

Activity	Activity aims	Activity Procedure	Language	Interaction	Materials	Timing	Assessment
<b>1</b>  <b>brainstorming and class discussion</b>	-to encourage communication and to activate the prior knowledge of the students about the topic.	<i>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.</i>	<i>I would like to enable a discussion with the students.</i> <i>Technical terms are not necessary in this activity.</i>  <b>Language competence developed:</b> <b>Communicative language</b> <b>L2 BICS</b>	<ul style="list-style-type: none"> <li><input checked="" type="radio"/> Whole class</li> <li><input type="radio"/> Group work</li> <li><input type="radio"/> Pair work</li> <li><input type="radio"/> Individual work</li> </ul>	-Blackboard	10 minutes.	<i>Formative assessment:</i>  <i>I can observe the participation of each student</i>
<b>2</b>  <b>Learning Schematic symbols and technical words</b>	-to highlight to students the strong link between the contents of the lesson and our culture and territory -to take notes  <b>Learning skills:</b> <ul style="list-style-type: none"> <li><b>Note taking</b></li> <li><b>Drafting</b></li> </ul>	<i>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</i>	<b>Scaffolding:</b>  <i>During the presentation of the photos I write on the blackboard the <b>technical name of the actuator (CALP)</b> seen in photos in L1 and L2 and I draw their schematic symbol for their representation in the automation schemes</i>	<ul style="list-style-type: none"> <li><input checked="" type="radio"/> Whole class</li> <li><input type="radio"/> Group work</li> <li><input type="radio"/> Pair work</li> <li><input checked="" type="radio"/> Individual work</li> </ul>	-Blackboard -LIM: photos related to the use of actuators agricultural reality of our valley and the mechanization of daily agricultural work  (The photos are of my personal photo archive)	15 minutes.	<i>Formative assessment:</i>  <i>I can observe the participation of each student and how he takes notes</i>

<p><b>3</b></p> <p><b>Group activity</b></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><b>Learning skills:</b></p> <ul style="list-style-type: none"> <li>• <b>Cooperating with others</b></li> <li>• <b>Organising information (LOTS)</b></li> <li>• <b>Creative thinking (HOTS)</b></li> </ul>	<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>  <b>(Differentiation of the output)</b></p>	<p><i>Scaffolding:</i></p> <p><i>I begin to draw a sketch of the table on the blackboard</i></p> <p><b>Language competence developed:</b>  <b>Communicative language</b></p> <p><b>L2 BICS</b></p> <p><b>L1 permitted by peers in group activity</b></p>	<ul style="list-style-type: none"> <li>○ Whole class</li> <li>○ <input checked="" type="checkbox"/> Group work</li> <li>○ Pair work</li> <li>○ Individual work</li> </ul>	<p><i>-Blackboard</i></p>	<p><i>20 minutes.</i></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><b>4</b></p> <p><b>Creating together a table (visual organiser)</b></p>	<p><i>-to develop the ability to communicate and present their own ideas to the others</i></p> <p><b>Learning skills:</b></p> <ul style="list-style-type: none"> <li>• <b>Cooperating with others</b></li> </ul>	<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><b>Language competence developed:</b>  <b>Communicative language</b></p> <p><b>L2 BICS</b></p>	<ul style="list-style-type: none"> <li>○ <input checked="" type="checkbox"/> Whole class</li> <li>○ Group work</li> <li>○ Pair work</li> <li>○ Individual work</li> </ul>	<p><i>-Blackboard</i>  <i>-Real pneumatic actuators to show to the students( they can touch and move these)</i></p>	<p><i>10 minutes.</i></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>