

Activity	Activity aims	Activity Procedure	Language	Interaction	Materials	Timing	Assessment
<p>1</p> <p>brainstorming and class discussion</p>	<p>-to encourage communication and to activate the prior knowledge of the students about the topic.</p>	<p>During this phase of the lesson I create a discussion by asking students if they think they have at home some hydraulic or pneumatic actuators and where they could find these.</p>	<p>I would like to enable a discussion with the students. Technical terms are not necessary in this activity.</p> <p>Language competence developed: Communicative language L2 BICS</p>	<ul style="list-style-type: none"> ○ <input checked="" type="checkbox"/> Whole class ○ Group work ○ Pair work ○ Individual work 	<p>-Blackboard</p>	<p>10 minutes.</p>	<p>Formative assessment:</p> <p>I can observe the participation of each student</p>
<p>2</p> <p>Learning Schematic symbols and technical words</p>	<p>-to highlight to students the strong link between the contents of the lesson and our culture and territory</p> <p>-to take notes</p> <p>Learning skills:</p> <ul style="list-style-type: none"> • Note taking • Drafting 	<p>I present the most common types of actuators, projecting photos related to the use of actuators in the agricultural reality of our valley and the mechanization of daily agricultural work; learners takes notes</p>	<p>Scaffolding:</p> <p>During the presentation of the photos I write on the blackboard the technical name of the actuator (CALP) seen in photos in L1 and L2 and I draw their schematic symbol for their representation in the automation schemes</p>	<ul style="list-style-type: none"> ○ <input checked="" type="checkbox"/> Whole class ○ Group work ○ Pair work ○ <input checked="" type="checkbox"/> Individual work 	<p>-Blackboard</p> <p>-LIM: photos related to the use of actuators agricultural reality of our valley and the mechanization of daily agricultural work</p> <p>(The photos are of my personal photo archive)</p>	<p>15 minutes.</p>	<p>Formative assessment:</p> <p>I can observe the participation of each student and how he takes notes</p>

<p style="text-align: center;">3</p> <p style="text-align: center;">Group activity</p>	<p><i>-to develop the ability to work in groups and share with others the individual data collected in the previous activity</i></p> <p>Learning skills:</p> <ul style="list-style-type: none"> • Cooperating with others • Organising information (LOTS) • Creative thinking (HOTS) 	<p><i>The students, working in groups, one for each type of actuator seen, will create a table (visual organiser) containing the name of the actuator in L1 and L2, its symbol, where it was used (remembering the photos), where else we could use it.</i> (Differentiation of the output)</p>	<p><i>Scaffolding:</i></p> <p><i>I begin to draw a sketch of the table on the blackboard</i></p> <p>Language competence developed: Communicative language</p> <p>L2 BICS</p> <p>L1 permitted by peers in group activity</p>	<ul style="list-style-type: none"> ○ Whole class ○ <input checked="" type="checkbox"/> Group work ○ Pair work ○ Individual work 	<p><i>-Blackboard</i></p>	<p style="text-align: center;">20 minutes.</p>	<p><i>Formative assessment:</i></p> <p><i>I can observe the students while they work in groups and assess participation and commitment</i></p>
<p style="text-align: center;">4</p> <p style="text-align: center;">Creating together a table (visual organiser)</p>	<p><i>-to develop the ability to communicate and present their own ideas to the others</i></p> <p>Learning skills:</p> <ul style="list-style-type: none"> • Cooperating with others 	<p><i>A student in every group compiles the table at the blackboard and presents their idea for a different use of the actuator to the other groups</i></p>	<p>Language competence developed: Communicative language</p> <p>L2 BICS</p>	<ul style="list-style-type: none"> ○ <input checked="" type="checkbox"/> Whole class ○ Group work ○ Pair work ○ Individual work 	<p><i>-Blackboard</i> <i>-Real pneumatic actuators to show to the students(they can touch and move these)</i></p>	<p style="text-align: center;">10 minutes.</p>	<p><i>Formative assessment:</i></p> <p><i>I can assess the communicative skills of the students that present the idea of the group to the class</i></p>