

CLIL Module Plan

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School	ISTITUTO COMPRENSIVO ALTA VALLAGARINA				
School Grade	<input type="radio"/> Primary		<input checked="" type="radio"/> Middle		<input type="radio"/> High
School Year	<input type="radio"/> 1	<input checked="" type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
Subject	Geografia		Topic		The United Kingdom
CLIL Language	<input checked="" type="radio"/> English			<input type="radio"/> Deutsch	

Personal and social-cultural preconditions of all people involved	<p>STUDENT PROFILE: The class that experimented this module was a 2nd year Middle School Class. The class consisted of 24 students. 14 boys and 10 girls. All students experimented CLIL in 1st year Middle School, in a previous Module Project, PROSPEVAL. 9 students came from previous CLIL experience - 5 years of CLIL - in primary school. Out of the 9 students that came from a CLIL experience, 4 students still had high language and cognitive skills, which they maintained during 1st year Middle School. There were many students that were at their first year CLIL, where 2 students excelled in language and cognitive skills during the experimentation of this project. The new approach of this method has helped the students work better this year, as they had a clearer understanding of the procedure and the tasks that they had to do.</p> <p>Weaknesses: Weaker students that were at their first CLIL experience, experienced a very positive attitude towards the teaching method applied during the module experimented last year. They gained confidence towards the language, even though there were still difficulties, with regards to speaking skills. The class also consisted of BES students - 4 students are certified. The class also consisted of two students from a migrant background - 1 Albanian student (in Italy only 4 years) and one Syrian student (in Italy 4 years). The weaker students were always teamed with a stronger student - both, in content and language, when it came to group work. We noticed that teaming the students with stronger students gave them more self confidence in speaking and organising tasks given, with regards to the CLIL approach. The certified students were backed by worksheets in Italian about the content prepared by the ESL Teacher. CEFR Level of group: A1 + level Teacher/ team profile: All the subject teachers involved in this module are Geography teachers who worked together with a CLIL expert - mother tongue to prepare the content and lessons. During the I</p>
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Students' prior knowledge, skills, competencies	Subject	Language
	<p>During primary school and the first year of Middle School, the curricular programme states that the students should already be able to identify both Landforms and Bodies of Water related to the European Continent. The previous lessons were based on building up vocabulary and strengthening the student's knowledge to basic content. The students were aware of the different Landforms found in Europe - Mountains, Hills, Plains, oceans, seas, etc - in which they were able to label and identify on a Map. The students were able to show examples, compare, classify, differentiate and understand the difference between an Ocean and a Sea and the different landforms linked to the European Continent. They were able to evaluate the importance of Natural Disasters linked to landforms and also water basins. They understood the impact that these disasters have on our environment. They were able to name and distinguish the different seas that belong to the Mediterranean sea. They were able to value the importance of keeping our bodies of water clean.</p>	<p>The students were able to form and answer short questions using basic grammar obtained from previous units. There were certain students that, whilst at their first time CLIL, emerged in a very positive way during lessons. The Students used basic vocabulary linked to physical features in Geography like adjectives for describing certain topics. Scaffolding was used in order to give a basic vocabulary and help strengthen the weaker students, who still had difficulty, when it came to open and closed questions.</p>

Timetable fit	© Module	Length 20 hours
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Description of teaching and learning strategies

The lessons will predominantly follow the “activate prior knowledge / guide understanding / review” format. Classroom activities will be as communicative as possible with students involved in inquiry-based / collaborative / cooperative learning in a task-based learning environment using information exchange / information gap activities. Texts will be exploited and scaffolded, both for content and language learning. In the latter case, a genre approach will be used by exploiting both text and co-text features in the development of students’ writing and speaking skills. Extensive use of the texts will be made to develop students’ reading (understanding gist, main ideas and identifying specific information) and listening skills. In terms of in-task communication, students will be introduced to functional language exponents / lexical chunks to develop both their BICS and CALP competences. Various group configurations will be used depending on the exigencies of the activities: mixed ability groups will be formed according to the students’ zones of proximal development in content and communication whilst same ability groups will be used in more focussed content or communication development. A mixture of ‘frontal’ and ‘student-centred’ teacher roles will be used as appropriate to the lesson phases. During the latter, the teacher will act as facilitator and guide, always with the help of the co-teacher involved. Power Point presentations are shown during the lessons which are also accompanied by follow-up worksheets and videos. Tablets will be used for group work and project research lessons. A google classroom has been set up to facilitate all these procedures. A simple platform has been created – called PADLET – which will help the students to download worksheets and power points at home that will be shown during the lessons. This way the students will be able to study easier for their summative assessment. Continuous assessment will be used to include motivation, language

Overall Module Plan

Unit: 1 THE UNITED KINGDOM Unit length: 11 HOURS	Lesson 1 DEFINITION OF UK
	Lesson 2 The English Language - Part 1
	Lesson 3 The English Language - Part 2
	Lesson 4 PHYSICAL FEATURES OF ENGLAND
	Lesson 5 Main Cities in England
	Lesson 6 THE UNITED KINGDOM - Climate
	Lesson 7 THE UNITED KINGDOM - Economy
	Lesson 8 THE UNITED KINGDOM - Immigration - Part 1
	Lesson 9 THE UNITED KINGDOM - Immigration - Part 2
	Lesson 10 THE UNITED KINGDOM - Culture in the UK
	Lesson 11 THE UNITED KINGDOM - SUMMATIVE TEST - Lessons 1 - 5 - part 1 /lessons 6 -10 - part 2

<p>Unit: 2</p> <p>The Republic of Ireland</p> <p>Unit length: 05 hours</p>	<p>Lesson 1</p> <p>The Republic of Ireland – Location and Main Cities</p>
	<p>Lesson 2</p> <p>The Republic of Ireland – Physical Features</p>
	<p>Lesson 3</p> <p>The Republic of Ireland – Population and the Great Irish Famine</p>
	<p>Lesson 4</p> <p>The Republic of Ireland - Culture</p>
	<p>Lesson 5</p> <p>The Republic of Ireland – Summative Test</p>

<p>Unit: 3</p> <p>The Netherlands</p> <p>Unit length: 5 hours</p>	<p>Lesson 1</p> <p>The Netherlands - Location and main features</p>
	<p>Lesson 2</p> <p>Netherlands - polders and windmills</p>
	<p>Lesson 3</p> <p>10 facts about the Netherlands and Amsterdam</p>
	<p>Lesson 4</p> <p>The Netherlands - Population and ethnic groups</p>
	<p>Lesson 5</p> <p>the Netherlands - Summative test</p>

CLIL Lesson Plan

Unit number	1	Lesson number	1	Title	DEFINITION OF UK
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	5 min	The students will list the names and number of countries that belong to the UK.	Guessing game - The teacher asks the students to write down in their activity book the names and number of countries they think belong to the United Kingdom	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Countries, List, Belong</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	Exercise book	Formative assessment
L	S	R	W								

Communicative structures

List the countries that you think belong to the UK. I think that there are countries in the UK. Can you tell me how many countries belong to the UK? There are countries in the UK. Can you guess how many countries belong to the UK? I have guessed that there are Countries that belong to the UK.

2	10 min	Students will be able to indicate and list the countries that belong to the UK	The teacher shows a power point with a map of the UK and indicates to the students the correct amount of countries that are part of the UK	<p>Skills</p> <table border="1" data-bbox="925 167 1265 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Map, countries, United Kingdom, Great Britain, British Isles, England, Wales, Scotland, Northern Ireland,</p> <p>Communicative structures Can you show me where..... is located? Is part of the UK? How many countries are part of the UK? Is Located in the North/South/East/West of the UK? Is located North/south/East/West of the UK.</p>	L	S	R	W	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	<ul style="list-style-type: none"> • U1_L1_ALL4_The United Kingdom - Lesson 1.pptx 	Formative assessment
L	S	R	W								

3	15 min	Students will be able to classify the countries that belong to the UK.	The teacher hands out a worksheet. The students are asked to re-read the text in pair work and then to complete the worksheet. Each student must read a part of the text to one another. The teacher passes around the classroom to double check pronunciation.	<p>Skills</p> <p>L S R W</p> <p>Key vocabulary Countries, part of, biggest island, plus, minus, equals</p> <p>Communicative structures Which countries are part of the United Kingdom? The countries that are part of the UK are..... What's the biggest island in Europe? The biggest island in Europe is.....</p>	<input type="checkbox"/> Whole class <input type="checkbox"/> Group work <input checked="" type="checkbox"/> Pair work <input type="checkbox"/> Individual work	<ul style="list-style-type: none"> • U1_L1_ALL1.docx 	Formative assessment
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4	15 min	The students will be able to graph and determine the countries that belong to the UK.	The teacher draws a chart on the blackboard - using the example from worksheet 2 - leaving out the names of the countries. The students must fill in the circles according to which country belongs where.	<p>Skills</p> <p>L S R W</p> <p>Key vocabulary Classify,</p> <p>Communicative structures Classify the following countries using the chart on the blackboard.</p>	<input type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work	<ul style="list-style-type: none"> • U1_L1_ALL2_Classifying the UK.docx • U1_L1_ALL3_FOTO.jpg <p>Exercise book for drawing the circle graph.</p>	Formative assessment
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5	5 min	The students will perceive the countries that belong to the UK	The teacher asks the students to come out to the blackboard and complete the diagram. The teacher then asks the students questions to confirm and value the finished task.	<p>Skills</p> <p>L S R W</p> <p>Key vocabulary Complete, diagram, countries, belongs to, is part of</p> <p>Communicative structures Can you tell me which countries are part of the UK? The countries that are part of the UK are.... Can you tell me if belongs to the UK? belongs to.....</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"> • U1_ALL1_rubric for teachers.docx <p>Blackboard with diagram completed</p>	<p>Formative assessment</p> <p>At the end of the lesson the teacher fills out the Rubric for the teacher. U1_ALL1</p>
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CLIL Lesson Plan

Unit number	1	Lesson number	2	Title	The English Language - Part 1
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	10 min	The students will list the names and number of countries that speak English in Europe as a first language.	Guessing game: The teacher asks the students to write down in their activity book the number of countries they think speak English in Europe as a first language.	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Countries, List, speak</p> <p>Communicative structures List the countries that you think speak English in Europe as a first language. I think that there are countries in Europe that speak English as a first language. Can you tell me how many countries speak English in Europe? There are countries in the UK.</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	Exercise book	formative assessment
L	S	R	W								

2	10 min	Students will be able to compare and list the countries that speak English as a first language in Europe. The students will also be aware of the countries that are more able and less able to speak English.	The teacher shows a power point with a mind map showing the countries that speak English as a first language. The teacher also indicates a graph showing the percentage of knowledge of English spoken in Europe and the countries that are able to speak English. The teacher ask questions to the students about the statistics.	<p>Skills</p> <table border="1" data-bbox="875 165 1211 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary English speaking countries, able to, statistics, percentage, knowledge, communicate, native speakers, least - more,</p> <p>Communicative structures What is the percentage of native speakers in Europe? The percentage of native speakers is.... Where are countries with native speakers? The countries with native speakers are.... Which country has the least percentage of English speaking people? The country with the least speaking people is....</p>	L	S	R	W	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	<ul style="list-style-type: none"> • U1_L2_ALL1_The United Kingdom - Part 1.pptx 	Formative assessment
L	S	R	W								

3	15 min	Students will be able to classify and list the countries that speak	The teacher hands out a worksheet. The students are asked to answer 4	<p>Skills</p> <table border="1" data-bbox="875 1342 1211 1388"> <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 type="checkbox"/> Group work <input checked="" type="checkbox"/> Pair work	<ul style="list-style-type: none"> • U1_L2_ALL2_English in Europe.docx 	Formative assessment
L	S	R	W								

English.

questions by themselves and then do a follow-up activity working in pairs. Student 1 is given worksheet A and student 2 is given worksheet B. Student 1 must read the text on their worksheet to student 2. Whilst reading, the student must fill in the gaps to the text. Vice versa with student 2. After completing the text the students must fill in the grid using the information from the map given.

Key vocabulary

Percentage, legend, key, highest ranking, lowest ranking, hold a conversation, to share, survey, according to a survey, shortly.

Communicative structures

What type of map is it? It's a map. What does the legend (key) refer to? The legend key refers to... Which are the highest ranking English speaking countries? The highest ranking English speaking countries are... Which are the lowest ranking English speaking countries? The Lowest ranking English speaking countries are...

Individual work

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4	25 min	<p>The students will be able to observe and outline the percentage of countries that have the ability to speak and communicate in English. The students will also be able to compare and criticize the countries that have high and low percentage of English speakers.</p>	<p>The teacher quickly divides the class into 4 groups of 6 for a quick game of “Lets communicate in English”. The groups are given a worksheet where they have to quickly answer the questions given. The groups are given 10 min to finish the task. All answers have to be completed correctly with a full sentence. The group that finishes and has all answers</p>	<p>Skills</p> <table border="1" data-bbox="869 422 1214 466"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Ability, most - least percentage, communicate, located.</p> <p>Communicative structures Which country has the most percentage of people who can communicate in English? The country with the most percentage of people who can communicate in English is.... Which country has the least percentage of people who can communicate in English? The country with the least percentage of people who can communicate in English is.... What is the percentage of</p>	L	S	R	W	<p><input type="checkbox"/> Whole class <input checked="" type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work</p>	<ul style="list-style-type: none"> • U1_ALL1_rubric for teachers.docx • U1_L2_ALL4_Reading Homework.docx • U1_L2_ALL4_Text_reading answers.docx • U1_L2_ALL3_Statistics.docx <p>HOMework - COMPLETE WORKSHEET U1_L2_ALL4 - READING COMPREHENSION</p>	<p>Formative assessment At the end of the lesson the teacher fills out the Rubric for the teacher. U1_ALL1</p>
L	S	R	W								

written
correctly wins.

people who can communicate in English in Italy? The percentage of people who can communicate in English in Italy is Where are most of the countries, located in Europe, that have the highest percentage of people who can communicate in English? Most of the countries that have the highest percentage of people who can communicate in English are located in Europe. Why do you think that they speak English better than the other countries? We think that they speak better English because.....

CLIL Lesson Plan

Unit number	1	Lesson number	3	Title	The English Language - Part 2
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	10 min	The students will have to guess and identify the language spoken whilst listening to 2 audios - the first audio is in Welsh the second audio is in English.	The teacher asks the students to listen to the two audios and to guess and write down the languages that they hear.	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Audio, language spoken,</p> <p>Communicative structures Listen to the audio. Write down the language you think is spoken. I think that Is spoken. Would you like me to re-play the audios? Can you please re-play the audios.</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	Exercise book	Formative assessment
L	S	R	W								

2	10 min	The students will be able to label and identify the countries that have are linked to the Celtic languages in the UK.	The teacher hands out a worksheet. The students are asked to quickly complete the worksheet by labeling the map and answering the two questions given. Once completed, the teacher asks the students for the correct answers.	<p>Skills</p> <table border="1" data-bbox="920 165 1261 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Celtic languages, spoken, type of information, complete.</p> <p>Communicative structures Complete the worksheet using full sentences. Label the map. What type of information does the map give you? The map gives us information on..... What are the Celtic languages spoken in the British Isles? The Celtic languages spoken in the British Isles are.....</p>	L	S	R	W	<input type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work	<ul style="list-style-type: none"> • U1_L3_ALL3_Map Celtic languages.docx 	Formative assessment
L	S	R	W								

3	20 min	The students will be able to rank and organize a timeline by watching a video that explains the changing English language throughout the years.	The students are given a video to watch about the evolving English language. They must take notes of the dates and era that are shown in the video and they must create a time line which indicates today's date to the actual date that the English language has had a dramatic change and is no longer comprehensively understood. Once the students have finished the teacher asks the students questions about the time line.	<p>Skills</p> <p>L S R W</p> <p>Key vocabulary Time line, dates, dramatic change, understood, evolving language, indicate, era,</p> <p>Communicative structures Watch the video and create a time-line using the dates shown. Take notes of the dates. Put in order from today and go back in time until you reach the last date given in the video. From which date and era can you still understand the English language? The date and era that I can still understand the English language is... Name the different eras in the video. The different eras in the video are....</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"> • U1_L3_ALL4.jpg <p>Video link exercise book U1_L3_ALL4 see example (photo) from exercise book</p>	Formative assessment
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4	20 min	The students will be able to compare the three accents spoken - English, American and Australian.	The students are given a worksheet - fill in the gap activity. Once completed the teacher asks the students to correct the worksheet.	<p>Skills</p> <table border="1" data-bbox="920 165 1261 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Accents, compare, differences, letter order, consistent, spelling, prefer.</p> <p>Communicative structures Are they're differences between the three accents that we've heard in the video? Yes there are differences in the three accents that we heard. Which accent was the hardest to understand? The hardest accent to understand was.... Which accent was the easiest to understand? The easiest accent to understand was.....?</p>	L	S	R	W	<input type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work	<ul style="list-style-type: none"> • U1_ALL1_rubric for teachers.docx • U1_L3_ALL3_Cambridge Video on Accents.docx • U1_L3_ALL4_Celtic Languages part 2.pptx <p>link Just in case you need it!!!! Power Point on the Celtic Languages U1_L3_ALL4</p>	Formative assessment At the end of the lesson the teacher fills out the Rubric for the teacher. U1_ALL1
L	S	R	W								

CLIL Lesson Plan

Unit number	1	Lesson number	4	Title	PHYSICAL FEATURES OF ENGLAND
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	10 min	The students will be able to identify and describe the physical features of England. They will be able to indicate which seas and countries border with England.	The students' are shown a physical map of England. The teacher quickly illustrates the different landscapes - Hills/ mountains/ rivers/ seas/ bays/ Channels etc. The teacher then hands out a worksheet where there is a written example given on Scotland. The students must write a brief description	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Describe, borders, physical map, Atlantic Ocean, north, west, south, east, west, mountains , rivers, seas, bays, English Channel, mountains, hills, plains.</p>	L	S	R	W	<input type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work	<ul style="list-style-type: none"> • U1_L4_ALL1_The United Kingdom.pptx • U1_L4_ALL3.jpg • U1_L4_ALL2_Where is England.docx 	Formative assessment
L	S	R	W								

description
using the key
words that the
teacher gave
them. Once the
students have
finished writing
the short text,
the teacher
asks them to
read aloud
what they have
produced.

**Communicative
structures**

Look at the example
given on the worksheet
on Scotland and write a
similar short text on
England. Can you see
any mountains/ hills/
rivers/ bays/ seas/
Oceans? Yes, I can
see..... Are there any
mountains, hills, seas,
rivers etc...? Yes, there
are rivers, mountains,
seas etc.. Can you
please read me your
text? Can I please read
my short text on
England?

2	5 min	The students will be able to recognize the main mountain ranges, the highest peaks, rivers, types of coasts and hills in England.	The teacher quickly shows a brief power point presentation where the main mountain ranges, the highest peaks, rivers, types of coasts and hills of England are located. After presenting the power point she quickly asks questions to the students.	<p>Skills</p> <table border="1" data-bbox="846 164 1193 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Mountain ranges, highest peaks, rivers, coast, hills</p> <p>Communicative structures Can you indicate where the highest peak is? The highest peak is.... Can you tell what the name of the longest river is? The name of the longest river is... Can you tell me the name of some mountain ranges? Some mountain ranges are..... Can you describe the coasts? The coasts are.....</p>	L	S	R	W	<input type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work	<ul style="list-style-type: none"> • U1_L4_ALL1_The United Kingdom.pptx 	Formative assessment
L	S	R	W								

3	15 min	The students will be able to link information given to them from the Power Point and illustrate the physical features of England.	The students then work in pairs by labelling the worksheet with the help from the information given in the text	<p>Skills</p> <table border="1" data-bbox="846 164 1189 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Divided, zones, rugged, suitable, grazings, rolling, craggy.</p> <p>Communicative structures Label the map using information from the text given to you.</p>	L	S	R	W	<input type="checkbox"/> Whole class <input type="checkbox"/> Group work <input checked="" type="checkbox"/> Pair work <input type="checkbox"/> Individual work	<ul style="list-style-type: none"> • U1_L4_ALL4_Physical features of England.docx 	Formative assessment
L	S	R	W								

4	20 min	The students will be able to reorganize information from a text.	The teacher quickly divides the class into 6 groups. Each group is given a copy of a text, which is muddled up. The students must cut the slips and re-organize the information given. They are given a limited time (05 min) to do the task.	<p>Skills</p> <p>L S R W</p> <p>Key vocabulary Cut, muddled up, Divided, zones, rugged, suitable, grazings, rolling, craggy, place in order, re-organize</p> <p>Communicative structures You must cut and re-order the slips and paste them in order. You have 5 min to do the task. I think that the first/second/third etc slip is.... I think that the slips are in the right place/wrong place.</p>	<input type="checkbox"/> Whole class <input checked="" type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	<ul style="list-style-type: none"> • U1_L4_ALL5_Group Work.docx 	Formative assessment
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5	10 min	The students will validate and determine what are the physical features of England.	The teacher hands out a work sheet with questions. The answers to these questions are muddled up. The students must re-order the answers forming a correct sentence. Once the task is finished the teacher corrects the worksheet together with the students. The students are also given a worksheet for homework.	<p>Skills</p> <table border="1" data-bbox="846 164 1193 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Mountain ranges, Highest peak, main rivers, coastline, craggy and rugged.</p> <p>Communicative structures Can you tell me how many zones England can be divided into? England can be divided into zones. What are the main mountain ranges in England? The main mountain ranges in England are.... What is the highest peak in England? The highest peak in England is.... What are the main rivers in England? The main rivers in England 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	<ul style="list-style-type: none"> • U1_ALL1_rubric for teachers.docx • U1_L4_ALL6_Muddled Sentences.docx • U1_L4_ALL7_Homework.docx 	Formative assessment At the end of the lesson the teacher fills out the Rubric for the teacher. U1_ALL1
L	S	R	W								

CLIL Lesson Plan

Unit number	1	Lesson number	5	Title	Main Cities in England
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	05 min	The students will be able to spell and identify the names of the 3 main cities, that will be studied in this lesson.	SCRAMBLED WORDS - The students are given a worksheet to complete. Their task is to find out the names of the three cities that will be studied during this lesson. They have to try and unscramble the words. Once unscrambled, the teacher shows where the cities are located on a political map.	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Unscramble, scrambled, main cities, Liverpool, London, Manchester, The river Mersey, Ocean, Mountains, Gateway, Underground, Three Graces, Museum of Liverpool, Train station, Albert docks, The “fab four”.</p>	L	S	R	W	<input type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work	<ul style="list-style-type: none"> U1_L5_ALL1_Guess the cities.docx 	Formative assessment
L	S	R	W								

				<p>Communicative structures</p> <p>Can you list the three cities that we will be studying? The three main cities that we will be studying are.....</p> <p>Where are these cities located? These cities are located in the north/south/east/west of England.</p>		
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2	15 min	The students will be able to identify words linked to culture and facts about Liverpool, by listening to a video.	The students will watch a video on Liverpool. They will given a worksheet where they have to listen to the video and identify the words on the worksheet. Once identified they have to circle the words that they hear. The second task on the worksheet asks the students to complete a fill in the gap exercise, using the words from the box. This task is connected to the video shown earlier. The teacher then corrects the worksheet together with the students. As a final task at home, the	<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>Trading gateway, legacy, dock, goods, must see, to perform, world, tobacco, ivory, century,</p>	L	S	R	W	<input type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work	<ul style="list-style-type: none"> • U1_L5_ALL2_Main cities Liverpool.docx <p>link</p>	Formative assessment
L	S	R	W								

		students must find out the meanings of the words that they didn't know or understand.	<p>Communicative structures</p> <p>Listen to the video and circle the words you hear. Did you find all the words? No I didn't. Yes, I did. Were there words that you didn't understand? Yes there were. No there weren't. Do you know all the meanings of the words mentioned? Yes I knew all the words. No I didn't. Who would like to read the text? Can I please read.</p>		
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3	15 min	The students will be able to identify words by listening to a video on London. They will be able to observe main points and	The students will watch a video on London. They will be given a worksheet where they have to listen to the video and identify the words on the worksheet. Once identified they have to circle the words that they hear. The second task on the worksheet asks the students to	<p>Skills</p> <p>L S R W</p>	<input type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work	<ul style="list-style-type: none"> • U1_L5_ALL3_Main cities London.docx link	Formative assessment
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and
landmarks
of interest
linked with
London.

asks the students to
complete a fill in the gap
using the words from
the box. This task is
connected to the video
shown on London. The
teacher then corrects
the text together with
the students. As a final
task at home, the
students must find out
the meanings of the
words that they didn't
know or understand.

Key vocabulary

Thames Valley,
Scotland, Queen , great
flood, Tower Bridge,
gardens, great fire,
Industrial Revolution,
Buckingham palace,
theatre district, means
of transport, free,
enjoy, colorful, tour,
suburbs, must,
educational, parks,
home, navigate.

Communicative structures

Listen to the video and
circle the words you
hear. Did you find all
the words? No I didn't.
Yes, I did. Were there
words that you didn't
understand? Yes there
were. No there weren't.
Do you know all the
meanings of the words
mentioned? Yes I knew
all the words. No I
didn't. Who would like
to read the text? Can I
please read.

4	15 min	The students will be able to identify words by listening to a video on Manchester. They will be able to observe main points and landmarks of interest linked with this city.	The students will watch a video on Manchester. The first task is to listen to the video and to write down any key words that they hear that they know. Before the teacher hands out the worksheet she quickly asks the students to read the words they heard and knew from the video. The second task involves pair work. The students are given worksheet 4. The first task - part A - asks the students to build meaningful sentences - finding an ending to the sentence starters given.	<p>Skills</p> <table border="1" data-bbox="987 165 1332 209"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Century, depicted, mankind, admire, crowning glory, split, epicentre, industrial revolution, town hall,</p> <p>Communicative structures Listen to the video and write down the key words you hear and know. Did you recognize any words from the video? Yes, I recognized..... Yes, I knew.... Were there many words you didn't understand? Yes, there were No, there weren't. Can you list the words you knew? Who would like to read the sentences created? Can I read the sentences?</p>	L	S	R	W	<input type="checkbox"/> Whole class <input type="checkbox"/> Group work <input checked="" type="checkbox"/> Pair work <input type="checkbox"/> Individual work	<ul style="list-style-type: none"> • U1_L5_ALL4_Main cities Manchester.docx link	Formative assessment
L	S	R	W								

5	10 min	The students will be able to check and compare	The teacher will ask the students open questions about the three cities they saw.	<p>Skills</p> <table border="1" data-bbox="987 1382 1332 1425"> <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	<ul style="list-style-type: none"> • U1_ALL1_rubric for teachers.docx • U1_ALL2_Self assessment.docx 	Formative assessment At the end of the lesson the teacher
L	S	R	W								

which cities they preferred.

Key vocabulary

Thames Valley, Scotland, Queen , great flood, Tower Bridge, gardens, great fire, Industrial Revolution, Buckingham palace, theatre district, means of transport, free, enjoy, colorful, tour, suburbs, must, educational, parks, home, navigate, Century, depicted, mankind, admire, crowning glory, split, epicentre, industrial revolution, town hall, preferred, visit.

- Pair work
- Individual work

Communicative structures

Which city was your favorite city? My favorite city was.....
Why was your favorite city? was my favorite city because.....
Would you visit? I would visit..... because I would like to see.....
I didn't like any of the cities. Why didn't you like any of the cities shown?

fills out the Rubric for the teacher.
U1_ALL1 The teacher also asks the students to fill in a self assessment worksheet
U1_ALL2

CLIL Lesson Plan

Unit number	1	Lesson number	6	Title	THE UNITED KINGDOM - Climate
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	10 min	The students will be able to observe and state information about the climate in England.	The teacher shows a brief video on the climate in England. The students must find the answers on the worksheet given. The teacher then corrects the answers together with the students.	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Climate, on average, rainiest area, at the foot, famous, more/less,</p>	L	S	R	W	<input type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work	<ul style="list-style-type: none"> • U1_L6_ALL1_Climate audio listening.docx link	Formative assessment
L	S	R	W								

				<p>Communicative structures</p> <p>Listen to the audio and answer the questions.</p> <p>On average, how many days does it rain in a year in England? On average it rains.....</p> <p>What's the rainiest area in England? The rainiest area in England is...</p> <p>Why is the little village of Seathwaite famous?</p> <p>Do you think that it rains everyday in London? No I don't/Yes, I do think it rains every day in London. Does it rain more in Italy or the UK? It rains more in Italy than the UK. It rains less in Italy than the UK.</p>		
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2	10 min	The students will be able to compare and relate climate between London and Trento. Scaffolding sentences will be used.	The students work in pairs. They are given a worksheet where they will be asked to compare the climate between Trento and London. Once the students have completed the worksheet the teacher corrects it	<p>Skills</p> <table border="1"> <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 type="checkbox"/> Group work <input checked="" type="checkbox"/> Pair work <input type="checkbox"/> Individual work	<ul style="list-style-type: none"> • U1_L6_ALL2_London and Trento.docx 	Formative assessment
L	S	R	W								

with them.

Key vocabulary

Horizontal, vertical lines, temperature, precipitation, hottest, coldest, lowest/highest average, most/least, season, rainiest/driest, cold, mild, hot.

Communicative structures

What are the temperatures like in London? The temperatures in London are.... What are the temperatures like in Trento? The temperatures in Trento are.. Which is the lowest average temperature in London during the year? The lowest average temperature in London during the year is.... Which is the lowest average temperature in Trento during the year? The lowest average temperature in Trento during the year is..... In which two months did it rain the most? The two months that rained the

				<p>most were.... If you had to go on holiday in London which months would you choose? I would probably choose..... Which city had the hottest/coldest month on average? The city that had the hottest/coldest month on average was... Which city had the rainiest/driest month on average? The city that had the rainiest/driest month on average was.....</p>		
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3	20 min	The students will be able establish and develop graphs using information on climate (data) given to them on different countries in Europe. They then will be able to compare the climate between these cities.	The students will be divided into 4 groups. Each group will be given a city in Europe where they will have to create a graph with the climate data given. The four cities in which they will have to elaborate a graph for are Helsinki, Kiev, Rome and Madrid. Each group will also have to decide on a group leader who then, at the end of the task, will be the designated speaker.	<p>Skills</p> <table border="1" data-bbox="965 165 1310 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Horizontal, vertical lines, temperature, precipitation, hottest, coldest, lowest/highest average, most/least, season, rainiest/driest, cold, mild, hot, axes, proportionally, divide, height, join.</p> <p>Communicative structures Draw the axes with two vertical lines and one horizontal line. Mark the months of the year on the horizontal axis. Divide the space proportionally. Use a dot to show the height of the average temperatures for each month. Now join all the dots with a red line. Mark the height of the total precipitation for each month</p>	L	S	R	W	<input type="checkbox"/> Whole class <input checked="" type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	<ul style="list-style-type: none"> • U1_L6_ALL3_Group Work.docx <p>Graph paper</p>	Formative assessment
L	S	R	W								

4	20 min	The students will be able to	Once the graphs have been finished	Skills		<ul style="list-style-type: none"> • U1_L6_ALL4_Final 	Formative assessment
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will be able to determine and assess which cities are hotter and colder. The students will also be able to formulate simple sentence structures using scaffolding

have been finished, the four groups will be put into 2 groups. The students with Helsinki will compare the climate with the group that did Kiev. The group that graphed Rome will compare their climate graph with the city with Madrid. The teacher then invites the groups to present their work to the class.

L	S	R	W
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Key vocabulary

hottest, coldest, lowest/highest, on average, season, rainiest/driest, cold, mild, hot.

Communicative structures

Which was the hottest month on average in? The hottest month on average in....was.... Which was the coldest month on average in.....? The coldest month on average in.... was.... Which was the rainiest month on average in.....? The rainiest month on average in ...was Which was the driest month on average in? The driest month on average in was.....

- Whole class
- Group work
- Pair work
- Individual work

comparison.docx

assessment

CLIL Lesson Plan

Unit number	1	Lesson number	7	Title	THE UNITED KINGDOM - Economy
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	10 min	The students will be able to recall certain words and terminology that apply to the Primary, Secondary and Tertiary sectors in an economy	Word TENNIS The teacher divides the class into two groups. She asks the students to play tennis with words that are linked to the economy. Eg. The first group says farming, the second group says, agriculture, the first group says, hospitals, the second group says banks etc. If a group does not	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Primary, secondary, tertiary sectors, Raw materials, mining, farming, manufacturing, assembly, transport, insurance, tourism, trade, advertising, public services</p>	L	S	R	W	<input type="checkbox"/> Whole class <input checked="" type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	Blackboard	Formative assessment
L	S	R	W								

does not
answer within
1 min the turn
automatically
passes to the
other group.
While the
students are
giving words,
the teacher
quickly writes
them on the
blackboard.

**Communicative
structures**

Can you tell me words
that are linked to Primary,
secondary and Tertiary
Sectors? Words that are
linked to Primary sectors
are.... Words that are
linked to Secondary
sectors are.... Words that
are linked to Tertiary
sectors are.....

2	05 min	The students will observe and give examples of primary, secondary and tertiary sectors in an economy.	The teacher quickly shows a power point presentation illustrating the different sectors.	<p>Skills</p> <table border="1" data-bbox="837 165 1216 212"> <tr> <td style="background-color: black; color: white;">L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Economy, Primary, secondary, tertiary sectors, Raw materials, mining, farming, manufacturing, assembly, commercial services, transport, insurance, tourism, trade, advertising, public services,</p> <p>Communicative structures Can you tell me what the three sectors there are in an economy? The three sectors that there are in economy are....</p>	L	S	R	W	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	<ul style="list-style-type: none"> • U1_L7_ALL1_Economy.pptx 	Formative assessment
L	S	R	W								

3	15 min	The students will be able to illustrate the words on the blackboard by	The students are given an outline of a mind map (see power point - slide 6). They are asked to fill in	<p>Skills</p> <table border="1" data-bbox="837 1294 1216 1340"> <tr> <td style="background-color: black; color: white;">L</td> <td style="background-color: black; color: white;">S</td> <td style="background-color: black; color: white;">R</td> <td style="background-color: black; color: white;">W</td> </tr> </table>	L	S	R	W	<input type="checkbox"/> Whole class <input type="checkbox"/> Group work <input checked="" type="checkbox"/> Pair work <input type="checkbox"/> Individual work	<ul style="list-style-type: none"> • U1_L7_ALL1_Economy.pptx • U1_L7_ALL2 - Mind map - sectors.docx <p>Exercise book.</p>	Formative assessment
L	S	R	W								

by
classifying
them onto a
mind map
when it
comes to
sectors in
an
economy.

asked to fill in
the mind map
using the
information
given to them
on from a
worksheet.
Once the
students have
completed the
map the
teacher asks
them
questions.

Key vocabulary

Primary, secondary,
tertiary sectors, Raw
materials, mining,
farming, manufacturing,
assembly, transport,
insurance, tourism, trade,
advertising, public
services, involves,

Communicative structures

What does the primary
sector involve? The
primary sector involves.....
What does the secondary
sector involve? The
secondary sector
involves... What does the
tertiary sector involve?
The tertiary sector
involves... Can you give
me an example of a
primary sector in Italy? An
example of a
primary/secondary/tertiary
sector in Italy is... Can you
give me an example of a
primary/secondary/tertiary
sector in the UK? An
example of a
primary/secondary/tertiary
sector in Italy/UK is.....

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4	15 min	<p>The students will be able to formulate structured sentences using information from the pie chart. They will be able to select the highest and lowest percentage and compare them between, Italy and the UK.</p>	<p>The students are given a worksheet. The students work in pairs using the information from the worksheet where they must formulate questions and reply will full answers. The second task asks them to compare the highest and lowest percentage in the sectors. The second task is a</p>	<p>Skills</p> <table border="1" data-bbox="837 635 1214 679"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Highest/lowest, percentage, Primary, secondary, tertiary sectors, economic activities,</p>	L	S	R	W	<p><input type="checkbox"/> Whole class <input type="checkbox"/> Group work <input checked="" type="checkbox"/> Pair work <input type="checkbox"/> Individual work</p>	<p>• U1_L7_ALL3_Pie chart.docx</p>	Formative assessment
L	S	R	W								

			<p>written exercise. The teacher corrects the worksheet together with the students.</p>	<p>Communicative structures</p> <p>Which sector has the highest percentage? The sector with the highest percentage is... Which sector has the lowest percentage? The sector with the lowest percentage is.. What is the percentage of the Primary sector in the UK? The percentage of the Primary/secondary/tertiary sector in the UK is... What is the percentage of the Primary/secondary/tertiary sector in Italy? The percentage of the Primary/secondary/tertiary sector in Italy is....</p>		
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5	15 min	The students will be able to connect certain jobs linked to the sectors. They will be	The teacher divides the class into two groups. She gives the students an example of jobs from	<p>Skills</p> <p>L S R W</p> <p>Key vocabulary</p> <p>Jobs, sectors, works, drives, builds,</p>	<input type="checkbox"/> Whole class <input checked="" type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	Exercise book Blackboard	Formative assessment
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able to use simple verbs to describe jobs within the sectors.

each sector, from the mind map created by the students, and writes them on the blackboard. Eg. A farmer works on a farm. A miner works in a mine. A builder builds a house. A travel agent works in tourism. The groups have to invent at least 3 sentences for each sector. The teacher corrects the students. The team with correct sentences wins this game.

Communicative structures

Where does a farmer work? A farmer works on a farm. What does a builder do? A builder builds houses. Where does a travel agent work? A travel agent works in tourism.

CLIL Lesson Plan

Unit number	1	Lesson number	8	Title	THE UNITED KINGDOM - Immigration - Part 1
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	05 min	The students will be able to recognize and guess what the next topic will be about by connecting the words to the next subject.	The teacher shows a WORDLE slide with words linked to immigration. The students will guess the next topic. The teacher writes the key question on the blackboard. What will our next topic be about?	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Immigration, population, poverty, move, region, migrate, differences, relocation, war, people, new country.</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	Exercise book	Formative assessment
L	S	R	W								

Communicative structures

What will the next topic be about? The next topic will be about....
What words linked you to immigration? The words that linked me to immigration were.....
Do these words summarize immigration? Yes, they do. No, they don't.
What are your ideas on immigration? I think that immigration is...

2	10 min	The students will be able to identify themselves in a real immigration situation. This video will help the students reflect on what is really happening in the world today.	The teacher shows a quick video about an ordinary girl who finds herself in a modern war. This video has a very big impact on the students, so listening is what is required.	<p>Skills</p> <table border="1"><tr><td>L</td><td>S</td><td>R</td><td>W</td></tr></table> <p>Key vocabulary Immigration, modern war, happening now, scary,</p> <p>Communicative structures What do you think about the video? I think that the video was..... Can you imagine yourself in her spot? Yes, I can. No, I can't.</p>	L	S	R	W	<p><input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work</p>	<p>link</p>	Formative assessment
L	S	R	W								

3	10 min	The students will be able to identify the difference between the word immigration and migration	The teacher quickly shows a brief power point presentation in order to explain the difference between the word immigrate and emigrate	<p>Skills</p> <table border="1" data-bbox="824 204 1167 256"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Immigrate, emigrate, permanent move, settle, move out of, region, move into, places</p> <p>Communicative structures What is the difference between immigration and migration? The difference between immigration and migration is....</p>	L	S	R	W	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	<ul style="list-style-type: none"> • U1_L8_ALL2_Immigration - part 1.pptx 	Formative assessment
L	S	R	W								

4	20 min	The students will have to classify and prioritize what they think important reasons are, for an emigrant to move from their	The students are divided into 4 groups. Each group is given a worksheet where they have to classify a list of reasons, from most important to	<p>Skills</p> <table border="1" data-bbox="824 1066 1167 1118"> <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 type="checkbox"/> Pair work <input type="checkbox"/> Individual work	<ul style="list-style-type: none"> • U1_ALL1_rubric for teachers.docx • U1_L8_ALL1_group work.docx 	Formative assessment The teacher completes the rubric for Teachers during the Group work
L	S	R	W								

country to a new country.

least important, as to why an emigrant leaves their home country. Once the groups have classified their information, each group reads their worksheet to the class.

Key vocabulary

Emigrant, reasons, new country, escape poverty, war, better job opportunities, better education, political system, natural disasters, higher quality of life

Communicative structures

What do you think the reasons are for an emigrant to move? I think that they are....
Which reason does your group classify as first?
Our group has classified as the first reason.
Which reason does your group classify as last?
Our group has classified..... as the last reason.

5	15 min	<p>The students will be able to select and assess what they think is important for them if they were in an emigrant situation.</p>	<p>The teacher hands out a work sheet. The students are asked to fill in the worksheet. The students have to put themselves in an emigrant situation. Once they have completed the worksheet they compare their answers with their desk mate. The teacher then asks questions, and listens to the students answers. The teacher assigns homework - see worksheet.</p>	<p>Skills</p> <table border="1" data-bbox="824 167 1169 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Emigration emergency, suitcase, miss, feelings, looking forward to,</p> <p>Communicative structures What would you put in your suitcase? In my suitcase I will put... What are things that you will miss about your country? The things I will miss about my country are.... How are you feeling about this move? I am feeling..... Is there anything that you are looking forward to? I am looking forward to.....</p>	L	S	R	W	<p><input type="checkbox"/> Whole class <input type="checkbox"/> Group work <input checked="" type="checkbox"/> Pair work <input type="checkbox"/> Individual work</p>	<ul style="list-style-type: none"> • U1_L8_ALL3_Emigration emergency.docx • U1_L8_ALL4_HOMEWORK.docx 	Formative assessment
L	S	R	W								

CLIL Lesson Plan

Unit number	1	Lesson number	9	Title	THE UNITED KINGDOM - Immigration - Part 2
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	05 min	The students will be able to remember words that were linked, to the previous lesson on immigration	TENNIS WORD GAME The teacher quickly divides the class into two groups. The groups must play a quick game of tennis using words that they can remember from the last lesson. They must not use the words immigration or emigrate. As each group says a word, the teacher writes the words on the blackboard.	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Population, poverty, move, region, differences, relocation, war, people, new country, permanent move, settle, move out of, region, move into, places, reasons, new country, escape poverty, war, better job opportunities, education, political system, natural disasters, higher quality of life</p>	L	S	R	W	<input type="checkbox"/> Whole class <input checked="" type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	Blackboard	Formative assessment
L	S	R	W								

				<p>Communicative structures</p> <p>Can you remember which words were linked to our last lesson? Some words that I can remember that were linked in our last lesson were... Can you give me some words that we used in the last lesson? Some words we used in our last lesson were....</p>		
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2	15 min	The students will be able to link differences between today's immigration, compared to yesterday's immigration	The teacher shows a quick video on Ellis Island in New York. The students will be given a worksheet to complete. They must fill in the missing words. The teacher then corrects the worksheet together with the students.	<p>Skills</p> <p>L S R W</p> <p>Key vocabulary Fire, Hudson River, Medical, immigration station, hope, granted, reunion, harsh, crowded conditions, neglected, rejected, ancestry,</p> <p>Communicative structures Listen to the video and fill in the blanks using the words from the box.</p>	<input type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work	<ul style="list-style-type: none"> • U1_L9_ALL1_Ellis Island Video.docx <p>link</p>	Formative Assessment
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3	10 min	The students	The teacher			<ul style="list-style-type: none"> • U1_L9_ALL2_Immigration 	Formative
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will discover the differences between push and pull factors involved with migration and immigration.

quickly shows a power point presentation explaining what the push and pull factors are linked to immigration and migration. The teacher also repeats to the students the difference between immigrant and migrant.

Skills

L	S	R	W
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Key vocabulary

Push and pull factors, origin, destination, causes, environmental, social, economic, political, poverty, fear, disasters, unemployment, safety, opportunity, stability, freedom,

Communicative structures

Can you tell me what you think are the push factors? The push factors are.... Can you tell me what the pull factors are? The pull factors are..... What is the difference between an immigrant and a migrant? The difference between an immigrant and a migrant is that an immigrant.... and a migrant.....

- Whole class
- Group work
- Pair work
- Individual work

- part 2.pptx

assessment

4	15 min	<p>The students will be able to find the missing, words from a text about English immigration whilst listening to his/her desk mate.</p>	<p>The teacher hands out a worksheet. The students are to work in pairs. Student A is given text A and student B is given text B. Each student must read each other their text and they must fill in the blanks with the missing words. Once they have completed the fill in the blanks task, they must answer the questions with a full sentence. The teacher then corrects the worksheets together with the class.</p>	<p>Skills</p> <table border="1" data-bbox="904 256 1245 300"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Began, colonies, colonists, ethnic, heritage, allegiance, monarch, extension, newcomers, claimed</p>	L	S	R	W	<input type="checkbox"/> Whole class <input type="checkbox"/> Group work <input checked="" type="checkbox"/> Pair work <input type="checkbox"/> Individual work	<ul style="list-style-type: none"> • U1_L9_ALL3_English Immigration.docx 	Formative assessment
L	S	R	W								

Communicative structures

When did the English first establish colonies on the east coast of North America? The English first established.... What did the colonists have in common? The colonists had in common Who

Skills
 named their new home?governed their **S R W**

claimed the land after the arrival of the settlers? claimed the land after the arrival of the settlers? What were the colonies seen as? The colonies were seen as... What cultural features did the English establish, upon their arrival in America? The cultural features that the English established were....
 Natural disasters, lack of opportunity, jobs, lack of religious freedom, Higher standard of living, Medical care/medicine, Civil strife, poverty, Lack of medical care, Poor education, Lower cost of living, opportunity, Corrupt governments Religious freedom or freedom in general.

- Whole class
- Group work
- Pair work
- Individual work

- U1_L9_ALL4_push and pull factors group.docx
- U1_L9_ALL5_Worksheet 4 - Homework.docx

Formative assessment

5	10 min	The students will be able to classify and consider what they think are the important push and pull factors involved with immigration and migration. They will also be able to argue and assess what immigrants today are experiencing	The teacher divides the class into 4 groups. Each group is given a worksheet, where they have to consider and classify what they think the important push and pull factors that are, when it comes to migration and immigration. When the students have finished the teacher asks each group to present their work. Speaking skills will be involved as each
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student from the groups must at least state one factor.
HOMEWORK - Worksheet 4 (U1_L9_ALL5) the students must write a small text using the information from worksheet 3 - used during the group work in class.

Communicative structures

Classify the following push and pull factors into what you think is the correct column.
Group 1 - what did your group classify as push factors? Our group classified these factors as push /pull factors. Why did you group put into the push column? Our group put this factor into the push/pull column because

CLIL Lesson Plan

Unit number	1	Lesson number	10	Title	THE UNITED KINGDOM - Culture in the UK
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	05 min	The students will be able to name the different cultural facts linked to the UK.	The teacher hands out a worksheet where there are 20 questions - true or false - related to the British Culture - Food and Drink - Sports - The Queen and Music. They quickly complete the worksheet and keep it in their books for correction at the end of the 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 beef, lamb, pork, chicken and fish and chips, Afternoon tea, supper (dinner), cricket, enormous popularity,</p>	L	S	R	W	<input type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work	<ul style="list-style-type: none"> • U1_L10_ALL1_true or false - what do you know about the uk.docx 	Formative assessment
L	S	R	W								

Communicative structures

Answer true or false to the 20 questions on your worksheet. Have you answered all 20 questions? Yes, we have. No, we haven't. Were there any questions that you didn't understand? Yes, there were. No, there weren't. Keep the worksheet in your exercise book for correction at the end of the lesson.

2	10 min	<p>The students will observe the different cultural aspects of the UK – food and Drink – the Queen – Sports and Music. The students will listen, and be able to recognize and name music related to them.</p>	<p>The teacher shows a power point illustrating the four cultural facts that will be dealt with during this lesson. On presenting the power point, the teacher asks the students to read the slides as a reading task. In the last part of the power power point, the teacher asks the students to guess the music. The teacher firstly, gets the students to listen to the music and the students must write down the name of the group or singer they think it is.</p>	<p>Skills</p> <table border="1" data-bbox="869 167 1218 215"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary beef, lamb, pork, chicken and fish and chips, Afternoon tea, supper (dinner), cricket, enormous popularity, traditionally, thinly sliced, crusts, high tea, ascended, coronation, jubilee, leisure activity, dormitory,</p> <p>Communicative structures Can you please read slide 1,2... Can I read slide....?</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 type="checkbox"/> Individual work</p>	<ul style="list-style-type: none"> • U1_L10_ALL8_THE QUEEN.pptx • U1_L10_ALL9_SPORTS.pptx • U1_L10_ALL10_MUSIC.pptx • U1_L10_ALL11_FOOD.pptx <p>U1_L10_ALL2 Power point presentation link (Adele) link (Coldplay) link (Ed Sheeran) link (One Direction) link (The Beatles)</p>	Formative assessment
L	S	R	W								

3

30 min

The students will be able to select relevant information on the cultural facts assigned. They will be able to breakdown the important points regarding the topic given and they will be able to present the information to the rest of the class. Sentence starters are given to help the students create a text from the information on the worksheets.

The teacher divides the class into 4 groups. Each group is allocated a topic - FOOD AND DRINK - THE QUEEN - SPORTS - THE BRITISH INVASION. Each group must present a poster with key information. The teacher hands out a worksheet to each group with the relevant information. A group leader will be assigned. The group leader assigns a task to each student. Readers of information - layout of poster and decoration - a writer etc. At the end of

Skills

L	S	R	W
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Key vocabulary

beef, lamb, pork, chicken and fish and chips, Afternoon tea, supper (dinner), cricket, enormous popularity, traditionally, thinly sliced, crusts, high tea, ascended, coronation, jubilee, leisure activity, dormitory, select, information, layout, summarize,

- Whole class
- Group work
- Pair work
- Individual work

- U1_ALL1_rubric for teachers.docx
- U1_L10_ALL3_GROUP 1 FOOD AND DRINK.docx
- U1_L10_ALL4_GROUP 2 THE QUEEN.docx
- U1_L10_ALL5_GROUP 3 SPORTS IN THE UK.docx
- U1_L10_ALL6_GROUP 4 BRITISH INVASION.docx

Poster cardboard - 4 sheets Felt tip pens Scissors Glue

Formative assessment
The teacher uses the rubric for teaches to assess the students while they are working.

the task, the groups present their work to the class.

Communicative structures

Read the information given and create a small text to present to the class. Can you find/select the important information from the worksheets? Yes, I can find the important information. Can you please cut the pictures? Yes, I can. Can you please write the text? Yes, I can. Will you organize the layout of the poster? Yes, we can organize the layout of the poster? Who will be the group leader? I can be the group leader. What facts would you select to show.....? The facts that we would select are... What do you think are the important facts to select? The important facts to select are... What way would you design the poster? We will design the poster in this way. Can you think of an original way of presenting the work?

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4	15 min	<p>The students will explain and present to the class their work. They will also be able to choose and deduct the correct information given on worksheet 1 in the first activity of the lesson.</p>	<p>Each group presents their work to the classroom. While the groups are presenting their work, the students listening, must correct the first worksheet given at the beginning of the lesson, by using information that they hear from the presentation of</p>	<p>Skills</p> <table border="1" data-bbox="875 778 1211 826"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary beef, lamb, pork, chicken and fish and chips, Afternoon tea, supper (dinner), cricket, enormous popularity, traditionally, thinly sliced, crusts, high tea, ascended, coronation, jubilee, leisure activity, dormitory, select, information, layout, summarize,</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 type="checkbox"/> Individual work 	<ul style="list-style-type: none"> • U1_ALL2_Self assessment.docx • U1_L10_ALL1_true or false - what do you know about the uk.docx <p>Poster work - done in previous activity</p>	<p>Formative assessment The teacher asks the students to complete the self assessment about this lesson.</p>
L	S	R	W								

the group work.

Communicative structures

What were the important factors in Food and Drink/ The Queen/ Sports/ The British Invasion?
Important facts were....
Group 1/2/3/4 present your work.. Our group has created a poster on.... Our group today will present work on...
The topic we will be talking about today is.....

CLIL Lesson Plan

Unit number	1	Lesson number	11	Title	THE UNITED KINGDOM - SUMMATIVE TEST - Lessons 1 - 5 - part 1 /lessons 6 -10 - part 2			
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
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1	60 min for each test	<p>PART 1 The students will be able to distinguish the countries that are part of the United Kingdom by completing a diagram. They will be able to draw a histogram and state representing countries that speak English. They will be able to create sentences about the physical features of England. They will complete a fill in the gaps exercise about Liverpool. They will answer true or false questions about London and they will also be able to select the correct word in a text regarding information on Manchester.</p> <p>PART 2 The students will be able to create and draw a graph with regards to climate. They will also answer open questions with regards to the data on the graph. They will be able to complete an activity with regards to the economy in the UK. The students will be answer simple questions about Immigration and finally they will be able to complete a fill in the blanks exercise about the culture in the UK.</p>	<p>The tests have been designed to cover the 10 lessons in 2 parts. The teacher can either stop at lesson 5 and administrate test – part 1 and then administrate test part 2 at the end of lesson 10</p>	<p>Skills</p> <table border="1" data-bbox="1048 156 1400 215"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary see lessons 1 -10</p> <p>Communicative structures see lessons 1 - 10</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"> • U1_ALL3_TEST UNITS 1 - 5 BES.docx • U1_ALL4_TEST UNITS 1 - 5 Part 1.docx • U1_ALL5_TEST UNITS 1 - 5 Part 2.docx • U1_ALL6_TEST UNITS 6 - 10 BES.docx • U1_ALL7_TEST UNITS 6 - 10.docx 	Summative Test
L	S	R	W								

CLIL Lesson Plan

Unit number	2	Lesson number	1	Title	The Republic of Ireland – Location and Main Cities
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	05 min	The students will recognize images and connect them to the next topic – Ireland. They also will be able to recognize music linked to Ireland.	The teacher shows a power point presentation. The teacher slowly projects images and music related to the Ireland. The students complete a worksheet where they have to write down the name of the country they have guessed. The teacher asks the students what they think the topic is about.	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary The Republic of Ireland,</p> <p>Communicative structures What will the next topic be about? The next topic will be about..... What can you see in the pictures? in the Pictures I can see.... What makes you think that the next topic will be about....? Because I can see... The music makes me feel...</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"> • U2_L1_ALL1.pptx • U2_L1_ALL2.docx 	Formative assessment
L	S	R	W								

2	10 min	The students will be able	The teacher goes through the images with the	<p>Skills</p>	<input type="checkbox"/> Whole class	<ul style="list-style-type: none"> • U2_L1_ALL1.pptx • U2_L1_ALL2.docx 	Formative assessment
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to describe what they see in the pictures and write a short text.

students in order to see if they understand certain terminology and key words that will help them with the following task. The teacher hands out a worksheet. The students are given key words in order to help them write a short text about what they see in the images. Once finished the students correct read their texts to the rest of the class.

L S R W

Key vocabulary

rolling hills, beautiful, rugged cliffs, mountains, lakes, green meadows, crashing waves, ocean, green fields, ancient, charming, clovers, traditional villages, picturesque, stone walls

Communicative structures

What can you see in the pictures? In the pictures I can see... What are the Cliffs like? The cliffs are... Are there any traditional villages? There are traditional villages. What are the walls in the country made of? The walls are... Can you find clovers in the green meadows? In the meadows I can find....

- Group work
- Pair work
- Individual work

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3	10 min	<p>The students will observe a power point presentation where general facts and physical features that are mentioned. They will be able to outline simple facts by asking questions.</p>	<p>The teacher shows a power point presentation on Ireland. The teacher invites the students to read the slides and ask questions.</p>	<p>Skills</p> <table border="1" data-bbox="1016 544 1355 592"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary plains, hilly, rivers, encompasses, currency, dialect, primary religion, provinces of Ireland,</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"> • U2_L1_ALL1.pptx 	Formative assessment
L	S	R	W								

				<p>Communicative structures</p> <p>Where is Ireland located? Ireland is located in... what separates Ireland from Great Britain? The..... separates.... Is it the largest island in the World? No, it is... What is the population? The population is... What is the currency used in Ireland? The currency used is the.... Do the Irish speak only English? No, they also speak... What is the primary religion in Ireland? the primary religion is... What does the flag look like? the flag is....</p>		
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4	10 min	The students will be able to label a map with seas, oceans and major cities located in Ireland.	The teacher hands out a worksheet for the students to label. The teacher puts out a Political Map of Ireland - or projects it from the power point, in order to help the students locate	<p>Skills</p> <table border="1"> <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 type="checkbox"/> Group work <input type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work	<ul style="list-style-type: none"> • U2_L1_ALL1.pptx • U2_L1_ALL3.docx 	formative assessment
L	S	R	W								

the cities, seas and oceans. Once the students have finished the worksheet they correct it with the rest of the class.

Key vocabulary

The Republic of Ireland, Northern Ireland, Atlantic Ocean, Celtic Sea, Irish Sea, Dublin, Limerick, Cork, Falway, Dùn Laoghaire.

Communicative structures

Can you tell where Dublin is located?
Dublin is located....
What borders to the North/south/east/west with Ireland? To the north/south/east/west we can find... What is the capital of Ireland? The capital of Ireland is... What are the names of the oceans and seas that border with Ireland? The names are....

5	25 min	The students will be able to categorize and classify information about the main cities in Ireland. They will be able to select information and group the information in a grid.	The teacher shows a power point presentation of the main cities in Ireland. Firstly, the teacher divides the class into 6 groups of 4. Each group will have to list down key words from the slides that will help them later search for information and classify it into the correct grid. Once the power point has been read (with students taking turns in reading and jotting down information), the groups are given worksheets to classify. Once the groups have finished classifying the information, the teacher has 5 minutes to do a small quiz. The group that answers correctly and has classified all the information, receives a plus in grades.	Skills <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> Key vocabulary capital city, Dublin, Vikings, writers, Croke Park, hurling, splits, two channels, re-converge, quays, docks, founder, Blarney Castle, “Gift of the Gab”, persuasive, suburban seaside town, major port, renamed, organ concert, historic core, bounded by, head of, widens, estuary, Treaty Stone, granting, notable interest, gateway, merchant families, vibrant lifestyle,	L	S	R	W	<input type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work	<ul style="list-style-type: none"> • U1_ALL1_rubric for teachers.docx • U2_L1_ALL1.pptx • U2_L1_ALL4.docx • U2_L1_ALL5.docx 	formative assessment The teacher uses the rubric for Teachers to evaluate the students work in groups.
L	S	R	W								

			<p>Communicative structures</p>		
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Write down the key words from the slides?
Once finished, find the correct information and classify into the correct column. Have you finished classifying?
See worksheet for questions on quiz.

CLIL Lesson Plan

Unit number	2	Lesson number	2	Title	The Republic of Ireland – Physical Features
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	10 min	The students will recall information about Ireland from the previous lesson.	The teacher hands out a worksheet for the students to complete. Once finished the worksheet the students compare their answers with the rest of the class.	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Hilly, Irish Sea, Green, Dublin, Orange, religion, northwest, Christianity, Connacht, Munster, Ulster, Leinster.</p> <p>Communicative structures Complete the following worksheet by filling in the gaps... Who would like to read the answers? May I please read the text.</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"> • U2_L2_ALL1.docx • U2_L2_ALL1_Answers.docx 	Formative assessment
L	S	R	W								

2	10 min	The students will	The teacher shows a power	Skills	<input checked="" type="checkbox"/> Whole class	<ul style="list-style-type: none"> • U2_L2_ALL2.pptx 	Formative assessment
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be able to recognize and remember the physical features in Ireland.

point presentation with the Physical Features of Ireland. The teacher invites the students to take it in turns reading the slides and ask questions if necessary.

L	S	R	W
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Key vocabulary

boundary, split between, mostly flat low-lying land, rivers,

- Group work
- Pair work
- Individual work

Communicative structures

Where is Ireland located? Ireland is located... In how many parts is the country split into? The country is split into Is Ireland mostly flat land? Ireland is... What is the name of the main river? The main river is the....

What are some of the mountain ranges found in Ireland? Some of the mountain ranges are....

What is the name of the highest peak? the highest peak is... What are the names of some lakes in Ireland? Some lakes are.... Into which ocean does the Shannon River enter?

The Shannon River enters.... What are other major rivers in Ireland? Other major rivers are...

3	20 min	The students will be able to associate and label the important mountain ranges found in Ireland.	Teacher hands out a worksheet where the students work in pairs and have to label the important mountain ranges in Ireland. The students are asked to use a double page in their exercise book for space. Once finished, the students correct the worksheet using the power point presentation.	<p>Skills</p> <table border="1" data-bbox="882 165 1223 213"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Macgillycuddy's Reeks, Comeragh Mountains, Blackstairs Mountains, Wicklow Mountains, the Mourne, Glens of Antrim, Sperrin Mountains, Bluestack Mountains, Derryveagh Mountains, Ox Mountains, and the Nephinbeg Mountains.</p> <p>Communicative structures Where can you find the.....mountain ranges? The.... are located....</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"> • U2_L2_ALL3.docx 	Formative assessment
L	S	R	W								

4	20 min	The students are able to create sentences and confirm information related to the Mountain Ranges and their location in Ireland.	The students work in pairs creating sentences on the mountain ranges and their location in Ireland. They take it in turns reading their questions and answers to each other. One finished the teacher asks the students to share their questions and answers with the rest of the class.	<p>Skills</p> <table border="1" data-bbox="882 165 1223 213"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Macgillycuddy's Reeks, Comeragh Mountains, Blackstairs Mountains, Wicklow Mountains, the Mourne, Glens of Antrim, Sperrin Mountains, Bluestack Mountains, Derryveagh Mountains, Ox Mountains, and the Nephinbeg Mountains. north/south/east/wes</p> <p>Communicative structures Where are themountain ranges located? The....mountain ranges are located.... Can you tell me where.....are found in</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		Formative Assessment
L	S	R	W								

CLIL Lesson Plan

Unit number	2	Lesson number	3	Title	The Republic of Ireland - Population and the Great Irish Famine
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	20 min	The students will observe and give reasons as to why there was a Great Famine in Ireland.	The teacher divides the class into 6 groups. The teacher shows a Video on the Great Irish Famine. The groups must complete the questions on the worksheet. Once finished the groups discuss their answers with the whole class.	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary The Great Irish Famine, 19th century, transporting, working hard, grow, living conditions, disaster.</p> <p>Communicative structures What was Ireland like in the Middle of the 19th Century? Ireland was.... What has the man been transporting on the back of the donkey? The man has been transporting... What do you notice about their clothes? Their clothes are.... What is this man</p>	L	S	R	W	<input type="checkbox"/> Whole class <input checked="" type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	<ul style="list-style-type: none"> • U2_L3_ALL3.docx link	formative assessment
L	S	R	W								

doing? This man is....
Where to you think they are transporting the potatoes to? The potatoes are been transported to... What are they using to transport the potatoes around? They are using.... Do you think the men are working hard? Yes/no, the men are What could you grow on this land? On this land you could grow.... Where are all the houses? All the houses are.... Describe the living conditions in this area of Ireland. The living conditions are.... Where are all the animals? The animals are.... Why are the women dressed like this? The women are dressed like this because.... What are the men building? The men are building.... Would you have liked to be poor in this area of Ireland during the middle of the 19th Century? Why? Does this film give you any

				ideas why the famine was a disaster for some people in Ireland?		
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2	10 min	The students will observe facts and figures with regards to the population in Ireland.	The teacher shows a power point presentation on the population of Ireland. the teacher invites the students to read the slides.	Skills <div style="border: 1px solid black; padding: 2px; display: flex; justify-content: space-around; width: fit-content; margin: 5px auto;"> L S R W </div> Key vocabulary population, growth, below the record high, future predictions, developed economies,	<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"> • U2_L3_ALL2.pptx 	Formative assessment
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3	10 min	The students will know and confirm general facts about the	The teacher hands out a fill in the gaps exercise. The first task asks the students to complete the blanks with the words	Skills <div style="border: 1px solid black; padding: 2px; display: flex; justify-content: space-around; width: fit-content; margin: 5px auto;"> L S R W </div>	<input type="checkbox"/> Whole class <input type="checkbox"/> Group work	<ul style="list-style-type: none"> • U2_L3_ALL1.docx 	Formative assessment
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		population of Ireland.	from the box. The second task asks the students to work in pairs asking and answering questions from the worksheet. Once completed, the students compare their answers with the rest of the class.	<p>Key vocabulary population, growth, northern, rapid, area,</p> <p>Communicative structures What was the population of the Island of Ireland in 2016? The population was... What was the population in Northern Ireland? The population in Northern Ireland was... In what year was it in some way record high? In....it was record high. In which years did Ireland experience a rapid growth? In...Ireland experiences a rapid growth. In 1840, what was the total population? In 1840 the total population was... What was the population in 1841? In 1841 the population was...</p>	<input checked="" type="checkbox"/> Pair work <input type="checkbox"/> Individual work	
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4	20 min	The students know what the Great	The teacher hands out a worksheet. The Students complete the worksheet	<p>Skills</p>	<input type="checkbox"/> Whole class	<ul style="list-style-type: none"> • U2_L3_ALL4.docx 	Formative assessment
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Famine is.
The students
are able to
answer short
questions on
the Great
Potato
Famine in
Ireland.

in pairs - reading the
text to each other and
filling in the blanks with
the words they hear.
Finished the first task,
they work in pairs
answering the questions
with a full sentence.
Once finished the
worksheets the students
compare their answers
with the rest of the class.

L

S

R

W

Key vocabulary

Irish Potato famine,
struck, dark period,
main source of food and
income, starvation,
potato blight, fungus,
rot, thrived in damp
weather, air-borne,
wiping out.

- Group work
- Pair work
- Individual work

Communicative structures

In what period did the Potato famine Strike?
The Potato famine struck in.... What was the main source of food and income? The main source of.... What did most Irish do as jobs? Most Irish were.... What is the Potato Famine, also referred to as? It is also referred to as.... What is a famine? A famine is.... What was the potato famine caused by? It was caused by... How did the disease spread? The disease spread by.... Which were the worst years of the famine? The worst years of the famine were... What percentage of potatoes did the potato blight wipe out? The percentage was.... In what year were almost all the potatoes lost to the potato blight? In

CLIL Lesson Plan

Unit number	2	Lesson number	4	Title	The Republic of Ireland - Culture
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	10 min	The students recognize words from a song by the famous Irish Band, U2. The song is "SUNDAY BLOODY SUNDAY".	The teacher plays the song "SUNDAY BLOODY SUNDAY", by the famous Irish Group, U2. The students fill in the gaps by listening to the song	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Sunday bloody Sunday, strewn, battle, begun,</p> <p>Communicative structures Listen to the song and fill in the gaps. What do you think this song is about? This song is about... Which words help you understand that....? The words that help me understand that this song is about.....are....</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"> • U2_L4_ALL1.docx link	Formative assessment
L	S	R	W								

2	10 min	The students will know	The teacher invites the students to read the	Skills	<input checked="" type="checkbox"/> Whole class	<ul style="list-style-type: none"> • U2_L4_ALL2.pptx 	Formative assessment
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who and what the famous Irish Group, U2, are and also the reason to writing the famous song, "SUNDAY BLOODY SUNDAY".

slides in the power point presentation about the famous rock band, U2. The students take it in turns reading.

L S R W

Key vocabulary

post-punk music, musical career, lyrics, sociopolitical themes, political songs, British troops, protesters, bystanders, reject hate, retaliation, undercover agents, paratroopers, civil rights, protest, IRA (Irish Republican Army),

- Group work
- Pair work
- Individual work

				<p>Communicative structures</p> <p>Who are U2? U2 are.... What are the names of the group members? The group members are... What do they usually sing about? They usually sing about... What is the song "SUNDAY BLOODY SUNDAY" about? Sunday Bloody Sunday is about... Which are the two Bloody Sundays in Irish History? The two Bloody Sundays are... When did U2 first</p>		
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3	20 min	The students will be able to make use of the information from the text to create questions for group work.	The teacher divides the class into 4 groups. Each group is given a worksheet where they will find information on U2. They must create questions using the information from the text. Once created, they swap the worksheets around with the other groups. Each group must answer the questions with a complete sentence. Once finished, the students compare their answers with the	<p>perform the</p> <p>Skills</p> <p>gettable Fire Tour? They first L S R W</p> <p>Key vocabulary</p> <p>post-punk music, musical career, lyrics, sociopolitical themes, political songs, British troops, protesters, bystanders, reject hate, retaliation, undercover agents, paratroopers, civil rights, protest, IRA (Irish Republican Army),</p>	<input type="checkbox"/> Whole class <input checked="" type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	<ul style="list-style-type: none"> • U1_ALL1_rubric for teachers.docx • U2_L4_ALL3.docx 	<p>Formative assessment</p> <p>The teacher uses the rubric for teachers to assess the students work.</p>
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rest of the class.

Communicative structures

Who are U2? U2 are....
What are the names of the group members?
The group members are... What do they usually sing about?
They usually sing about... What is the song "SUNDAY BLOODY SUNDAY" about?
Sunday Bloody Sunday is about... Which are the two Bloody Sundays in Irish History? The two Bloody Sundays are...
When did U2 first perform the Unforgettable Fire Tour? They first performed....

4	10 min	The students know what other traditions	The teacher shows a power point presentation on other culture and traditions there are in	Skills L S R W	<input checked="" type="checkbox"/> Whole class	• U2_L4_ALL2.pptx	Formative assessment
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and culture are part of Ireland.

Ireland. The students take it in turns reading the slides. They are also asked to jot down key words that will help them do the following exercise.

Key vocabulary

traditions, St Patrick's Day - Patron Saint, Pub Culture, Halloween, Irish Music, Guinness Beer, Guisers, the Harp.

- Group work
- Pair work
- Individual work

				<p>Communicative structures</p> <p>What are some of the Irish Traditions? Some Irish traditions are...</p> <p>When is St Patrick's Day? St Patrick's day is on.... Was he Irish?</p> <p>What are pubs seen as? Pubs are seen as....</p> <p>What is one of the most famous icons of Ireland? One of the most famous icons of Ireland is... What is the name of the founder of this famous icon? His name is.... Is Halloween celebrated in Ireland? Yes, Halloween is....</p>		
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What do Guisers do?

5	10 min	The students reconfirm knowledge about the cultural traditions in Ireland.	The teacher hands out a worksheet with true or false questions about Irish Culture. The students complete the worksheet. Once completed the students correct the worksheet with the rest of the class.	<p>Guisers.... Which instruments does</p> <p>Skills</p> <p>Traditional Irish music typically employ?</p> <p>Key vocabulary</p> <p>Traditional Irish music typically employs: traditions, St Patrick's Day, Patron Saint, Pub symbol of Ireland, Culture, Halloween, Irish Music, Guinness Beer, Guisers, the Harp.</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"> • U2_L4_ALL5.docx 	Formative assessment
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Communicative structures

What are some of the Irish Traditions? Some Irish traditions are...

When is St Patrick's Day? St Patrick's day is on.... Was he Irish?

What are pubs seen as? Pubs are seen as....

What is one of the most famous icons of

Ireland? One of the most famous icons of Ireland is... What is the name of the founder of this famous icon? His name is.... Is Halloween celebrated in Ireland? Yes, Halloween is....

What do Guisers do? Guisers.... Which

instruments does traditional Irish music typically employ?

Traditional Irish music typically employs.....

What is the official symbol of Ireland?

The.....is the official symbol of Ireland.

CLIL Lesson Plan

Unit number	2	Lesson number	5	Title	The Republic of Ireland – Summative Test
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	60 min	The students complete a Summative test where they will be able to label a map of Ireland locating Seas, Cities and Oceans. The students will know how to fill in the gaps activity about general facts and figures on Ireland. The students will know how to match important features to the main cities studied. The students will be able to match sentences about the Great Famine in Ireland.	The teacher hands out the test to the students. They have 60 min to complete the test.	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary see lessons 1 - 4</p> <p>Communicative structures see lessons 1 - 4</p>	L	S	R	W	<input type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work	<ul style="list-style-type: none"> • U1_ALL2_Self assessment.docx • U2_L5_ALL1_BES.docx • U2_L5_ALL2_TEST.docx 	Summative assessment At the end of the test the teacher asks the students to complete the students self assessment worksheet.
L	S	R	W								

CLIL Lesson Plan

Unit number	3	Lesson number	1	Title	The Netherlands - Location and main features
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	10'	The students will be able to guess the name of the country that will be the topic for the following unit, reasoning about the characteristic words given. Students will relate some characteristic words and their prior knowledge to guess what the given words refer to.	The teacher shows a slide with different words about the country. The students read the words and try to guess what the country is. If the students can't guess the teacher will show them some characteristic pictures.	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Polder, dam, windmill, cycling, below sea level.</p> <p>Communicative structures What country will we talk about? In my opinion, we will talk about...</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"> • U3_L1_ALL1_The_Netherlands.pptx U3_L1_ALL1	Formative assessment will carry on throughout the lesson using the rubric for teachers in U1_ALL1
L	S	R	W								

2	15'	<p>Students will be able to express what they already know and what they want to learn improving their interest towards the country. Students will improve their lexical baggage.</p>	<p>Students are given a photocopy U3_L1_ALL2 on which they write what they already know and what they would like to know about the country. The teacher projects slide n°6 with simple sentence starters to help the students complete the worksheet. Students then share prior knowledge and curiosity with the rest of the class.</p>	<p>Skills</p> <table border="1" data-bbox="837 204 1111 252"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Polder, dam, windmill, cycling, below sea level.</p> <p>Communicative structures I already know that... I want to know... I have learned that...</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"> • U3_L1_ALL1_The_Netherlands.pptx • U3_L1_ALL2 worksheet introduction to Netherlands.docx <p>U3_L1_ALL1 U3_L1_ALL2</p>	<p>Formative assessment will carry on throughout the lesson using the rubric for teachers in U1_ALL1</p>
L	S	R	W								

3	15'	Students learn some general aspects about Netherlands and improve their ability in reading maps.	Teacher projects slide n°8 of the PPT in U3_L1_ALL1 and students answer the questions about the geographical location on U3_L1_ALL2 Once the students have finished they compare their answers with the rest of the class.	<p>Skills</p> <p>L S R W</p> <p>Key vocabulary Borders, cardinal points, mountainous, hilly, flat.</p> <p>Communicative structures Where are the N.? What do the N. border with?</p>	<p><input checked="" 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"> • U3_L1_ALL1_The_Netherlands.pptx • U3_L1_ALL2 worksheet introduction to Netherlands.docx <p>U3_L1_ALL1 U3_L1_ALL2</p>	Formative assessment will carry on throughout the lesson using the rubric for teachers in U1_ALL1
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4	20'	Students will improve their ability in searching for information using the Internet. Students will confirm the use of simple sentence structures.	Teacher divides the class into groups of four. Each group is assigned a tablet with Internet access. The students complete exercise 3 from worksheet U3_L1_ALL2	<p>Skills</p> <table border="1" data-bbox="837 165 1111 213"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Population, city, language, river.</p> <p>Communicative structures What is the population of...? The population is ... millions. What language is spoken in? What are the main cities? What are the main rivers?</p>	L	S	R	W	<input type="checkbox"/> Whole class <input checked="" type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	<ul style="list-style-type: none"> • U3_L1_ALL2 worksheet introduction to Netherlands.docx <p>U3_L1_ALL2</p>	Formative assessment will carry on throughout the lesson using the rubric for teachers in U1_ALL1
L	S	R	W								

5	20'	Students will confirm knowledge learnt during this lesson.	Homework: Students complete the learned column in U3_L1_ALL2 task 2	<p>Skills</p> <table border="1" data-bbox="837 165 1111 213"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary See activity 1 to 4</p> <p>Communicative structures See activity 1 to 4</p>	L	S	R	W	<input type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	<ul style="list-style-type: none"> • U3_L1_ALL2 worksheet introduction to Netherlands.docx <p>U3_L1_ALL2</p>	
L	S	R	W								

CLIL Lesson Plan

Unit number	3	Lesson number	2	Title	Netherlands - polders and windmills
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	10'	Students will confirm the learning outcomes from the previous lesson.	The teacher hands out the worksheet U3_L2_ALL1. The students resume what they learned 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 Geographic location; borders; population; capital city; language; physical features</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"> • U3_L2_ALL1_worksheet resuming L1.docx U3_L2_ALL1	Teacher use the rubric for teacher to evaluate the learning outcomes from previous lesson.
L	S	R	W								

Communicative structures

The Netherlands are... The Netherlands border with... The Netherlands are/is.... The Netherlands have/has.../ The capital is.../ In the Netherlands they speak.../

2	20'	Students will be able to select and recognize information and words from a video.	Teacher shows a video on polders and windmills in the Netherlands. Students listen to the video and select the right keywords from the worksheet U3_L2_ALL2.	<p>Skills</p> <table border="1" data-bbox="884 167 1131 215"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Densely populated, reclaimed land, natural resources, windmill, Archimedes' screw, to drain.</p> <p>Communicative structures Noun + verb + comparative adjective + than + noun. Passive sentences.</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"> • U3_L2_ALL2 worksheet polders and windmills.docx <p>U3_L2_VIDEO_LINK: link U3_L2_ALL2 worksheet polders and windmills</p>	Teacher use the rubric for teacher to evaluate the learning outcomes.
L	S	R	W								

3	10'	Students associate four verbal descriptions to their visual representations.	Teacher hands out worksheet U3_L2_ALL3 Students describe the construction of a polder by matching the four phases of the construction of a polder with the four sentences from PPT slide n°12.	<p>Skills</p> <table border="1" data-bbox="887 164 1133 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Dike, dam, pump, canal.</p> <p>Communicative structures Passive sentences.</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"> • U3_L2_ALL3 what is a polder.docx <p>U3_L1_ALL1 U3_L2_ALL3 what is a polder</p>	Teacher use the rubric for teacher to evaluate the learning outcomes.
L	S	R	W								

4	20'	Students read and interpret a thematic map. Students reflect about the relationship between environment and human activities and technology.	Students watch the thematic map from slide n° 14 and answer the questions using sentence chunks. (U3_L2_ALL4). Students compare their answers in pairs. If there is left of the time the students write what they have learned in their exercise book.	<p>Skills</p> <table border="1" data-bbox="884 167 1131 215"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Farming, flood, building polders, sea level rise.</p> <p>Communicative structures Why I sb./sth.called like that? Why did sb. start building polders? What do you think the expression ... mean? Why is sth. dangerous for sth.? In my opinion, ... Use of could in conditional sentences.</p>	L	S	R	W	<input type="checkbox"/> Whole class <input type="checkbox"/> Group work <input checked="" type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work	<ul style="list-style-type: none"> • U3_L1_ALL1_The_Netherlands.pptx • U3_L2_ALL4 questions on a thematic map.docx <p>U3_L1_ALL1 U3_L2_ALL4 questions on a thematic map Exercise book</p>	Teacher use the rubric for teacher to evaluate the learning outcomes.
L	S	R	W								

CLIL Lesson Plan

Unit number	3	Lesson number	3	Title	10 facts about the Netherlands and Amsterdam
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	15'	Students will learn some interesting facts about the Netherlands and improve their writing speed.	Students watch a video that lists 10 facts of the Netherlands and write them in a grid. Once the students have finished they compare their knowledge of what they knew and what they didn't know.	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary same sex marriage, European Union, soft drugs, to get high, tulips.</p> <p>Communicative structures I already knew that... I didn't know that... Use of comparative and superlative adjectives.</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"> U3_L3_ALL1_worksheet 10 facts about the Netherlands.docx <p>U3_L3_ALL1_worksheet10 facts about the Netherlands Video link link</p>	Teacher use the rubric for teacher to evaluate the learning outcomes.
L	S	R	W								

2	15'	Students improve their listening ability and learn about Amsterdam.	The teacher divides the class into two groups then projects a video about Amsterdam. Half of the class will focus on the first 2.30 minutes of the video and the other half will focus on the last 2.30 minutes. Students circle the words they hear in their part of the video.	<p>Skills</p> <table border="1" data-bbox="929 167 1274 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Multicultural, picturesque, warehouse, protected heritage, Red Light district, hiding place, artworks, brewery.</p> <p>Communicative structures Descriptive sentences. To date from/back to the... century.</p>	L	S	R	W	<input type="checkbox"/> Whole class <input checked="" type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	<ul style="list-style-type: none"> • U3_L3_ALL2_worksheet video Amsterdam.docx <p>Amsterdam video link: link U3_L3_ALL2_worksheet video Amsterdam</p>	Teacher use the rubric for teacher to evaluate the learning outcomes.
L	S	R	W								

3	15'	Students write a descriptive text.	Once the students have circled the words that they heard in the video, they write a short text using the words that they heard.	<p>Skills</p> <table border="1" data-bbox="929 912 1274 957"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary See activity 2</p> <p>Communicative structures See activity 2</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"> • U3_L3_ALL2_worksheet video Amsterdam.docx <p>U3_L3_ALL2_worksheet video Amsterdam</p>	Teacher use the rubric for teacher to evaluate the learning outcomes.
L	S	R	W								

4	15'	Students consolidate their learning on Amsterdam.	Teacher hands out a worksheet with questions from the video. Students of each group ask the other group information about the part of the video they didn't work on.	<p>Skills</p> <table border="1" data-bbox="931 165 1272 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary See activity 2</p> <p>Communicative structures See activity 2</p>	L	S	R	W	<input type="checkbox"/> Whole class <input checked="" type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	<ul style="list-style-type: none"> • U3_L3_ALL3 questions video Amsterdam.docx <p>U3_L3_ALL3 questions video Amsterdam</p>	Teacher use the rubric for teacher to evaluate the learning outcomes.
L	S	R	W								

CLIL Lesson Plan

Unit number	3	Lesson number	4	Title	The Netherlands - Population and ethnic groups
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	5'	Students will learn about the ethnic groups in the Netherlands.	Teacher shows images of different ethnic groups in the Netherlands (slides 18-24 in PPT U3_L1_ALL1). The students have to guess where those people come from.	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Africa, America, Asia, Europe, Oceania</p> <p>Communicative structures Judging from the appearance, they come 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"> • U3_L1_ALL1_The_Netherlands.pptx U3_L1_ALL1	Teacher use the rubric for teacher to evaluate the learning outcomes.
L	S	R	W								

2	15'	Students will improve their abilities in reading data from a pie chart.	Task 1: firstly, students fill in the gaps in text comparing it to the pie chart from worksheet U3_L4_ALL1, secondly, they color the pie chart using the information from the completed text.	<p>Skills</p> <table border="1" data-bbox="824 164 1111 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Cosmopolitan, ethnic group.</p> <p>Communicative structures The ... % of the population is... / comes from...</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"> • U3_L4_ALL1_worksheet on ethnic groups.docx <p>U3_L4_ALL1 worksheet on ethnic groups</p>	Teacher use the rubric for teacher to evaluate the learning outcomes.
L	S	R	W								

3	20'	Students find information about ethnic groups surfing the Internet.	Internet research: The teacher divides the class into six groups and hands out tablets. Students, surfing the Internet, search for the percentage of ethnic	<p>Skills</p> <table border="1" data-bbox="824 957 1111 1005"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Percentage, names of ethnic groups.</p> <p>Communicative structures double entry table and bar chart</p>	L	S	R	W	<input type="checkbox"/> Whole class <input checked="" type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	<ul style="list-style-type: none"> • U3_L4_ALL1_worksheet on ethnic groups.docx <p>U3_L4_ALL1_worksheet on ethnic groups tablets and Internet connection.</p>	Teacher use the rubric for teacher to evaluate the learning outcomes.
L	S	R	W								

groups in some European countries. Firstly, students insert data into a table and secondly show them into a bar chart (task 2 and 3 from worksheet U3_L4_ALL1). The groups are assigned the following countries: United Kingdom, France, Belgium, Spain, Germany, Luxembourg

4	15'	Students improve their speaking abilities and learn more about ethnic groups in Europe.	Task 4: students exchange information about the ethnic groups in the different countries.	<p>Skills</p> <p>L S R W</p> <p>Key vocabulary Highest percentage, autochthonous</p> <p>Communicative structures In what country can you find the highest percentage 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"> • U3_L4_ALL1_worksheet on ethnic groups.docx <p>U3_L4_ALL1_worksheet on ethnic groups</p>	Teacher use the rubric for teacher to evaluate the learning outcomes.
5	5'	Teacher use the rubric for teacher to evaluate the learning outcomes.	Teacher hands out a recap worksheet to help the students study for a summative test the following lesson.	<p>Skills</p> <p>L S R W</p> <p>Key vocabulary See lessons 1 to 4</p> <p>Communicative structures See lessons 1 to 4</p>	<input type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work	<ul style="list-style-type: none"> • U1_ALL1_rubric for teachers.docx <p>U3_L4_ALL2_recap worksheet</p>	Teacher use the rubric for teacher to evaluate the learning outcomes.

CLIL Lesson Plan

Unit number	3	Lesson number	5	Title	the Netherlands - Summative test
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	60'	The students will be able to write a short text describing a physical map of the Netherlands. The students will know how to complete a text choosing the correct word from a list. They will be able to list some peculiarities of the country. They will be able to interpret a pie chart.	The teacher hands out the test to the students. They have 60 min to complete the test.	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary See lessons 1 to 4</p> <p>Communicative structures See lessons 1 to 4</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"> • U3_L5_ALL1_Summative test_the Netherlands.docx • U3_L5_ALL2_Summative test_the Netherlands_for DSA.docx <p>U3_L5_ALL1_Summative test_the Netherlands U3_L5_ALL1_Summative test_the Netherlands_for DSA</p>	Summative test
L	S	R	W								