

CLIL Module Plan

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School	"A. Manzoni" Middle School Trento				
School Grade	<input type="radio"/> Primary		<input checked="" type="radio"/> Middle		<input type="radio"/> High
School Year	<input type="radio"/> 1	<input type="radio"/> 2	<input checked="" type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
Subject	Geografia	Topic	Population and culture		
CLIL Language	<input checked="" type="radio"/> English		<input type="radio"/> Deutsch		

Personal and social-cultural preconditions of all people involved	<p>The "A. Manzoni" Middle School is one of the largest schools in the city of Trento. It is located in the center of the city, right behind the Railway Station. Due to its central position and its capacity it has always been one of the most multicultural Middle schools in the Province of Trento. The class in question is made up of 24 students, 10 females and 14 males, some of whom have a recent migratory background. The mother tongue of most students is Italian as almost all of them were born in Italy or migrated here when they were very young, but some of them also speak at home a second language (Albanian, Arabic, Romanian, Spanish and Urdu). The class group can be quite lively and there is a small group of students that have difficulties in maintaining the level of concentration and demonstrate a low performance and motivation in literary and linguistic disciplines. The class has an average level in English that is equal to A1+ and some students have difficulties in expressing themselves in English. The students are taught Geography in English for the first time. This year they are taught also technology in English. As for the teacher, she has a three year experience in teaching Geography in CLIL.</p>				
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Students' prior knowledge, skills, competencies	Subject	Language
	General knowledge of the languages and religions of the World; general knowledge of the history of the United Nations. To be able to create a presentation by using both textual and digital sources.	simple present; passive form

Timetable fit	<input checked="" type="radio"/> Module	Length 4 h 15 min:1 Unit - 4 lessons (3 lessons of 50 min and 1 lesson of 100 min)
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Description of teaching and learning strategies	<p>This year, due to the COVID-19 emergency, most of the activities proposed will be either individual activities or activities that involve the whole class. The teacher, in order to promote the interaction and communication between students, will often make questions and ask students to share their answers with their classmates and justify them. During the lessons Power Point presentations and videos will be used. In one occasion students will be divided in pairs and tablets will be provided so that each pair can search the information needed to complete a task. In the last lesson students will be divided in groups of four in order to create a short presentation.</p>
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Overall Module Plan

Unit: 1 Languages, religions and international organizations Unit length: 5 hours	Lesson 1 Languages and religions of the World
	Lesson 2 International organizations: the United Nations and its major agencies
	Lesson 3 UNESCO and the World Heritage Sites
	Lesson 4 World Heritage Sites: presentations

CLIL Lesson Plan

Unit number	1	Lesson number	1	Title	Languages and religions of the World
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
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1	15 minutes	To know which are the most spoken languages in the World and to be able to locate their diffusion on a world map.	Teacher uses slide 2 - 4 of a Power Point presentation to explain the most important points of the topic. As teacher speaks and projects the presentation, students take notes.	<div><div><div>Skills</div><div><div>L</div><div>S</div><div>R</div><div>W</div></div></div><div><div>Key vocabulary</div><div>mother tongue native speaker a widely spoken language / widespread language official language spoken language L1 and L2 vehicular language or lingua franca</div></div><div><div>Communicative structures</div><div>Could you tell me where ...? Do you know where ...? Look at the map ...? Can you identify ...?</div></div></div>	<div><div><input checked="" type="checkbox"/> Whole class</div><div><input type="checkbox"/> Group work</div><div><input type="checkbox"/> Pair work</div><div><input checked="" type="checkbox"/> Individual work</div></div>	<div><div>• Allegato 1 languages - religions - international organizations.pdf</div></div>	Teacher assesses with a writing activity. Looking at the language diffusion map (slide number 4 of the presentation) students have to answer to the following questions: 1) Where is English spoken? 2) Where is Spanish spoken? 3) Where is Portuguese spoken? 4) Where is Arabic spoken?
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2	20 minutes	To define terms such as "official language", "dialect" and "language in danger of extinction", to classify and to compare the languages of the world.	Teacher projects a short video about how many languages are spoken in the world activating the English subtitles. Students speak for 5 minutes about the topic and with the help of the teacher they write the keywords on a shared jam board.	<div>Skills</div> <div><div>L</div><div>S</div><div>R</div><div>W</div></div> <div>Key vocabulary mother tongue native speaker a widely spoken language / widespread language official language spoken language vehicular language or lingua franca dialect language in danger of extinction</div> <div>Communicative structures Could you tell me? Do you know...? In my opinion...</div>	<div><div><input checked="" type="checkbox"/> Whole class</div><div><input type="checkbox"/> Group work</div><div><input type="checkbox"/> Pair work</div><div><input checked="" type="checkbox"/> Individual work</div></div> <div><ul style="list-style-type: none">Allegato 2 How many languages are spoken in the World_.pdf<p>Watch the video "How many languages are spoken in the World?" on YouTube: link</p></div>	Teacher gives students a list of questions (allegato 2). They have to watch the video for a second time and answer the questions. Teacher assesses through listening and writing activities.
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3	15 minutes	To know the difference between monotheistic and polytheistic religions and to be able to classify the major religions. To identify on a world map the areas of diffusion of the major religions.	Teacher uses slides 6 - 7 of the Power Point presentation to explain the most important points of the topic. As teacher speaks and projects the presentation, students take notes.	<div>Skills</div> <div>L S R W</div> <div>Key vocabulary</div> <div>Monotheistic religions Polytheistic religions Atheist Non religious Widespread religion Christianity, Islam, Judaism, Buddhism and Hinduism</div> <div>Communicative structures</div> <div>Could you tell me? Look at the map and find.... Do you know...?</div>	<div><input checked="" type="checkbox"/> Whole class</div> <div><input type="checkbox"/> Group work</div> <div><input type="checkbox"/> Pair work</div> <div><input checked="" type="checkbox"/> Individual work</div>	<div>• Allegato 1 languages - religions - international organizations.pdf</div>	Teacher assesses by checking the notes students have taken and by making the following questions (speaking activity): What are the main monotheistic religions? What are the main polytheistic religions? What is the most widespread religion in Europe and in America? What are the most widespread religions in Africa? What religions can we find in Asia?
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CLIL Lesson Plan

Unit number	1	Lesson number	2	Title	International organizations: the United Nations and its major agencies
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
1	15 minutes	Formulate hypotheses about the United Nations and its aims.	Teacher projects the UN website, shows a picture of the UN flag and makes some questions about the organization and its aims: What do you think this image represents? Why do you think the UN was created? What are its aims? Students write in their notebook some possible answers and then they share orally their answers with the teacher and their classmates.	Skills	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work	UN official website: link	Through a writing and a speaking activity teacher checks if the main goal has been achieved.
				<div>L</div> <div>S</div> <div>R</div> <div>W</div>			
				Key vocabulary Communicative structures Could you tell me? What do you think about...? Do you know ...?			

2	20 minutes	To know the history of the UN, its main goals and its major agencies. To draw a concept map.	Teacher projects slides 8 -11 of a presentation about the UN, its history and its major agencies. Students take notes.	<div data-bbox="1014 92 1099 124">Skills</div> <div data-bbox="1014 164 1355 209"> <div>L</div> <div>S</div> <div>R</div> <div>W</div> </div> <div data-bbox="1014 248 1355 679"> Key vocabulary goal protection and defense of peace prevention of wars Human Rights Universal Declaration of Human Rights freedom equality headquarters International Agencies humanitarian aid refugee </div> <div data-bbox="1014 719 1355 791"> Communicative structures </div>	<div data-bbox="1388 92 1559 373"> <input type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work </div>	<div data-bbox="1653 92 1924 285"> • Allegato 1 languages - religions - international organizations.pdf </div>	Students create a concept map about the UN (what, when, why, where, major agencies) using the new vocabulary they have just learned.
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3	15 minutes	Understand and consolidate the new terms and definitions learned in this lesson.	Students watch a short video that recapitulates the chief points of the topic.	Skills	<input type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work	The United Nations video on YouTube: link	Teacher assesses by asking students to write a short text in English about what the UN is and what its aims are. Students must write at least 6 sentences and use the following words: peace and war human rights Universal Declaration equality freedom
				<div><div>L</div><div>S</div><div>R</div><div>W</div></div>			
				Key vocabulary			
				Communicative structures			

CLIL Lesson Plan

Unit number	1	Lesson number	3	Title	UNESCO and the World Heritage Sites
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
1	15 minutes	To have a general idea of what UNESCO is and to know the 17 goals of the 2030 agenda and the related new vocabulary.	As an introduction to the topic, teacher projects a video about UNESCO and the major areas of its action. Students write the key words in their notebooks while watching the video. Teacher then projects a picture of the UN 2030 agenda (slide 15 of the presentation) and students read the 17 goals for sustainable development.	Skills	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work	<ul style="list-style-type: none"> Allegato 2 How many languages are spoken in the World_.pdf UNESCO: the lab of ideas, the lab for change: video on YouTube: link	Listening and reading comprehension activity.
				<div>L S R W</div>			
				Key vocabulary sustainable development goal well-being equality/ inequalities poverty hunger innovation affordable and clean energy climate action partnership			
				Communicative structures			

2	15 minutes	Be able to explain what a World Heritage Site is. Be able to classify the World Heritage sites in cultural, natural, mixed and in danger.	Teacher projects a presentation about UNESCO and World Heritage Sites (slides 12-14 of the presentation) and students take notes.	<div><div>Skills</div><div><div>L</div><div>S</div><div>R</div><div>W</div></div><div><div>Key vocabulary</div><div>landmark significance protected area international treaty natural sites cultural sites mixed sites sites in danger</div></div><div><div>Communicative structures</div></div></div>	<div><div><input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work</div><div><div>• Allegato 1 languages - religions - international organizations.pdf</div></div></div>	Teacher checks the notes students have taken and then asks some related questions (speaking activity): What is a World Heritage Site? How many World Heritage Sites are there? What types of World Heritage Sites are there?
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3	20 minutes	Apply and consolidate the prior knowledge about World Heritage Site by navigating in an English website.	Students are divided into pairs and each pair is given a tablet. Students have to navigate in the official UNESCO World Heritage page, use the interactive World Heritage map and have a look at the World Heritage list per country. Students have 8 minutes in order to find the following information about World Heritage Sites: - List 5 mixed sites - List 5 sites in danger - Name the 5 countries with the highest number of World Heritage Sites	<div data-bbox="969 75 1344 151">Skills</div> <div data-bbox="969 151 1344 212"> <div>L</div> <div>S</div> <div>R</div> <div>W</div> </div> <div data-bbox="969 212 1344 272">Key vocabulary</div> <div data-bbox="969 272 1344 863">Communicative structures</div>	<input type="checkbox"/> Whole class <input type="checkbox"/> Group work <input checked="" type="checkbox"/> Pair work <input type="checkbox"/> Individual work	UNESCO World Heritage Sites list: link	Interactive reading and writing pair activity.
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CLIL Lesson Plan

Unit number	1	Lesson number	4	Title	World Heritage Sites: presentations
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	10 minutes		Teacher divides the class into 6 groups (4 students per group) giving each group a worksheet about a World Heritage site. The World Heritage Sites chosen are: Taj Mahal, Petra, Machu Picchu, Angkor Wat, Grand Canyon and the Medina of Marrakesh.	Skills	<input type="checkbox"/> Whole class <input checked="" type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work						
				<table><tr><td>L</td><td>S</td><td>R</td><td>W</td></tr></table>				L	S	R	W
				L				S	R	W	
				Key vocabulary							
Communicative structures											

2	40 minutes	Understand a text in English and be able to find the information asked.	Each group reads the text provided by the teacher and tries to identify the following information about the World Heritage Site: 1) Where is it? 2) What is it? 3) What is it made of? 4) Who built it?/how was it created? 5) When was it built? 6) Why is it important?	<div data-bbox="1055 92 1397 129">Skills</div> <div data-bbox="1055 165 1397 209"> <div>L</div> <div>S</div> <div>R</div> <div>W</div> </div> <div data-bbox="1055 245 1397 282">Key vocabulary</div> <div data-bbox="1055 357 1397 432">Communicative structures</div>	<input type="checkbox"/> Whole class <input checked="" type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	<ul style="list-style-type: none"> Allegato 3 Taj Mahal.pdf Allegato 4 Machu Picchu.pdf <p>The worksheets provided to the students are free samples and have been downloaded from the website Kidskonnct: link A sample of Taj Mahal and Machu Picchu worksheets have been attached in this module as an example of the textual sources given to students.</p>	Reading comprehension activity.
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3	50 minutes	Create a google presentation about a World Heritage site.	All students are given a personal tablet and each group has to create a google presentation on a shared document about the World Heritage Site assigned following the 5 steps: 1) Where is it? 2) What is it? 3) What is it made of? 4) Who built it and when?/how was it created? 5) Why is it important? The presentation can have a length of 5 to 10 slides.	<div>Skills</div> <div><div>L</div><div>S</div><div>R</div><div>W</div></div> <div>Key vocabulary</div> <div>Communicative structures</div>	<div><input type="checkbox"/> Whole class</div> <div><input checked="" type="checkbox"/> Group work</div> <div><input type="checkbox"/> Pair work</div> <div><input type="checkbox"/> Individual work</div>	<div><div>• Allegato 3 Taj Mahal.pdf</div><div>• Allegato 4 Machu Picchu.pdf</div></div>	Teacher assesses by checking the presentation of each group. The collaboration between the students is also evaluated.
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