

CORSO CLIL IPRASE 2017-2018



CLIL Module/Lesson Plan

Title: *Amazing supply chains*

Author	De Maio Francesca				
School	I.C. di Levico Terme				
School Grade	Primary <input type="checkbox"/>	<u>Middle</u> <input type="checkbox"/>		High <input type="checkbox"/>	
School Year	1 <input type="checkbox"/>	2 <input type="checkbox"/>	<u>3</u> <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
Subject :	Geography		Topic:	Economic globalization	
CLIL language	<u>English</u> <input type="checkbox"/> Deutsch <input type="checkbox"/>				

Personal and social-cultural preconditions of all people involved	<p>I. C. Levico Terme is a public school that includes the Primary schools of Tenna, Calceranica, Caldonazzo and the Primary and Secondary school of Levico. In the current school year there are 57 classes with 1.172 students. Out of population of over 13.000, 7,6% have foreign origins and the most represented nationalities are Romania, Macedonia, Albania, Ukraine and Morocco.</p> <p>The secondary school has two computer rooms, but does not have the wi-fi network and LIM is not in all classrooms.</p>	
	Student group profile n. of Students: 20	<p>The class shows to be interested in the activities proposed by the teacher, but it is not very participatory. Most students regularly perform homework assignments. There are few lively students who tend to talk in an irrelevant way and so they sometimes make communication difficult. Tests show very different results between one student and another, but most of them have difficulty with abstraction and generalization.</p>
		<p>CEFR Level: A1 B1 C1 <u>A2</u> B2 C2</p>
		<ul style="list-style-type: none"> ○ Previous CLIL Experience: Geography – two years ○ English mother tongue: // ○ Other mother tongue: Arabic / Macedonian ○ Migrant background: 2 ○ Special Educational Needs: 2 ○ Other: //

Students' prior knowledge, skills, competencies	Subject	Language
	<p>Students know:</p> <ul style="list-style-type: none"> ○ what cultural and economic globalization is. <p>Students can:</p> <ul style="list-style-type: none"> ○ orient, read and create a map; ○ read graphs and tables and represent data in a graph through technological support; ○ use software such as Google Earth, Google Maps, Tour Builder. <p>Historical background: colonial and post - colonial relations of the British Empire.</p>	<p>Students know...</p> <p>grammar structures and elements:</p> <ul style="list-style-type: none"> ○ <i>to have / to be</i> (affirmative / negative and question form) ○ <i>there is / there are</i> (affirmative / negative and question form) ○ personal pronouns ○ present simple (affirmative / negative and question form) ○ present progressive ○ past simple (affirmative / negative and question form) ○ imperative forms + <i>Let's</i> ○ <i>Wh</i> - question pronouns ○ demonstrative adjectives (<i>that / those – this / these</i>) ○ main adverbs and prepositions of time / place ○ possessives adjectives and pronouns ○ simple conjunctions (<i>and / but / so / also...</i>) <p>lexicon:</p> <ul style="list-style-type: none"> ○ numbers (0 - 10.000) and date forms (year / century) ○ words of general historical fields <p>Students can...</p> <p>written abilities:</p> <ul style="list-style-type: none"> ○ read a text and understand main information and contents ○ write short texts (descriptions, charters, images captives, notes, lists....) ○ answer to simple questions relating texts <p>oral abilities:</p> <ul style="list-style-type: none"> ○ listen for instructions (class instructions to activities process) ○ listen for main information and global understanding ○ describe images ○ answer to simple questions relating texts ○ read dates ○ express their own thinking using <i>according to me / I think</i> ○ metacognitive skills of linguistic reflexion ○ BICS (Basic Interpersonal Communication Skills)

Timetable fit	○ Module: Human geography / globalization	Module length: 12 hours
	○ Unit: Consumer geographies and economic interdependence	Unit length: 7 hours
	○ n. of Lessons in the Unit: 7	

Description of teaching and learning strategies	<p>All lessons are mainly based on the guided discovery in order to make the student protagonist of the learning path and so promote all individuals, each according to their potential. Educational activities structured in this way encourage to be active, develop thinking skills and autonomy, as well as emotional components: involvement and motivation.</p> <p>The increasingly complex processing stages of the tasks are aimed at generalization and therefore at the development of abstracts concepts (bottom – up). Having students with abstraction difficulties, they are also taught to observe, in order to activate deductive processes that allow to divide the various experiences on the basis of common factors, such as in the everyday life.</p> <p>The autonomous discovery, even if guided by the teacher, is an effective method also for the students who have the greatest difficulty, as it allows the personalization of the experience itself.</p> <p>The assigned tasks try to gradually follow each stage of the learning process (perception, processing, deduction, output), using scaffolding first and then fading.</p> <p>The teacher helps the students to understand using the switch - code when necessary, repeating the message several times, paraphrasing it, emphasizing the most important parts of the message with the voice and gestures.</p> <p>In some cases group work stimulates competition, which is not always a negative condition, but can be useful for raising interest and motivation to learn, as long as it happens between groups of the same level: the members of the groups will almost always be chosen by the teacher.</p> <p>All the exercises and texts assigned to the students are written with high readability, unjustified and double-spaced font to facilitate reading for students with specific learning disabilities.</p>
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Overall Module Plan

<p>Unit 1</p> <p>Supply chain (Consumer geographies and economic interdependence)</p> <p>Unit length: 7 hours</p>	<p>Lesson 1</p> <p>Is the English tea from England?</p>
	<p>Lesson 2</p> <p>Where do the tea leaves come from?</p>
	<p>Lesson 3</p> <p>Tea origin and features – Part 1</p>
	<p>Lesson 4</p> <p>Tea origin and features – Part 2</p>
	<p>Lesson 5</p> <p>The tea supply chain steps – Part 1</p>
	<p>Lesson 6</p> <p>The tea supply chain steps – Part 2</p>
	<p>Lesson 7</p> <p>The supply chain steps of...</p>

CLIL Lesson Plan

Unit number: 1	Lesson number: 1	Title: Is the English tea from England?
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Activity	Timing	Lesson Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
1	<i>7 minutes</i>	<p>Students</p> <ul style="list-style-type: none"> ○ will know the components of a tea package and that English tea is not made in England; ○ will be able to name the components of a tea package and to carry out investigations by observing and inferring; to cooperate with others; ○ will be aware that a tea package has many components and that finished product is often not made in one country. Even a product considered typical of a country is actually the result of economic globalization. <p>Cognitive skills: remembering, identifying, defining.</p> <p>Competences: linguistic,</p>	<p>Warm up T's Role He writes on the blackboard the title of the lesson explaining that this is the question we want to answer at the end of the lesson. He tells students to split into pairs and gives each couple a sheet ("What is typical of England?").</p> <p>Ss' Role They fill out the sheet.</p> <p>Check the answers Teacher and students correct the exercise performed.</p>	<p>Skills</p> <div style="display: flex; gap: 10px;"> <div style="background-color: red; color: white; padding: 2px 5px;">L</div> <div style="background-color: red; color: white; padding: 2px 5px;">S</div> <div style="border: 1px solid black; padding: 2px 5px;">R</div> <div style="border: 1px solid black; padding: 2px 5px;">W</div> </div> <p>Key vocabulary <i>typical</i> <i>England</i></p> <p>Communicative structures</p> <ul style="list-style-type: none"> - <i>present simple</i> - <i>adjectives</i> - <i>specific vocabulary (food and drinks)</i> - <i>answer to T's questions "What is typical of England?"; "This is typical...; This is not typical..."</i> 	Pair work	<ul style="list-style-type: none"> ○ Blackboard ○ Chalk ○ <i>What is typical of England?</i> (work sheet provided by the teacher) ○ Pens <p>Copyright rules documentation:</p> <ul style="list-style-type: none"> - self-produced material - all images are labeled for reuse 	

		communicative, social. Life skills: interpersonal relationship, critical thinking, time management.					
2	10 minutes		<p>T's Role Since tea is one of the main symbols of England, he gives the students a beg and a box of English teas and asks each of them to write on a post – it one component they are made of, also in the mother tongue if they do not know the English translation. He puts together post-it notes that contain the same word to arrive at a single shared list. He writes the shared list on the blackboard.</p> <p>Ss' Role Sitting in a circle, they write the components and then attack the post-it notes on the blackboard.</p>	<p>Skills</p> <p>L S R W</p> <p>Key vocabulary <i>components</i> <i>paper box</i> <i>tea bag</i> <i>paper label</i> <i>cotton thread</i> <i>tea leaves</i> <i>paper sachet</i> <i>packaging</i></p> <p>Communicative structures</p> <ul style="list-style-type: none"> - <i>word lists</i> - <i>write captives</i> - <i>translate</i> - <i>listen to instructions</i> - <i>answer to T's questions "Can you list...?; How many ...?"</i> 	Whole class	<ul style="list-style-type: none"> ○ English tea bag ○ English tea box ○ Post – it ○ Pens ○ Blackboard ○ Chalk 	
3	8 minutes		<p>T's Role He gives the students the Key vocabulary search puzzle and the diagram to complete. He gives instructions.</p> <p>Ss' Role They do exercises individually.</p> <p>Check the answers Teacher and students correct the exercise performed.</p>	<p>Skills</p> <p>L S R W</p> <p>Key vocabulary <i>components</i> <i>paper box</i> <i>tea bag</i> <i>paper label</i> <i>cotton thread</i> <i>tea leaves</i> <i>paper sachet</i></p>	Individual work	<ul style="list-style-type: none"> ○ Key vocabulary search puzzle ○ Diagram ○ Pens <p>Copyright rules documentation:</p> <ul style="list-style-type: none"> - self-produced pictures - https://www.puzzle-maker.com/WS/index.htm 	

				<i>packaging</i> Communicative structures <ul style="list-style-type: none"> - <i>word spelling</i> - <i>understand / give instructions</i> 			
4	25 minutes		T's Role He divides the students into random groups by numbering students from one to four. He asks them to carefully observe all the writings on the tea box to understand if that tea comes from England or not. He tells the students to fill in the tea box investigation sheet. Ss' Role They pay attention to writings on the package and fill in the sheet: they must find out that that English tea is produced in Poland and that there are other factories in China. Check the answers Teacher and students discuss about findings of the investigation and read together conclusions.	Skills <div style="display: flex; gap: 5px;"> <div style="background-color: red; color: white; padding: 2px 5px;">L</div> <div style="background-color: red; color: white; padding: 2px 5px;">S</div> <div style="background-color: red; color: white; padding: 2px 5px;">R</div> <div style="background-color: red; color: white; padding: 2px 5px;">W</div> </div> Key vocabulary <i>Nationality adjectives: English, Italian</i> <i>blend</i> <i>packaging</i> <i>made in¹</i> Communicative structures <ul style="list-style-type: none"> - <i>Nation and nationalities</i> - <i>To be / question form</i> - <i>Wh questions with to be</i> - <i>Yes / no answers</i> - <i>express ideas using given useful phrases (I agree / I think...)</i> - <i>answer to T's questions "What facts or ideas show...?"</i> 	Group work	<ul style="list-style-type: none"> o Tea box o Five tea box investigation sheets o Pens o Observation grid Attachment 1:	The teacher observes the work in the groups using the observation grid of communication exchanges.

¹ In texts all passive forms have been turned into active forms, except for more common expressions such as "made in".

CLIL Lesson Plan

Unit number: 1	Lesson number: 2	Title: Where do the tea leaves come from?
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Activity	Timing	Lesson Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
1	<i>10 minutes</i>	<p>Students</p> <ul style="list-style-type: none"> ○ will know where mostly tea leaves come from; ○ will be able to carry out investigations by ICT; to record results; to handle data; to cooperate with others; ○ will be aware of the long journey that the tea leaves make to reach England. <p>Cognitive skills: identifyng, ordering. Competences: digital, communicative, linguistic, social. Life skills: interpersonal relationship, time management, stress management, problem solving.</p>	<p>T's Role He explains how to perform the test by entering the PIN.</p> <p>Ss' Role They do a test to assess the memorization of the vocabulary of the previous lesson.</p>	<p>Skills</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid black; padding: 2px 5px;">L</div> <div style="border: 1px solid black; padding: 2px 5px;">S</div> <div style="background-color: red; color: white; border: 1px solid black; padding: 2px 5px;">R</div> <div style="border: 1px solid black; padding: 2px 5px;">W</div> </div>	Individual work	<ul style="list-style-type: none"> ○ One computer for each student ○ Browser ○ Projector 	Kahoot vocabulary test

2	40 minutes		<p>T's Role He explains that in this lesson the students will discover for themselves where the tea leaves come from. He gives the students the sheet with the instructions to carry out the search on the internet and the task of entering the data found in a bar chart. He observes the students and helps them in using technological support. After the students have completed the assigned tasks, the teacher will project one of the bar charts to read it and summarize it with the students.</p> <p>Ss' Role They perform the assigned tasks.</p> <p>At the end of the lesson the bar chart will be printed and hung in the classroom.</p>	<p>Skills</p> <p>L S R W</p> <p>Key vocabulary <i>to export</i> <i>to import</i> <i>trade</i> <i>amount</i> <i>main exporters</i></p> <p>Communicative structures</p> <ul style="list-style-type: none"> - <i>Read instructions (imperative forms)</i> - <i>Ask for explanation: "How can I..."</i> - <i>read for global understanding</i> - <i>search for specific words</i> - <i>Names of Countries</i> - <i>Use of prepositions (from / in)</i> - <i>Verbs: to be / to come</i> - <i>answer to T's questions "What are the three main tea exporters? Where are they in the world?"</i> 	<p>Pair work Whole class</p>	<ul style="list-style-type: none"> ○ One computer for each pair ○ Browser ○ Microsoft Excell ○ Projector ○ Tasks sheet ○ Printer <p>Copyright rules documentation: - self-produced material - https://www.trademap.org</p> <p>Attachment 2:</p>	
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CLIL Lesson Plan

Unit number: 1	Lesson number: 3	Title: Tea origin and features – Part 1
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Activity	Timing	Lesson Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
1	<i>10 minutes</i>	<p>Students</p> <ul style="list-style-type: none"> ○ will know where tea was born and some of its features; ○ will be able to put in place an orientation reading; to transform information; to cooperate with others; ○ will be aware of the interdependence between peers necessary to complete a team game. <p>Cognitive skills: remembering, identifying, evaluating.</p> <p>Competences: communicative, linguistic, social.</p> <p>Life skills: interpersonal relationship, time management, self awareness.</p>	<p>T's Role He asks the students to orally summarize what was said in the previous lesson. He explains to the class that in this lesson students will find out where tea was born.</p> <p>Ss' Role They summarize orally what was learned during the previous lesson.</p> <p>Pre – reading: Brainstorming T's Role He writes on the blackboard the title of the text (<i>English tea origin and features</i>); he circles the words “origin” and “features” and asks the students what they expect to find in the text (dates, countries...); he writes answers on the blackboard in the mind map. Finally, he explains that in the text the key words are written in bold, on which to focus the attention during the first reading.</p> <p>Ss' Role They say what they already</p>	<p>Skills</p> <div style="display: flex; gap: 10px;"> <div style="border: 1px solid black; background-color: red; color: white; padding: 2px 5px;">L</div> <div style="border: 1px solid black; background-color: red; color: white; padding: 2px 5px;">S</div> <div style="border: 1px solid black; padding: 2px 5px;">R</div> <div style="border: 1px solid black; padding: 2px 5px;">W</div> </div> <p>Key vocabulary <i>origin</i> <i>features</i></p> <p>Communicative structures</p> <ul style="list-style-type: none"> - <i>oral descriptions of previous lesson (use of simple past + key words)</i> - <i>specific words (economical field)</i> 	Whole class	<ul style="list-style-type: none"> ○ Blackboard and chalk 	

			know about origin and features of tea to compile the brainstorming mind map.				
2	25 minutes		<p>First reading (Game) T's Role He divides the students into groups of four and then he explains the rules of the next game by specifying well what each member of the team will have to do. He attaches the text on the desk so that no student can read it from their workstation. He asks some questions to the teams.</p> <p>Ss' Role In each group they assign themselves a group name and the roles:</p> <ul style="list-style-type: none"> - 1 runner - 1 writer - 1 referee - 1 reader. <p>The team must answer the teacher's questions: the runner have 30 seconds to read the questions on the friendly map. Then he listens to the same questions asked one by one by the teacher and goes to the desk and looks for the answer in the text with a quick reading and using the key words in bold. Once the answer has been found, it runs to the workstation and only the first one who arrives reports the answer to the writer.</p>	<p>Skills</p> <p>L S R W</p> <p>Key vocabulary <i>China</i> <i>long import journey</i> <i>India</i> <i>Camellia sinensis</i> <i>hot</i> <i>humid</i> <i>global demand</i></p> <p>Communicative structures</p> <ul style="list-style-type: none"> - <i>read for specific information</i> - <i>answer T's Wh questions</i> 	Group work	<ul style="list-style-type: none"> ○ Text ○ List of questions for the teacher ○ Five “friendly maps” ○ Scotch tape ○ Pens <p>Copyright rules documentation:</p> <ul style="list-style-type: none"> - self-produced material; - text adapted from <i>The amazing supply chain of a cup of tea</i> written by Chloe Cooke and from <i>Twenty – one 2</i>, DEA Scuola, p. 206 <p>https://www.allthingsupplychain.com</p>	

			<p>The writer writes the answer in the “friendly map”.</p> <p>The referee checks that the players of the other teams respect the rules of the game. When the questions are over, the team that has collected most of the right answers on the map wins.</p> <p>Now the reader of the winning team summarizes the answers in his possession to the whole class. The missing or wrong answers are integrated by the readers of the losing teams.</p>				
3	15 minutes		<p>Ss' Role They fill out the self-assessment sheet and then deliver it to the teacher.</p>	<p>Skills</p> <p>L S R W</p> <p>Key vocabulary</p> <ul style="list-style-type: none"> - <i>BICS (Basic Interpersonal Communication Skills)</i> <p>Communicative structures</p> <ul style="list-style-type: none"> - <i>express ideas using useful phrases (I agree / I think...)</i> 	Group work	<ul style="list-style-type: none"> o Five Self assessment sheets <p>Copyright rules documentation:</p> <ul style="list-style-type: none"> - self-produced material <p>Attachment 3:</p>	Group Self assessment

CLIL Lesson Plan

Unit number: 1	Lesson number: 4	Title: Tea origin and features – Part 2
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Activity	Timing	Lesson Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
1	<i>5 minutes</i>	<p>Students</p> <ul style="list-style-type: none"> ○ will know where tea was born and some of its features; ○ will be able to put in place a thorough reading: transforming information; to carry out investigations by the text; to cooperate with others; ○ will be aware of the interdependence between peers necessary to complete a group work. <p>Cognitive skills: remembering, identifying, defining.</p> <p>Competences: communicative, linguistic, social.</p> <p>Life skills: interpersonal relationship, time management, effective communication, critical thinking.</p>	<p>Brainstorming</p> <p>T's Role The teacher writes on the blackboard the title of the text (<i>English tea origin and features</i>) and asks students what they remember about the "friendly map" compiled during the previous lesson.</p> <p>Ss' Role They say what they remember about the origin and features of tea to compile the brainstorming mind map.</p>	<p>Skills</p> <div style="display: flex; gap: 10px;"> <div style="border: 1px solid black; background-color: red; color: white; padding: 2px 5px;">L</div> <div style="border: 1px solid black; background-color: red; color: white; padding: 2px 5px;">S</div> <div style="border: 1px solid black; padding: 2px 5px;">R</div> <div style="border: 1px solid black; padding: 2px 5px;">W</div> </div> <p>Key vocabulary - <i>as previous activity</i></p> <p>Communicative structures - <i>answer to T's questions "Can you recall...?"</i></p>	Whole class	<ul style="list-style-type: none"> ○ Blackboard and chalk 	

2	25 minutes		<p>Second reading T's Role He asks students to split into pairs. He gives each pair the text and explains that the underlined words are those contained in the glossary. Then he explains how to perform the exercises for understanding. He observes and intervenes only to facilitate the exchange of ideas. Ss' Role They perform the exercises working in pair.</p> <p>Check the answers Teacher and students correct the exercises performed.</p>	<p>Skills</p> <p>L S R W</p> <p>Key vocabulary <i>Verbs: to originate, to re-plant, to exceed, to pluck</i> <i>packaging</i> <i>tea leaf</i> <i>large estate</i> <i>paper sachet</i> <i>tea box</i> <i>tea blend</i> <i>cotton thread</i> <i>tea bag</i> <i>farmer</i> <i>bush</i> <i>seeds</i></p> <p>Communicative structures</p> <ul style="list-style-type: none"> - <i>Present simple</i> - <i>past simple</i> - <i>Present progressive</i> - <i>Dates</i> - <i>Trade / products</i> - <i>specific vocabulary</i> - <i>read for specific information</i> - <i>answer to questions using different verb tenses</i> - <i>express ideas using given useful phrases</i> <i>(What do you think? I think... I'm sure... I agree... I'm pretty certain that... I'm not sure, but...)</i> 	<p>Pair work Whole class</p>	<ul style="list-style-type: none"> ○ Ten texts ○ Ten exercises sheets ○ Glossary ○ Structured observation rubric ○ Pens <p>Copyright rules documentation:</p> <ul style="list-style-type: none"> - self-produced material; - text adapted from <i>The amazing supply chain of a cup of tea</i> written by Chloe Cooke and from <i>Twenty – one 2</i>, DEA Scuola, p. 206 https://www.allthingsupplychain.com 	<p>The teacher observes the work in pair using the observation rubric of communication exchanges.</p>
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3	20 minutes	<p>T's and Ss' Roles List main ideas Grab the card (Game) Teacher organizes students in a circle and divide them into two teams. He puts the cards on the floor inside the circle and explains the game rules. The students of each team are numbered from 1 to 10. In turn, the teacher calls a number and reads the beginning of a sentence that the students must complete by grabbing the correct card on the floor and reading it aloud. The team that manages to recover more cards wins. When the sentences are completed, they are glued to a poster.</p> <p>Memorize new words What's missing (Game) The teacher puts the flashcards on the floor. They contain the new words to be memorized. He tells students to close their eyes and he removes a flashcard from the floor. When the students are told to reopen their eyes, they must say the name of the missing card.</p>	<p>Skills</p> <div> <div>L</div> <div>S</div> <div>R</div> <div>W</div> </div> <p>Key vocabulary - as previous activity</p> <p>Communicative structures - Listen to instructions: divide, grab the card, who win, close / open your eyes... What's missing?"</p>	Whole class	<ul style="list-style-type: none"> ○ Grab the card" labels ○ Flashcards ○ Poster ○ Glue <p>Copyright rules documentation:</p> <ul style="list-style-type: none"> - self-produced material - all images are labeled for reuse <p>Attachment 4:</p>	
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CLIL Lesson Plan

Unit number: 1	Lesson number: 5	Title: The tea supply chain steps – Part 1
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Activity	Timing	Lesson Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
1	<i>10 minutes</i>		Assessment	Skills <div> <div>L</div> <div>S</div> <div>R</div> <div>W</div> </div>	Individual work	<ul style="list-style-type: none"> ○ Test 	Test
2	<i>40 minutes</i>	<p>Students</p> <ul style="list-style-type: none"> ○ will know all the steps of tea supply chain; ○ will be able to put in place a thorough reading; carrying out investigations by the text, guessing from context, taking notes, transforming information, paraphrasing; to cooperate with others; ○ will be aware that the tea supply chain is a very long process involving several countries all around the world. <p>Cognitive skills: identifyng, ordering, defining.</p> <p>Competences: communicative, linguistic, social.</p> <p>Life skills: interpersonal relationship, effective</p>	<p>T's Role He tells students to divide into six groups of three members plus one pair. To each group he delivers a different text describing one of the steps in the tea supply chain. He explains to students how to perform comprehension exercises. He observes and intervenes only to facilitate the exchange of ideas.</p> <p>Ss' Role They divide themselves as told by the teacher and perform the exercises.</p>	Skills <div> <div>L</div> <div>S</div> <div>R</div> <div>W</div> </div> <p>Key vocabulary <i>plucking</i> <i>withering</i> <i>rolling</i> <i>oxidation</i> <i>drying</i> <i>trading</i> <i>blending</i> <i>distribution</i> <i>packaging</i></p> <p>Communicative structures</p> <ul style="list-style-type: none"> - <i>present simple for descriptions</i> - <i>question and answer tenses</i> - <i>reuse of specific words of tea trade</i> - <i>ask for explanation</i> <i>"How can I... ?</i> <i>What's the meaning... ? Can you help... ?"</i> 	Group work	<ul style="list-style-type: none"> ○ Texts and exercises for students ○ Text for the teacher ○ Glossary ○ Several "block word" diagrams ○ Six group billboards ○ One pair billboard ○ Observation rubric ○ Pens <p>Copyright rules documentation: - self-produced material; - sources for the text: https://www.twinings.co.uk/about-twinings and https://www.britannica.com/topic/tea-beverage#ref65375 and https://www.britannica.com/topic/tea-beverage#ref65375</p> <p>Attachment 5: <div></div></p>	The teacher observes the work in the groups using the observation rubric of communication exchanges.

		communication, critical thinking, time management, problem solving, stress management.		<ul style="list-style-type: none"> - Answer to T's questions "What is the main topic...? How would you rephrase the meaning...?" - express ideas using given useful phrases (What do you think? I think... I'm sure... I agree... I'm pretty certain that... I'm not sure, but...) 			
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CLIL Lesson Plan

Unit number: 1	Lesson number: 6	Title: The tea supply chain steps – Part 2
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Activity	Timing	Lesson Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
1	15 minutes	<p>Students</p> <ul style="list-style-type: none"> ○ will know all the steps of tea supply chain; ○ will be able to map the tea supply chain; to report main ideas; ○ will be aware that the tea supply chain is a very long process involving several countries all around the world. <p>Cognitive skills: remembering, identifying, ordering, defining.</p> <p>Competences: communicative, linguistic.</p>	<p>T's Role He explains that in the previous lesson each group read only one step of the process to make tea. Now they have to order the various steps.</p> <p>He presents the first step saying "The first step is plucking" and asking groups "who thinks he has read the text that refers to this step?".</p> <p>Ss' Role The group who thinks they have the description of the plucking process rises and occupies a position along a wall of the classroom.</p>	<p>Skills</p> <p>L S R W</p> <p>Key vocabulary supply chain plucking withering rolling oxidation drying trading blending distribution packaging</p> <p>Communicative</p>	Whole class	<ul style="list-style-type: none"> ○ Texts, exercises and place maps used in the previous lesson ○ Glossary ○ Video ○ Image <p>Copyright rules documentation: - self-produced material; - video: https://www.youtube.com/watch?v=m6yiKKXR82o - image: https://media1.britannica.com/eb-media/39/62739-004-D00B28D6.gif</p>	

		<p>Life skills: decision making, time management.</p>	<p>T's Role Now he shows a video on the tea producing process.</p> <p>Ss' Role As soon as a group senses that in the video the step of the supply chain that has been assigned to it is shown, it gets up and reaches the first group keeping the order of arrival.</p> <p>The activity goes on like this until all the steps are over. When the row of students is complete, the teacher explains that it represents the long tea supply chain and shows the image that summarizes the process to verify that the students have arranged themselves in the right order.</p>	<p>structures</p> <ul style="list-style-type: none"> - <i>Listen for information / video contents</i> - <i>describing images</i> - <i>use of prepositions of time / place</i> - <i>there is / there are</i> - <i>answer to T's questions "Who thinks he has...?"</i> 			
	35 minutes		<p>T's Role He explains next activity, saying that at the end of the lesson they will have created a geographical map of the tea supply chain. He hangs on the wall a world map.</p> <p>Ss' Role The group representing the first step of the supply chain attacks its label on the map, thus identifying the place / or places where it takes place and briefly explaining the content of the text read using the "place map" notes.</p> <p>At the end of the lesson teacher divides the class into</p>	<p>Skills</p> <p>L S R W</p> <p>Key vocabulary</p> <ul style="list-style-type: none"> - <i>As previous activity</i> <p>Communicative structures</p> <ul style="list-style-type: none"> - <i>read notes</i> - <i>explain simple contents referring to a map</i> 	Whole class	<ul style="list-style-type: none"> o Texts, exercises and place maps used in the previous activity o Big world map o Supply chain steps labels o Glue <p>Copyright rules documentation:</p> <ul style="list-style-type: none"> o self-produced material o world map available on: https://www.nationalgeographic.org/topics/mapmaker-kits/ 	

			<p>five work groups and assigns each group a product to be researched on (chocolate easter eggs, olympic torch, five-euro coin, coffee, automotive). He assigns homework to be performed for the final assessment and explains how to perform them. Each group have to map its product supply chain using Tour Builder.</p> <p>The groups have the time of one week to complete the work and present it in the next lesson.</p> <p>What they need:</p> <ul style="list-style-type: none"> - homework instructions - computer - own Google account - scaffolding sheet for report and explanation - Tour Builder software <p>Useful links:</p> <ul style="list-style-type: none"> - https://www.allthingssupplychain.com/category/ama-zing-supply-chain/ - https://tourbuilder.withgoogle.com/ 			<p>Attachment 6:</p> <p>-----</p>	
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CLIL Lesson Plan

Unit number: 1	Lesson number: 7	Title: The supply chain steps of...
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Activity	Timing	Lesson Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
1	<i>50 minutes</i>	<p>Students</p> <ul style="list-style-type: none"> ○ will know what a supply chain is; ○ will be able to reconstruct the supply chain of a finished product by searching for information on the Internet; to report the results of their research even using ICT; ○ will be aware that in a globalized world there is a complex network that links and involves several countries and people for the realization of a finished product. <p>Cognitive skills: communicative, linguistic, social, digital. Competences: Life skills: stress management, effective communication, critical thinking, creative thinking, time management.</p>	<p>T's Role He evaluates student presentations using the product assessment rubric.</p> <p>Ss' Role They present their works.</p>	<p>Skills</p> <p>L S R W</p> <p>Key vocabulary</p> <ul style="list-style-type: none"> - <i>supply chain</i> - <i>specific vocabulary</i> <p>Communicative structures <i>Report and explanation:</i></p> <ul style="list-style-type: none"> - <i>opening statements to define topic (There are many / few / several steps in the supply chain of...);</i> - <i>present tenses;</i> - <i>adjectives;</i> - <i>sequencing (at the beginning, it starts when, first, second, next, after that, as a result, meanwhile, then, afterwards, later, last, finally);</i> - <i>impersonal pronouns (one, they, you, it).</i> 	Whole class	<ul style="list-style-type: none"> ○ Browser ○ Google Earth plugin ○ Tour Builder software ○ Product assessment rubric <p>Attachment 7:</p>	Presentation

Lesson Plan Template realizzato a partire da materiale IPRASE precedentemente elaborato e riadattato con il coordinamento di Ludowica Dal Lago, in collaborazione con l'esperta CLIL Manuela Perini e la consulenza della docente Emanuela Atz per la versione in lingua tedesca.

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La Commissione Europea e la Provincia Autonoma di Trento declinano ogni responsabilità sull'uso che potrà essere fatto delle informazioni contenute nei presenti materiali

