CLIL Module Plan

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School Grade	○ Primary	○ Middle		◉ High
School Year	◉ 1	○ 2	○ 3	○ 4	○ 5
Subject	Tecnologia	**Topic**	Contemporary architecture	
CLIL Language	◉ English	○ Deutsch		

Personal and social-cultural preconditions of all people involved	Group of learners: 20 boys, first class "biennio tecnico tecnologico - Costruzioni Ambiente Territorio", age 14-15 years, no learners with special needs. STUDENTS. Learning preconditions: students come from different middle schools and have different learning level. Students have no previous CLIL experiences. English level: CEFR level A2-B1. Students spend little time in learning on their own; for this reason students need to be involved through interactive activities during the school time. TEACHER. The subject teacher chooses parts of the subject curriculum which are taught in the target language.

Students' prior knowledge, skills, competencies	**Subject**	**Language**
	Required: Before starting, students are supposed to have overall knowledge about architect Norman Foster (nationality, age, main works, career, prizes, ...)	Not required: subject-specific lexis Required: use of presente tense, questioning and answering forms, describing something, giving opinion, asking for confirmation or denial

Timetable fit	◉ Lesson	Length 120 min

Description of teaching and learning strategies	The title of the module is "Contemporary architecture". Part of the module will be taught in Italian and part in English. Some of the most significant architects and works will be studied. "Contemporary architecture: four projects by Foster and Partners Architects" is the title of the first unit. Every lesson focuses on one project. Most of the activities will be designed to involve as many skills as possible (L+S+R+W) and to be completed in pairs, in order to support interaction and communication through group work. Assessment, at the beginning, will be formative, in order to give a positive feedback about the work done by students. A wide range of different materials will be used in order to meet different learning styles. These include: ICT learning tools (video and interactive whiteboards), materials to support content and language scaffolding (materials in printed form that students can revise at home), repeated activities in order to consolidate vocabulary (including games such as flashcards, crossword puzzle and "guess the word"), visual organisers in order to help students to select, transfer and categorise information.

Overall Module Plan

Unit: 1	**Lesson 1**
Contemporary architecture: four projects by Foster and Partners Architects **Unit length:** 8h	Lunar Habitation/2h
	Lesson 2 United Arab Emirates Pavilion Milan Expo 2015/2h
	Lesson 3 30 St Mary Axe London/2h
	Lesson 4 Wembley Stadium London/2h

CLIL Lesson Plan

Unit number	1	Lesson number		1	Title	Lunar Habitation/2h

Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials

| 1 | 10 minutes | Brainstorm vocabulary that might be heard, spoken, read or written. | ACTIVITIES: The teacher explains the learning outcomes of the unit "Contemporary architecture: four projects by Foster and Partners Architects". The teacher introduces the video referred to the first project "Lunar habitation" and shows a "word cloud" image in order to brainstorm vocabulary that might be heard, spoken, read or written. The teacher asks students to say what they know about the Moon. | **Skills**

| L | **S** | **R** | W |

Key vocabulary
No specific terms are required

Communicative structures
Spontaneous language. At the beginning students are encouraged to speak, to ask, to translate. They are allowed to use L1, if necessary. | ☒ Whole class
☐ Group work
☐ Pair work
☐ Individual work | • U1_L1_ALL0_attachment_list.pdf
• U1_L1_ALL1.pdf

attachment U1_L1_ALL1 - Word cloud image (image created using Word it out) |

| 2 | 10 minutes | Be able to define some specific words and reuse them in other contexts. Be able to speak in large group and to listen to classmates. | ACTIVITIES: "Do you know some of these words? Write a sentence". Dictation, 20 new words; the teacher explains that all words are useful for the comprehension of the video and asks students if they know some of these word. The teacher asks students to write short sentences using some words of the list and to read their sentences. | **Skills**

| L | S | R | W |

Key vocabulary
see word list U1_L1_ALL2

Communicative structures | ▣ Whole class
☐ Group work
☐ Pair work
☐ Individual work | • U1_L1_ALL2.pdf

attachment U1_L1_ALL2 - Photocopy of the teacher: "Do you know some of these words? Write a sentence". Word list to complete with the Italian translation + short sentences with known words |
| 3 | 10 minutes | Be able to define some specific words. | ACTIVITIES: "Before watching the video... Let's focus on some new words". The teacher shows 20 slides referred to the new words and definitions and asks students to read and translate them. | **Skills**

| L | S | R | W |

Key vocabulary
focus on new words (see U1_L1_ALL3)

Communicative structures | ▣ Whole class
☐ Group work
☐ Pair work
☐ Individual work | • U1_L1_ALL3.pdf

attachment U1_L1_ALL3 - ICT Tools: PPT presentation/20 Slides - definitions |

| 4 | 10 minutes | Be able to consolidate and to recall new vocabulary. | ACTIVITIES: Game one: flashcards (word-definition). The teacher forms pairs, distributes them colored flashcards and explains the task: for words 1-20 match the correct definition A-V. | **Skills**

| L | **S** | **R** | W |

Key vocabulary
see activity 3

Communicative structures
Pieces of language to support students in task development activities and interaction. Examples: -This should be matched ... -I don't think it's right/I think it's wrong -I'm not sure about... | ☐ Whole class
☐ Group work
☑ Pair work
☐ Individual work | • U1_L1_ALL4.pdf

attachment U1_L1_ALL4 - Flashcards |

| 5 | 10 minutes | Develop listening skills. | ACTIVITIES: Multi-media resource/interactive smart board: video about a recent project by Foster and Partners Architects - "Lunar habitation" - duration 4.48 minutes. The teacher stops the video several times in order to focus on most significant steps and to check the comprehension level of students. | **Skills**

 L · S · R · W

 Key vocabulary
 see activity 3

 Communicative structures | ☑ Whole class
 ☐ Group work
 ☐ Pair work
 ☐ Individual work | Video about a recent project by Foster and Partners. Title: "Lunar base 3D printing to construct lunar habitation". Duration 4.48 minutes. Available on: link: News-Videos-Lunar Habitation (official site) or link (youtube) |

| 6 | 15 minutes | Develop communicative fluency and questioning skills. Be able to ask for confirmation or denial. | ACTIVITIES: Game two: "Guess the word". Some students decide one word the other students have to guess and sit at the front of the class; they give some clues and other learners take turns to question. The teacher supports the students providing model texts and speaking frames (level 1 and 2) | **Skills**

| L | **S** | R | W |

Key vocabulary
see activity 3 words learnt in previous activities

Communicative structures
Level 1: It's a word/verb/adjective. It's useful for… It's made of… It's a part of… It has a particular shape. It's a utensil that… You can see it…
Level 2: It's something designed to/resembling to… It's the upper layer of…. It's the final part of… It has to do with…You use it when… (see attachment U1_L1_ALL6) | ☐ Whole class
☑ Group work
☐ Pair work
☐ Individual work | • U1_L1_ALL6.pdf

attachment U1_L1_ALL6 - Photocopy of the teacher: scaffolding language useful for the game "Guess the word" |

| 7 | 15 minutes | Revisit vocabulary. | ACTIVITIES: The teacher hands out a worksheet and students are asked to complete a crossword puzzle. | **Skills**

| L | S | **R** | **W** |

Key vocabulary
see activity 3 (words learnt in previous activities)

Communicative structures | ☐ Whole class
☐ Group work
◉ Pair work
☐ Individual work | • U1_L1_ALL7.pdf

attachment U1_L1_ALL7 - Photocopy of the teacher: crossword puzzle created using TheTeachersCorner.net - Crossword Puzzle Maker |
| 8 | 15 minutes | Develop intensive listening skills. Be able to recall information from the video. | ACTIVITIES: The teacher proposes to watch the video without subtitles and asks students to take some written notes about technical data which they will use in following tasks (whole class). The teacher hands out the worksheets and invites students to complete the exercise true/false (pair work). Students are supposed to use notes they have taken previously. | **Skills**

| **L** | S | **R** | **W** |

Key vocabulary
see activity 3

Communicative structures | ◉ Whole class
☐ Group work
◉ Pair work
☐ Individual work | • U1_L1_ALL8.pdf

attachment U1_L1_ALL8 - Photocopy of the teacher: worksheet, exercise true/false. Are these sentences referred to the video true or false? Look at the sentences to decide if each sentence is correct or incorrect. |

| 9 | 10 minutes | Be able to use visual organisers to support learning. Be able to select/transfer/categorise information. | ACTIVITIES: "Let's focus on visual organisers: the process diagram". The teacher hands out the worksheets and asks students to complete a simplified process diagram (individual work). The teacher invites students to discuss and compare the answers with the partner (pair work). | **Skills**

| L | **S** | **R** | **W** |

Key vocabulary
see activity 3

Communicative structures
Pieces of language to support students in task development activities and interaction: -What is/ what does...? (e.g. what is the goal of...? what do robots collect on the Moon? What does the cylinder contain inside? -Where is.../ does...? (e.g. where does the lander arrive?) -How is.../ how are...? (e.g. how are conditions on the Moon?) -How long does it take...? | ☐ Whole class
☐ Group work
▣ Pair work
▣ Individual work | • U1_L1_ALL9.pdf

attachment U1_L1_ALL9 - Photocopy of the teacher: "Let's focus on visual organisers: the process diagram". Worksheet: a process diagram to complete and to discuss with the partner |

| 10 | 15 minutes | Be able to understand and recap a sequence of steps and a chronological sequence of events. | ACTIVITIES: "Test your knowledge". The teacher hands out the worksheets. Learners are asked to complete 3 exercises: 1) translate, 2) put steps in the correct order, 3) complete a text with the new words | **Skills**

 L S R W

 Key vocabulary
 see activity 3

 Communicative structures
 written language support is provided (texts to complete) | ☐ Whole class
 ☐ Group work
 ☐ Pair work
 ☑ Individual work | • U1_L1_ALL10.pdf

 attachment U1_L1_ALL10 - Photocopy of the teacher: test your knowledge: exercise 1, 2 and 3 |

CLIL Lesson Plan

Unit number	1	Lesson number	2	Title	United Arab Emirates Pavilion Milan Expo 2015/2h

Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment

CLIL Lesson Plan

Unit number	1	Lesson number	3	Title	30 St Mary Axe London/2h

Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment

CLIL Lesson Plan

Unit number	1	Lesson number	4	Title	Wembley Stadium London/2h

Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment