italian if they need to, they answer then to the second question. It is asked if they recognise Can Can in the Turtles piece, they listen again to Turtle piece in order to answer. 2) Children experience with their body the difference of rhythm between the two pieces, dancing, 3) Children answer the last question coloring and writing the name of the instruments. They answer with the model sentence (already learned).</p>	<p>Skills</p> <p>L S R W</p> <p>Key vocabulary turtle(s), rhythm, fast/slow,</p> <p>Communicative structures T: Read the first question and answer. Let's listen to the piece. S: The rhythm is fast/slow. T: This piece is based on another famous music piece: Offenbach's Can Can. T: What's the difference between the two pieces? T: Answer the second question! T: Can you recognise the Can Can in the Turtles piece? T: How slow can you dance? S: The main/background instrument is...</p>	<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>Turtles: link Offenbach's can can: link</p>	<p>Pupils oral feedback: understanding and using the model sentence. Worksheet: task completed and words written correctly.</p>
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CLIL Lesson Plan

Unit number	1	Lesson number	5	Title	Elephants
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	5 min	Lesson ritual to get the children's attention and introduce music time.	All the children stand up and sing together the starting song of the music lesson. The song is sung three times, the first in normal voice, the second in loud voice and the last one in low voice almost whispering. Song: H-E-L-L-O This is how we say hello (waving hands). Move your feet to the beat (stomping feet). Can you feel my heart beat? (miming the heart beat with hands on the chest).	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary</p> <p>Communicative structures T: Good morning / Good afternoon children! T: Stand up! T: Let's sing our song!</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		
L	S	R	W								

2	10 min	Remember the concepts of the previous lesson. Use and reinforce of the structures given.	Teacher help students to remember the main concepts of the previous lessons (lion, hens and roosters, turtles) with some open questions, children can answer in English or miming.	<p>Skills</p> <p>L S R W</p> <p>Key vocabulary All terms learned in the previous lessons.</p> <p>Communicative structures T: What animals have we seen last lesson? T: What is a march? A fanfare? A royal gait? A noise? What is the name of the noise of the lion? What is the animal of the second piece? What does hen do? Using what? T: What is the animal of the third piece? How is the rhythm? Turtles piece is compared with...</p>	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	Pupils oral feedback: understanding and using the model sentence, remembering all the previous concepts.
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3	5 min	Listen the musical piece and make assumptions about which animal is involved.	The teacher plays the piece of music and asks which animal it refers to. Children have to colour their "Guess the animal" worksheet. Children give oral feedback using the model "I think it's..."	<p>Skills</p> <table border="1" data-bbox="1249 167 1585 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Animals</p> <p>Communicative structures T: Let's listen to the new piece of music! T: Take out your guess the animal worksheet and colour your choice! T: What animal is represented? S: I think it's...</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	Pupils oral feedback using sentence model.
L	S	R	W							

4	40 min	Listen and identify the different musical instruments. Move along with the music. Apply the concept of dynamic, duration and rhythm to the piece.	1) Children work in pairs. They have already worked with the same type of exercise in the previous lessons, so they complete the task on their own. They have 5 minutes time to read through the worksheet, then the piece is played twice, to allow time to complete the answers. Feedback is given orally using the sentence model. 2) Children have to slow move with trunks swinging from side to side. 3) In pairs, the children start from the sides of the room towards the centre. Two pairs join hands, with their hands in the middle. They turn, moving their feet in rhythm with the music. Each group moves by choosing their steps.	<p>Skills</p> <p>L S R W</p> <p>Key vocabulary main/background instrument, rhythm, long/short, forte/piano, fast/slow.</p> <p>Communicative structures T: You work in pairs. T: Read through the worksheet, then the piece is played twice. S: The main/background instrument is... S: The main/background instrument sound is long/short, forte/piano S: The rhythm is fast/slow. T: Stand up and move swinging from side to side. T: In pairs, start from the side of the room. Move towards the centre. Join another couple, join your hands in the middle. Start dancing and turning. Pay attention to the rhythm when moving your feet!</p>	<input checked="" type="checkbox"/> Whole class <input checked="" type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	Elephants: link	Pupils oral feedback: understanding and using the model sentence. Worksheet: task completed and words written correctly. Observation: how children move along with the music, following the rhythm.
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CLIL Lesson Plan

Unit number	1	Lesson number	6	Title	Kangaroos and Aquarium
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	5 min	Lesson ritual to get the children's attention and introduce music time.	All the children stand up and sing together the starting song of the music lesson. The song is sung three times, the first in normal voice, the second in loud voice and the last one in low voice almost whispering. Song: H-E-L-L-O This is how we say hello (waving hands). Move your feet to the beat (stomping feet). Can you feel my heart beat? (miming the heart beat with hands on the chest).	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary</p> <p>Communicative structures T: Good morning / Good afternoon children! T: Stand up! T: Let's sing our song!</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		
L	S	R	W								

2	15 min	<p>Remember the terms learned referred to the first four pieces.</p> <p>Remember the instruments of each piece.</p> <p>Remember some information about the concept of solo instrument and the tempo of the music.</p>	<p>Children get the Mid Test worksheet. They complete it after listening to the four pieces learned.</p>	<p>Skills</p> <table border="1" data-bbox="1173 165 1516 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary</p> <p>Communicative structures T: Complete the worksheet, working alone. Listen to the first four pieces learned.</p>	L	S	R	W	<p><input type="checkbox"/> Whole class</p> <p><input type="checkbox"/> Group work</p> <p><input type="checkbox"/> Pair work</p> <p><input checked="" type="checkbox"/> Individual work</p>	<ul style="list-style-type: none"> • Mid test.pdf 	<p>Summative assessment: Mid test worksheet</p>
L	S	R	W								

3	30 min	<p>Listen and identify the different musical instruments. Identify and understand how a musical instrument represents a real life experience (kangaroos' hopping). Apply the concept of dynamic, tempo and pitch of the music to the piece. Use correctly the model sentence.</p>	<p>1) The pupils listen to the song Kangaroos and decide which of the two options is best, on the 'Guess the piece' tab (line 5). 2) The children receive the 'Kangaroos' worksheet and in pairs complete the first part. 3) Quick brainstorming on the concepts of dynamic, tempo and pitch of the sound. The teacher reads the delivery of the second exercise, mimicking the concepts of 'slow down' and 'speed up' walking around the class. Children stand up and walk in the classroom, following teacher directions ('slow down' and 'speed up') to understand the new concept. The children complete the sentences on the worksheet in pairs. Collective oral correction. 4) Delivery of the 'Kangaroos listening map' worksheet. Brief explanation of the listening map concept. In pairs, the children have to decide how to interpret the lines with their finger, showing their peers their choice on the interactive whiteboard (listening to the song repeated).</p>	<p>Skills</p> <table border="1" data-bbox="1173 165 1516 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary kangaroo, hopping, speed up, slow down</p> <p>Communicative structures T: Work in pairs! T: Do you remember what dynamic refers to? And tempo? And pitch of the sound? Give me an example! T: When I walk I can slow down or speed up! T: Stand up and start walking around the class! Speed up! Slow down! S: The tempo speeded up/slow down and the dynamics get louder/softer when the music gets higher/lower. T: A listening map helps you reading the music while listening, it represents the music in a easy way. T: In pairs, follow the line with your fingers followig the music. T: Come to the LIM and show us your reading of the music!</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>• kangaroo-listening-map.pdf</p> <p>Kangaroos: link ICT tools: LIM (interactive whiteboard)</p>	<p>Pupils oral feedback: understanding and using the model sentence. Observation: how children move along with the music, following the rhythm. Worksheet: task completed and words written correctly.</p>
L	S	R	W								

4	10 min	Listen and identify the different musical instruments. Apply the concept of dynamic to the piece.	1) The children take the worksheet from the first lesson (Animals) and speculate what the next piece might be. They listen to the piece watching the video and then colour their choice on the 'Guess the piece' card. 2) The children listen to the song again and complete the first part of the Aquarium worksheet. 3) Some children give their answers orally using the model sentence. 4) The children complete the last question.	<p>Skills</p> <table border="1" data-bbox="1173 165 1516 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Aquarium</p> <p>Communicative structures T: Take the worksheet "Animal", in pairs discuss what the next piece might be. T: Listen to the piece and colour your choice in the "Guess the piece" worksheet. T: Complete the first question. S: I think the instruments are ...</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	Aquarium: link	Pupils oral feedback: understanding and using the model sentence.
L	S	R	W								

CLIL Lesson Plan

Unit number	1	Lesson number	7	Title	Dancing and comparing pieces
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	5 min	Lesson ritual to get the children's attention and introduce music time.	All the children stand up and sing together the starting song of the music lesson. The song is sung three times, the first in normal voice, the second in loud voice and the last one in low voice almost whispering. Song: H-E-L-L-O This is how we say hello (waving hands). Move your feet to the beat (stomping feet). Can you feel my heart beat? (miming the heart beat with hands on the chest).	Skills <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> Key vocabulary Communicative structures T: Good morning / Good afternoon children! T: Stand up! T: Let's sing our song!	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		
L	S	R	W								
2	25 min	Move along with the music. Understanding the musical aspects of the piece through movement (TPR).	1) It is explained to the children what 'hop' and 'look for predators' mean. It is explained that they have to perform these two actions while listening to the song. 2) Play the song "Kangaroos" and the children mime the actions explained. 3) The children are given coloured scarves and explained that they must move them by following the directions on the interactive whiteboard video. (Piece: Aquarium movements). 4) It asks and	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 type="checkbox"/> Pair work	Aquarium movements: link Aquarium Listening Map: link	Observation of how the children interpret the rhythm and musical aspects of the piece with their
L	S	R	W								

explains to the children the meaning of starfish, crab, fish, jellyfish, seahorse, octopus. The children are then divided into groups, one per seahorse. The concept of the Listening Map is resumed. The video (Aquarium Listening Map) is shown. The children move their fingers (or arms with scarves) in the air following the movement proposed for each animal. The activity is repeated to give each group the opportunity to change animals.

Key vocabulary

hop, look for predators, kangaroos, aquarium, starfish, crab, fish, jellyfish, seahorse, octopus

Communicative structures

T: Do you know what hop means? What's a predator? What do I do if I look for a predator? T: Listen to the song and move along with the music! T: Hop and then stop and look for predators. T: Do you know what a starfish, (crab, fish, jellyfish, seahorse, octopus) is? T: I divide you into groups. You are (starfish, crab, fish, jellyfish, seahorse, octopus), repeat it loud! T: What animal are you? S: Say their group animal.

Individual work

bodies.

3	30 min	<p>Compare two musical pieces. Identify which instrument represents a specific aspect of the piece of music. Describe a piece of music using known adjectives and terms. Writing small sentences using the given words.</p>	<p>1) The children take up the Aquarium worksheet. The teacher reads aloud the terms in the two columns and makes sure the meaning is known. The children have to choose the appropriate words for each passage. 2) In small groups, using the given words, the children try to compose sentences. The sentences of each group are written on the Jamboard App (GSuite), on post-it notes. 3) Children answer the last two questions of the worksheet.</p>	<p>Skills</p> <table border="1" data-bbox="1240 165 1581 213"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary dance, funny, roar, light, heavy, light, floating, magic, sad, funny, gait, lightness, underwater world.</p> <p>Communicative structures T: Take the last time worksheet. T: Read the terms and tell me which one do you know. S: (Tell the terms they know, explaining them with synonym or miming). T: In groups compose small sentences using the given words. T: One member for each group come to the computer and write down the sentences.</p>	L	S	R	W	<p><input type="checkbox"/> Whole class <input checked="" type="checkbox"/> Group work <input type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work</p>	<p>ICT tools: classroom computer - Jamboard App (G Suite) - LIM</p>	<p>Observing how children interact in groups (soft skills: social skills, completing the task, negotiating meaning, speaking in L2. Using of the given words in sentences with meaning.</p>
L	S	R	W								

CLIL Lesson Plan

Unit number	1	Lesson number	8	Title	Donkeys
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	5 min	Lesson ritual to get the children's attention and introduce music time.	Song: H-E-L-L-O This is how we say hello (waving hands). Move your feet to the beat (stomping feet). Can you feel my heart beat? (miming the heart beat with hands on the chest). All the children stand up and sing together the starting song of the music lesson. The song is sung three times, the first in normal voice, the second in loud voice and the last one in low voice almost whispering.	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary</p> <p>Communicative structures T: Good morning / Good afternoon children! T: Stand up! T: Let's sing our song!</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		
L	S	R	W								

2	10 min	Checking together the composed sentences	The Jamboard completed in the last lesson is projected on the interactive whiteboard and sentences are corrected collectively.	<p>Skills</p> <p>L S R W</p> <p>Key vocabulary All the words of the sentences</p> <p>Communicative structures T: Let's check our sentences! T: We, maybe, possibly... I see what you mean, but...</p>	<input type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work		
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3	45 min	<p>Listen and understand the different moments of the musical piece. Listen and identify the different musical instruments. Identify and understand how a musical instrument represents a real life experience (donkey's hee-haw). Apply the concept of dynamic and pitch of the sound to the piece. Move along with the music.</p>	<p>1) The children complete the 'Guess the piece' worksheet themselves. The teacher explains that the title of the piece is 'Persons with long ears'. After ascertaining the meaning, they proceed to listen to the piece. 2) The teacher asks the class which aspect of the donkey is represented by the music. Teacher gives the meaning of 'donkey braying', miming it. 3) Children complete in pairs the worksheet. The music is reproduced at the beginning, and then once again to let pupils count the hee-haw. 4) Collective correction of the worksheet. 5) The song is experienced with the body. Teacher explain the meaning of kick your leg. Then teacher repeats several times the two orders 'kick your leg', 'bray' to let them learn them. The children get down on all fours, the song is reproduced, they kick with their legs for every braying they hear.</p>	<p>Skills</p> <table border="1" data-bbox="1249 167 1590 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary donkey, long ears, donkey braying,</p> <p>Communicative structures T: Complete the Guess the piece worksheet. T: What aspect of donkey is represented? T: Complete the worksheet, work in pairs! T: Stand up! Get down on all fours, kick you leg every braying you hear! T: Kick your leg! Bray!</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>Persons with long ears (donkeys): link</p>	<p>Pupils oral feedback: understanding and using the model sentence. Worksheet: task completed and words written correctly. Observation of how the children interpret the rhythm and musical aspects of the piece with their bodies.</p>
L	S	R	W								

CLIL Lesson Plan

Unit number	1	Lesson number	9	Title	Cuckoo and the Aviary
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	5 min	Lesson ritual to get the children's attention and introduce music time.	All the children stand up and sing together the starting song of the music lesson. The song is sung three times, the first in normal voice, the second in loud voice and the last one in low voice almost whispering. Song: H-E-L-L-O This is how we say hello (waving hands). Move your feet to the beat (stomping feet). Can you feel my heart beat? (miming the heart beat with hands on the chest).	Skills <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> Key vocabulary Communicative structures T: Good morning / Good afternoon children! T: Stand up! T: Let's sing our song!	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		
L	S	R	W								
2	55 min	Listen and identify the different musical instruments. Identify and understand how a musical instrument represents a real	1) Teacher explains that both pieces in line 8 (Guess the piece worksheet) will be heard for comparison. Both pieces are listened to and the children guess the order of the songs by putting the numbers 1 and 2. 2) In order to promote understanding of the pieces, children are asked to perform the movements. The Aviary: children have to flap their wings following the music. The Cuckoo: the children imagine they are in a forest,	Skills <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> Key vocabulary cuckoo, aviary, flap your wings,	L	S	R	W	<input checked="" type="checkbox"/> Whole class <input checked="" type="checkbox"/> Group work <input checked="" type="checkbox"/> Pair work	Aviary: link Cuckoo: link	Observation of how the children interpret the rhythm and musical aspects of the piece with their bodies.
L	S	R	W								

life experience (cuckoo noise). Move along with the music: mimic with body the actions represented in the piece. Apply the concepts of dynamic, pitch of the sound, rhythm to the piece. Apply the concept of main, background and solo instrument. Confront two different musical pieces. Use and reinforce of the structures given.

with their eyes closed they echo the cuckoo when they hear it. 3) The 'Aviary and Cuckoo' worksheet is handed out and the children observe and read it for themselves. The children must, in small groups, complete the worksheet. 4) The children must, in pairs, write a few sentences (on the back of this worksheet) taking up all the concepts they have learnt so far. The children are invited to look at all the previous worksheets. (Children are expected to take up the concepts of main, background, instrument only. Model sentences refer to dynamics, tempo, rhythm and pitch of the sound). 4) The children read aloud their sentences, which the teacher writes on the blackboard. The children can, with another colour, supplement and/or correct their sentences. 5) The children are asked to compare, in the same pair, the two pieces: which instrument represents the animals in each piece? What difference in tempo and rhythm can be seen in the two pieces? 6) Worksheets are handed in for correction with the names of the pair.

Communicative structures

T: Flap your wings when following the music. T: Imagine to be in a forest, close your eyes, echo the cuckoo when you hear it. T: Which instrument represents the animals in each piece? What difference in tempo and rhythm can be seen in the two pieces? S: In the 'Cuckoo' the instrument is... In the 'Aviary' the instrument is... In the 'Cuckoo' the tempo/rhythm is... In the 'Aviary' the tempo/rhythm is...

Individual work

Worksheet: task completed and words written correctly. Pupils oral and written feedback: understanding and using the model sentence, remembering all the previous concepts.

CLIL Lesson Plan

Unit number	1	Lesson number	10	Title	Fossils and the finale
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	5 min	Lesson ritual to get the children's attention and introduce music time.	All the children stand up and sing together the starting song of the music lesson. The song is sung three times, the first in normal voice, the second in loud voice and the last one in low voice almost whispering. Song: H-E-L-L-O This is how we say hello (waving hands). Move your feet to the beat (stomping feet). Can you feel my heart beat? (miming the heart beat with hands on the chest).	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary</p> <p>Communicative structures Good morning / Good afternoon children! Stand up! Let's sing our song!</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		
L	S	R	W								

2	30 min	<p>Listen and understand the different moments of the musical piece. Listen and identify the different musical instruments. Move along with the music.</p>	<p>1) Children take the 'Guess the piece' worksheet and colour the right space. 2) Children listen to the Fossils piece. Teacher asks how many moments hear (three: A, B, C). The music is reproduced to let them think and answer. 3) Teacher explains we are in a museum during night. Class is divided into two groups. One group represents dinosaurs' fossils, the second group is museum's visitors. In A part dinosaurs come alive, dance and play music (using pens on their mates' back bones). In B part dinosaurs remain silent and still, visitors walk around and watch them, in part C visitors dance and dinosaurs mock them. 4) Worksheet "Fossil and Finale" is handed over. Children complete the first parts in pairs.</p>	<p>Skills</p> <p>L S R W</p> <p>Key vocabulary fossil, dinosaurs, remain still, visitors, museum, mock sb,</p> <p>Communicative structures T: How many moments can you hear?</p>	<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>Fossiles: link Finale: link</p>	<p>Observation of how the children interpret the rhythm and musical aspects of the piece with their bodies. Worksheet: task completed.</p>
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3	25 min	<p>Listen and understand the different moments of the musical piece. Listen and identify the different musical instruments. Apply the concept of tempo to the piece. Remember and identify the correct sequence of pieces in the main song.</p>	<p>1) Tell children this piece is the last one, called "Finale". Play it until 0:09 and ask and ask if it reminds them of anything (the answer should be: the intro of the first piece). Listen again to the 'Intro' to compare them. 2) Listen to the whole piece. Then ask them to complete the tasks on worksheet. 3) Working in pairs, on the back of the worksheet, they have to recognise the pieces/animals and write them in order. They must then write down the instrument(s) of each animal, without looking at the other worksheets. 4) Collective correction.</p>	<p>Skills</p> <table border="1" data-bbox="1256 165 1601 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary finale,</p> <p>Communicative structures T: Listen to the first part, does it remind you of anything? T: Work in pairs, listen and recognise the pieces, write them down on the back of this worksheet. T: Write down the instrument of each animal. T: Let's check it together!</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>Finale: link Intro: link (until 0:40)</p>	<p>Worksheet: task completed and words written correctly. Pupils oral feedback: understanding and using the model sentence, remembering all the previous concepts.</p>
L	S	R	W								

CLIL Lesson Plan

Unit number	1	Lesson number	11	Title	Project and final quiz
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	5 min	Lesson ritual to get the children's attention and introduce music time.	All the children stand up and sing together the starting song of the music lesson. The song is sung three times, the first in normal voice, the second in loud voice and the last one in low voice almost whispering. Song: H-E-L-L-O This is how we say hello (waving hands). Move your feet to the beat (stomping feet). Can you feel my heart beat? (miming the heart beat with hands on the chest)	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary</p> <p>Communicative structures Good morning / Good afternoon children! Stand up! Let's sing our song!</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		
L	S	R	W								

2	25 min + 90 min + 90 min + 30min	<p>Working in a group for a common project. Prepare a presentation to present to the class. Present the work orally to the class, dividing the parts to say. Recollect informations about the whole opera.</p>	<p>1) Watch the video about the whole opera (link Whole opera) (approx. 25 min). 2) Divide the class into 9 groups (of two-three members each). Each group get a piece (by choosing or drawing a ticket). 3) Each group has got approximately one and a half hours to prepare a presentation a presentation of the assigned piece. Each presentation should contain all the informations given during lessons (aspects of sound: pitch, tempo, dynamic, rhythm; animal characteristics; instruments; background/main/solo instrument characteristics; possible comparisons...). The presentation is displayed on a collective billboard. 4) Each group gives its presentation to the class. The other pupils evaluate the work of peers according to the evaluation sheet (Attachment: Presentation - more copies for each student). Ext time: 90. min. 5) Final text: individually completed. (Time: 30 min)</p>	<p>Skills</p> <table border="1" data-bbox="1137 165 1478 213"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary</p> <p>Communicative structures T: Watch the video T: You are divided into 9 groups. Each group get a piece and has to prepare a presentation, displayed on the collective cardboard, with all the informations you get in the lessons. T: Come and present your work to the class! T: Complete the final text.</p>	L	S	R	W	<p><input type="checkbox"/> Whole class <input checked="" type="checkbox"/> Group work <input type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work</p>	<ul style="list-style-type: none"> • Self evaluation.pdf • Peer evaluation.pdf <p>Whole opera: link</p>	<p>Project: task completed, peer evaluation, self evaluation, oral presentation. Summative assessment: final quiz</p>
L	S	R	W								