

Lesson Plan: Gobal warming

School	High	
Year / Class	II year	
Subject :	Geography	Topic: Global warming
CLIL language	English	

Teacher: Stella Bottegal	Teacher's role: Main Teacher	Subject taught: Geography
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Student group profile (general): 16 16-year-old students. B1 level. Some of the students has a B1+ level.	CEFR Level: B1
	<ul style="list-style-type: none"> ○ Experiences of CLIL (Science) ○ Special Educational Needs: 1 (dyslexic)

Timetable fit: the topic has already been introduced and discussed (see underneath). This lesson plan concerns 2 lessons (50 minutes) of a 6-hour module.

Resources & tools (see attachment)	Books, web sites, newspapers, internet, videos, pictures. Padlet Edmodo Kahoo
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	Subject	Language
Students' prior knowledge, skills, competencies	One lesson of 50 minutes. Brainstorming about global warming with PADLET (BYOD policy). "What do you know about global warming?" "Have you already heard this expression?" The teacher gives the students a glossary that help them getting familiar with CALP.	- Words which concern the topic, such as: fossil fuels, greenhouse effect, renewable resources, environment, environmental damage, temperature, flood etc.) - BICS

Learning outcomes expected for this lesson	<p>Know: what global warming is; the causes and the effects of global warming; possible solutions to environmental problems.</p> <p>Be able to: take notes, cooperate with others, handle data, organize information, locate information, plan, process knowledge, reason, make</p>
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	<p>predictions, hypothesize; consider what aspects if life might be affected by global warming</p> <p>Be aware: of how to cooperate in a group; of recycling issues; of the importance of environment; of how to express ideas confidently</p>
Methodology	<ol style="list-style-type: none">1. Brain storming to check the knowledge of the topic.2. Watching videos; afterwards asking questions through a true or false questionnaire.3. Fill in the gaps exercises with specific lexis.4. Match two parts of the sentences to get reasonable meaning from the statement.5. Test the spelling of new words by dictating them down.6. Test their comprehension of the topic through a multiple-choice questionnaire.7. Group work.8. Work in pairs.9. Transcoding.10. Role play in a discussion.11. Elicit to provide, using the foreign language, easy personal proposals to deal with the problem of global warming.12. Debate

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Activity	Activity aims	Activity Procedure	Language	Interaction	Materials (please cite all sources)	Timing
1	Activate prior knowledge about the topic. Enrich the lexis about: greenhouse effects, fossil fuel, pollution, rising of temperature, emissions, oil, coal. Encourage collaborative work so learners can provide scaffolding for each other. Help learners notice the language they need to use at word level.	Check the meaning of the words of the glossary given in the previous lesson. Learn and repeat (talking to each other) new words about the topic. Fill in the gaps exercises with the new words. Getting familiar with new lexis by writing a list of new words which concern the topic and explain them easily.	Technical, specialist vocabulary (nouns and adjectives); Definitions; Cause-effects connectives (because of, as a result)	Whole class: talk to teacher. Talk in pairs to remember the definitions	- E-learning platform (PADLET) - LIM	10 min

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2	Give out instructions about the next step and creation of work groups. Show the work setting and explain what is going to be done.	The teacher divides the class into four groups of four students each and gives a task to each student. (speaker, motivator, secretary and controller). Then the teacher shows the setting to students (four groups of desks and each group is given a different task to carry out).	Statements of what is going to be made or achieved. Present simple, imperative forms, (giving/receiving orders), impersonal pronouns and second person pronouns (you), list of materials, sequencing connectives (then, later, next, after that)	Whole class: listen to instructions Individual work: ask the teacher for more information if the explanation is not clear	Desks and computer. The teacher projects the instructions on the smartboard.	10 min.
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3	Discuss, find out information, cooperate, hypothesize, reason; handle data, take notes; manage time; interpret information.	Each group has to stop in each group of desks for 15 minutes and perform the planned activities dealing with four topics: causes, effects, procedures and concrete actions to take in daily life. Students have to consult the info points where they can get the information and cooperate.	Exchanging opinions and information. Giving examples, passive forms, conditionals. BICS and CALP.	Group work: cooperate, solve problems, share ideas Individual work: do the personal task	Tools change for each info point. E.g.: 1. causes of g.w.: video, graphs, diagrams 2. Effects and consequences: pictures 3. International agreements and treaties: documents 4. Everyday actions to reduce g.w.: students need to talk to each other and reason together. Each group has a portfolio to complete with the new information discovered.	60 min.
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4	Explain in English to the class what they've found out. Debate. Express ideas.	Role playing: each speaker of the groups is a ONU member and they have to set up a lecture to illustrate the reasons and information they've worked out which have to do with global warming in daily life. Teacher runs discussion and students (not the speakers) listen and make notes. In the end students create a poster with the best ideas.	Asking and answering questions; giving opinions. Future tense (to express prediction from evidence); conditionals (to make an hypothesis)	Group work: support the speaker. pay attention to the debate. Individual work: each member of the group has a task to perform (speaking, listening, writing etc.)	-	20 min.

Assessment:

I plan to use two different types of assessments: summative and formative.

Summative: multiple choice questionnaire; true/false questionnaire;

Fill in the gaps. (To be done at the end of the module).

Formative: teacher thoroughly observes students during the different stages of the process and points out their skills; he observes what students do during the activity, how they cooperate, if they are able to participate and to be involved in a working group. Therefore, teacher encourages students to be responsible and to be capable of evaluate themselves. This result is obtained by asking questions frequently and giving students a self-assessment questionnaire with I can do/I can't do statements.

This kind of assessment is done informally during all lessons and formally at the end of the module (with a Kahoo quiz).

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