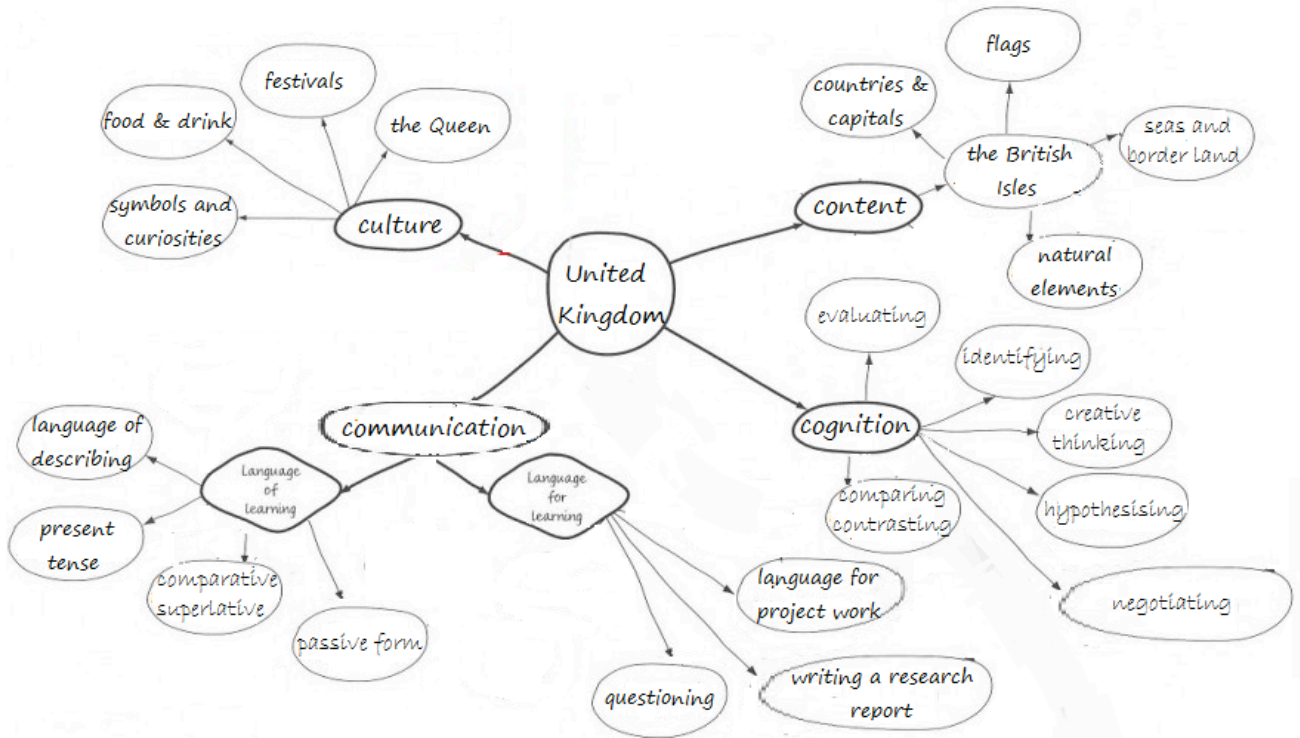


## TKT CLIL LESSON PLAN

<b>Teacher's name</b>	Giulia Giannoccaro
<b>Date</b>	14 <sup>th</sup> and 21 <sup>st</sup> May, 2015
<b>Time</b>	2 lessons of one hour each
<b>Subject</b>	Geography
<b>Class</b>	5 <sup>th</sup>
<b>Group profile</b>	<b>Strengths:</b> Good level of cohesion inside the group Good competences in L2
	<b>Weaknesses:</b> There is a student who has problems with concentration
<b>Learning Outcomes</b> (most learners)	<ul style="list-style-type: none"> <li>- To remember information about the geography of the British Isles</li> <li>- To recall subject specific vocabulary and grammatical structures</li> <li>- To hypothesize solutions and to predict something related to the topic</li> <li>- To locate countries on a map</li> <li>- To read a map</li> <li>- To read and understand information in a text</li> <li>- To analyse materials</li> <li>- To find out information in a text</li> <li>- To organize information</li> <li>- To use subject-specific language in context</li> <li>- To communicate with others</li> <li>- To cooperate</li> <li>- To define roles in a group</li> <li>- To discuss a procedure</li> <li>- To plan an activity</li> <li>- To exposure contents</li> </ul>
<b>Final task</b>	<ul style="list-style-type: none"> <li>- Creation of three posters* (one for each group);</li> <li>- Prepare an oral presentation for other students who have not been exposed to the topic.</li> </ul> <p>* See an example in the attachments</p>
<b>Timetable fit</b>	<b>Previous lesson:</b> <ul style="list-style-type: none"> <li>- British Isles (countries, flags, position of each country, etc.)</li> <li>- Content-obligatory language (peninsula, archipelago, country/nation, island, waterfall, cliff, river, lake, mountain, hill, sea, to locate, to surround, land border, (English) channel, north, south, east, west, grid, map, etc.)</li> <li>- Content-compatible language (flag, red, white, green, orange, blue, yellow, star, crown, background, cross, dragon, monster, to go, to travel, to identify, to find out, draw, write, read, listen to, etc.)</li> </ul>

	<ul style="list-style-type: none"> <li>- Culture in the British Isles (British food, the Queen, symbols, festivals, sports in the British Isles, etc.)</li> <li>- Language structures such as: <ul style="list-style-type: none"> <li>▪ Superlative form (“The highest mountain in the British Isles is Ben Nevis”);</li> <li>▪ Comparative form (“The river Severn is longer than the river Thames”);</li> <li>▪ Passive form (“The United Kingdom is divided into...”);</li> <li>▪ Imperative form (“Draw a sign to represent the river Thames in...)</li> <li>▪ Verb to be (“Orkney is an archipelago with 70 islands”);</li> <li>▪ Verb to have (“Great Britain has three countries”);</li> <li>▪ Wh-questions (“Where is the United Kingdom?”);</li> </ul> </li> </ul> <p><b>Follow lessons:</b></p> <ul style="list-style-type: none"> <li>- Creation of a poster with the acquired information</li> <li>- Exposure of the content presented in the poster.</li> </ul>
<p><b>Anticipated problems and solutions</b></p>	<ul style="list-style-type: none"> <li>- Scaffolding for unknown vocabulary* ;</li> <li>- Pictures of the topic in the case the computer will not work;</li> <li>- Have an idea about the groups before to start the activity.</li> </ul> <p>* see the last slide in the power point presentation</p>
<p><b>Resources &amp; materials to be used</b></p>	<ul style="list-style-type: none"> <li>- Whiteboard</li> <li>- Power point presentation</li> <li>- Cardboard box + flashcards</li> <li>- Map of Europe</li> <li>- Map of the British Isles</li> <li>- Worksheets: <ol style="list-style-type: none"> <li>1. U.K. grid map</li> <li>2. Puzzle of the countries in the British Isles</li> <li>3. Text with words to fill in the gaps</li> <li>4. “My country” Worksheets (New Treetops, Class Book and Workbook 5a – OXFORD - ) <ol style="list-style-type: none"> <li>a. Worksheet about Wales (pages 32-33);</li> <li>b. Worksheet about Ireland (pages 58-59);</li> <li>c. Worksheet about Scotland (pages 84-85).</li> </ol> </li> </ol> </li> </ul>

# Mind map of the unit



## First lesson

Stage	Aim	Procedure	Materials	Interaction	Timing
1	<p><b>a.</b> Activate prior knowledge relating to the countries in the British Isles.</p> <p><b>b.</b> Reinforce some language structures and vocabulary relating to the topic.</p>	<p><b>T</b> takes some pictures from a cardboard box.  <b>SS</b> have to explain what pictures represent.            After showing each picture, <b>T</b> asks them some questions to go deeper into the topic and recall some structures.</p> <p><u><b>E.g.:</b></u>  <b>T:</b> Who is she?  <b>SS:</b> She is the Queen.  <b>T:</b> Where does she live?  <b>SS:</b> She lives in London.  <b>T:</b> Where is she from?  <b>SS:</b> She is from England  <b>T:</b> Where is England?  <b>SS:</b> England is in the United Kingdom.            .....</p>	<ul style="list-style-type: none"> <li>- Cardboard box;</li> <li>- Flashcards.</li> </ul>	Teacher to students	7/8 min.
2	<p><b>a.</b> Motivate and involve students into the activity.</p> <p><b>b.</b> Make predictions.</p>	<p><b>T</b> shows a presentation about countries in the British Isles. The presentation starts by asking the <b>SS</b> to guess the identity of a character in a picture.  <b>SS</b> have one minute to discuss about it</p>	<ul style="list-style-type: none"> <li>- Power Point</li> </ul>	Teacher to students / Students to students	2 min.

		with a partner.			
3	<ul style="list-style-type: none"> <li>a. Recall some structures</li> <li>b. Recall some content-specific vocabulary</li> <li>c. Define places and things</li> </ul>	<p><b>T</b> asks some questions about the character. <b>T</b> also revises some content-specific vocabulary (cliffs, mountains, lake,...). Then <b>SS</b> answer questions like “What’s the highest mountain in the British Isles?”</p>	- Power Point	Teacher to students / Students to teacher	10 min.
4	<ul style="list-style-type: none"> <li>a. Locate the United Kingdom on a map of Europe</li> <li>b. Describe its position</li> </ul>	<p><b>T</b> shows a map of Europe and asks <b>SS</b> to identify the U.K. <b>SS</b> answer the question. <b>T</b> asks them to make sentences using the cardinal points.</p>	- Power Point	Teacher to students / Students to teacher	10 min.
5	<ul style="list-style-type: none"> <li>a. Identify and locate the countries in the British Isles</li> <li>b. Describe the flag of each country</li> <li>c. Recall the main cities</li> </ul>	<p><b>T</b> shows a map of the British Isles and asks <b>SS</b> to recall and locate the countries in the right place. <b>T</b> asks them to describe the flag of each country and to recall the main cities.</p>	- Power Point	Teacher to students / Students to teacher	5 min.
6	<ul style="list-style-type: none"> <li>a. Locate the main cities and the most important natural elements on a grid map</li> <li>b. Define a place for each element in the map</li> <li>c. Share information</li> </ul>	<p><b>T</b> make two-people groups and ask <b>SS</b> to work in pairs on a map to find out the main cities and the most important natural elements in the British Isles. The <b>SS</b> inside each group have two different tasks: one <b>S</b> has to find the</p>	- Map - Grid map	Students to students	25 min.

	<p><b>d. Self-evaluate</b></p>	<p>most important/longest rivers, the highest mountains, the largest lakes, etc., whether the other <b>S</b> has to find the main cities in the British Isles.</p> <p>Both the <b>SS</b> have to record the information on a grid map.</p> <p>At the end of the research, the first <b>S</b> will give the gathered information to the other <b>S</b>, who will add the new information on his/her grid map and vice versa (battleship game).</p> <p>At the end of the activity, each <b>S</b> will have both the main cities and the natural elements on his/her grid map.</p> <p>At the end of the lesson, <b>T</b> will check with <b>SS</b> the location of each element on the map.</p>			
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## Second lesson

Stage	Aim	Procedure	Materials	Interaction	Timing
1	<ul style="list-style-type: none"> <li>a. Activate prior knowledge</li> <li>b. Organise information</li> <li>c. Build a map</li> <li>d. Reason</li> <li>e. Share information</li> <li>f. Communicate and explain ideas</li> <li>g. Evaluate knowledge</li> </ul>	<p><b>T</b> makes three groups and gives an envelope to each of them. Inside the envelope, there is a text with some missing words and a puzzle of the British Isles. Firstly, <b>SS</b> have to share their knowledge with the group to complete the text with the missing words. Then they have to build a map using the pieces of the puzzle. When they will have built the map, they will have a white map with only one coloured country.</p>	<ul style="list-style-type: none"> <li>- Envelope with a text and a puzzle of the British Isles (4 white countries and 1 coloured country)</li> </ul>	Students to students	10 min.
2	<ul style="list-style-type: none"> <li>a. Use the information in the text to make a poster</li> <li>b. Communicate</li> <li>c. Cooperate</li> <li>d. Define roles</li> <li>e. Creative thinking</li> </ul>	<p><b>T</b> asks <b>groups</b> which country is coloured in their map. Then <b>T</b> gives one worksheet to each group (the worksheet about Scotland goes to the group who has the country of Scotland coloured on its map).</p>	<ul style="list-style-type: none"> <li>- Poster;</li> <li>- Coloured felt-tips;</li> <li>- Worksheet of Wales;</li> <li>- Worksheet of Scotland;</li> <li>- Worksheet of Ireland.</li> <li>- Power Point</li> </ul>	Teacher to students	5 min.
3				Teacher to students	5 min.

		<p><b>T</b> explains the tasks: firstly, <b>SS</b> will have to read the text in their worksheet to gain information about their country. Then they will discuss about how to create a poster with the gathered information and their previous knowledge. At the end of the activity, they will decide how to present their country to their classmates.</p>			
3		<p><b>T</b> shows some pictures on the power point presentation to introduce some new vocabulary the <b>SS</b> will find in their worksheets. The activity starts. <b>SS</b> read the information on their worksheets. <b>T</b> walks around the class to verify and support the activity inside the groups. At the end of the lesson, <b>SS</b> will have written some notes on a draft to start thinking about the creation of a poster to present their country to their classmates.</p>		Students to students	40 min.



**WORKSHEET: Fill in the gap**

The British Isles is a group of islands in Europe. There are two large islands \_\_\_\_\_ and Ireland, and many small islands.

Great Britain has three countries: \_\_\_\_\_ ,  
\_\_\_\_\_ and \_\_\_\_\_.

Ireland has two countries: \_\_\_\_\_ and the  
\_\_\_\_\_.

The Cumbrian Mountains are in the north of  
\_\_\_\_\_ and the Cambrian Mountains are in  
\_\_\_\_\_.

The longest river is the \_\_\_\_\_ but the most  
important is the \_\_\_\_\_.

*England*

*Northern Ireland*

*Thames*

*Wales*

*Wales*

*Great Britain*

*England*

*Republic of Ireland*

*Scotland*

*Severn*