

# CLIL

# Erasmus+

## TEACHER'S GUIDE BOOK



Exchange Of Good Practices For Implementing CLIL Method To Cater For The Needs Of Disadvantaged And Special Needs Groups And To Reduce The Differences In Learning Outcomes Linked To The Socio-Economic Disparities



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## INTRODUCTION - OUR PROJECT

Educational systems all around the world are continually developing and adapting their practices to give learners the opportunity to engage in active learning. A successful way to do this is an integrated curriculum that fuses different subjects, experiences and real life knowledge together.



CLIL (Content and Language Integrated Learning) is emerging across Europe and in several countries CLIL has been incorporated into the national curricula from primary schools to universities.

This project aimed to develop an integrated educational approach that put together maths, language and entrepreneurial competencies into a CLIL course that engaged students in learning by doing. Students acted, observed and reflected on data collected, while being exposed to the target language. All the while using and developing their problem solving skills.

The project was also adapted for different categories of students: students with low school performances, gifted students and regular students, or different school levels: primary, secondary school or high school students. Through the exchange of good practices, the project intended to decrease the gap between different socio economic groups and groups with different levels of learning needs in a multicultural context.

The project promoted inclusion, diversity, equality, genre balance and non-discrimination in one strategic European partnership made of 6 organizations. The partnership is made of 4 schools and 2 NGO's. The schools brought their experience in working with social disadvantaged students (RO), migrants (IT) and gifted students (TK). The NGOs had expertise in the development of European projects and dissemination to local/regional/national/European/international authorities, (GR) and working with disadvantaged groups, partnerships with local authorities (IT).



The partnership has and will support the development of each institution as a whole including the students, staff, and parents. During the school events and other exchanges of good practices, members of each organization aimed to improve and develop in the following areas.

## STUDENTS

### Key Competencies

- ▶ communication in foreign languages
- ▶ digital learning and ICT
- ▶ interpersonal relationships
- ▶ civic competencies
- ▶ initiative and entrepreneurship
- ▶ cultural sensitivity
- ▶ artistic expression
- ▶ interpersonal relationships

### Transferrable competencies

- ▶ critical thinking
- ▶ responsibility
- ▶ the development of
- ▶ European cooperation



## SCHOOL STAFF

### Professional Competencies

- Lead and monitor the learning process
- Use digital technologies
- Understand, counsel and differentiate for students in the learning process

### Transferrable Competencies

- Institutional development
- Linguistics
- Communication
- Development of European cooperation
- Development of school-community partnership links



## CLIL METHODOLOGY

Content and Language Integrated Learning (CLIL) is a dual-focused educational approach in which an additional language is used for the learning and teaching of both content and language. Because CLIL involves the integration of content and language, it is not solely a form of language learning. It is an educational approach which is content driven. CLIL is not simply education in an additional language, it is education through an additional language based on connected pedagogies and using contextual methodologies. There is neither one preferred CLIL model, nor one CLIL methodology.

There are two key issues which schools need to consider before developing any particular model; the operating factors and the scale of the CLIL programme. Operating factors such as teacher availability, time and learner assessment need to be addressed. In terms of the scale of the CLIL programme, the use of extensive instruction or partial instruction through the additional language needs to be decided.

Successful CLIL methodology should take into account the integration of content learning and language learning within specific contexts while acknowledging the symbiotic relationship that exists between the elements of content, communication, cognition and culture. This is known as the Four Cs Framework.

- ▶ Content – Subject matter, progression in knowledge, skills and understanding.
- ▶ Communication – Using language to learn whilst learning to use language.
- ▶ Cognition – Developing thinking processes.
- ▶ Culture – Developing intercultural understanding and global citizenship.

CLIL involves learning to use language appropriately whilst using language to learn effectively. It is built on the following principles:

- 1 Content matter is not only about acquiring knowledge and skills, it is about the learner creating their own knowledge and understanding and developing skills.
- 2 Content is related to learning and thinking (cognition). To enable the learner to create their own interpretation of content, it must be analysed for its linguistic demands.
- 3 Thinking processes (cognition) need to be analysed for their linguistic demands.
- 4 Language needs to be learned which is related to the learning context, to learning through that language, to reconstructing the content, and to related cognitive processes. This language needs to be transparent and accessible.
- 5 Interaction in the learning context is fundamental to learning.
- 6 The relationships between cultures and languages is complex. Intercultural awareness is fundamental to CLIL.
- 7 CLIL is embedded in the wider educational context in which it is developed and therefore must take account of contextual variables in order to be effectively realised.

One of the greatest challenges of CLIL is the relationship between learners' language levels and their cognitive levels. In the CLIL classroom it is unlikely that the language level of the learners will be the same as their cognitive level. This might give rise to mismatches where either the language level is too difficult or too easy when set against the cognitive level. If the language level is too demanding, then effective learning cannot take place. If the cognitive level is too low, taking into account the language level, then learning is restricted. Whatever the capability of learners, effective learning demands cognitive engagement at the appropriate level. Ensuring that learners will be cognitively challenged yet linguistically supported to enable new dialogic learning to take place requires strategic and principled planning.



Combining the elements of the Four Cs Framework, the seven principles of CLIL and using the four language skills of listening, reading, speaking and writing, should make for a successful CLIL lesson, while at the same time strategically planning for cognitive and language levels to ensure effective learning.

SOURCE: "CLIL – Content and Language Integrated Learning" By Do Coyle, Philip Hood, David Marsh. 2013. Cambridge University Press.



# CLIL4DSN



Report of C2 - Short-Term Joint Staff Training Events

## Number of Participants: 17

1	Niki Iatrou	Greece
2	Ioannis Papagiannopoulos	Greece
3	Antonios Bourdalas	Greece
4	Silvia Cavaterra	Italy
5	Janet Daniella Cicogna	Italy
6	Cristiana Mateiciuc	Romania
7	Popescu Marcela Castanela	Romania
8	Tudor Mariana	Romania
9	Patricia Carolan	Ireland
10	Anna Keely	Ireland
11	Mariangela Fabbri	Italy
12	Ginevra Neri	Italy
13	Giada Malatesta	Italy
14	Carmen Busu	Romania
15	Jean Badea	Romania
16	Osman Aydoğar	Turkey
17	Eser Kahraman	Turkey
18	Cem Can	Turkey (trainer)



The workshop that took place in Turkey was focused on the following issues:

1. Presentations of lesson plans/nonformal activities that integrate content with language learning, that they personally used in their professional activity
2. Identification of CLIL resources
3. Introduction to CLIL: CLIL components – the 4 Cs (content, communication, cognition, culture), core features of CLIL methodology
4. Cooperative work- lesson plans, nonformal and peer learning activities
5. Presentation of the results of the joint staff - workgroups proposals-

The first day was dedicated to integration and group building. Participants had opportunity to get to know to each other as well as to build positive climate for work group. During the following days of the workshop participants were introduced into the innovative techniques and methods of CLIL method that can be used in the work with children with special needs. Participants had the opportunity to exchange their knowledge and



experience working on innovative solutions. The project participants also joined in a group discussions. They could have a chance to get to know about the teaching methods used in the partner school and also shared social and cultural indicators of teaching/learning process. We also did cultural activities such as paper marbling, pottery.

### GREECE C6 - Training Activity

During the first day of the training, the President of ERFC, mr Nikolas Petropoulos, welcomed all partners to the C6 Teacher Training Activity. The Greek partner used Ice breakers so that the participants would meet up and establish a strong relation to facilitate the Training Outputs. Later, Ms Galani presented the “REAL- REINFORCING ENTREPRENEURSHIP IN ADULTS” (2015-1-TRO1-KA204-022101) project through PowerPoint Presentations and relevant animated videos.

At the end of the presentations of all material, Ms Galani proceeded to a relevant workshop, asking from partners to create their own enterprise. Most of the partners created an enterprise with an educational background, for instance a private school, a school dedicated to STEM activities, a youth training institution etc., described their ideas and discussion has followed. Most attention was focused on how the initial funding of each enterprise is going to be managed and some ideas for the first risk management issues that may occur.

Last but not least, mr Petropoulos talked about similar ERASMUS projects running now at ERFC which are educational focusing on entrepreneurship such as TRUST, EPSIR etc. The PROMETEUS organization showed interest about “CREATING WORKPLACE TRUST LEADERS (TRUST)” project and all partners suggested sending material about the rise of divorces and its causes in order to be disseminated through EPSIR Project. opment with simulations, case studies and activities focused upon entrepreneurship.

## The REAL Project- Short Description

The project aimed at supporting graduate students who are unemployed due to the current economic crisis, in enhancing their professional profile, in order to be integrated in the labor market by training them about entrepreneurship by means of courses, seminars, workshops, etc. Additionally, surveys will be conducted in order to determine the needs of the labor market and the unemployed adults. The trainees will be trained according to these needs and they will be qualified. The trainers in participating institutions will focus on inter-disciplinary subjects such as engineering, economics, administration, fine arts, etc. The consortium will create new ideas of job and investment and suggest new models on interdisciplinary sustainable entrepreneurship. Graduates from these fields will benefit from the REAL project by realizing innovative and applicable entrepreneurship models by means of e-learning portal.

Surveys were conducted to the unemployed graduates to analyze the needs of the target group as well as to the industry representatives to identify the needs of the labor market. Entrepreneurial course materials, tools and activities transferred, translated and adapted in each piloting country, e-learning platform devel





<b>Subject/ subjects :</b> Mathematics	<b>Age range:</b> 12 years old	<b>Lesson time:</b> 60 minutes
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<input type="checkbox"/> Low <input type="checkbox"/> Medium <input type="checkbox"/> High	<input checked="" type="checkbox"/> Students activity <input type="checkbox"/> Youth activity	<input type="checkbox"/> Gifted students <input checked="" type="checkbox"/> Normal students <input type="checkbox"/> students with special needs	<input checked="" type="checkbox"/> Classroom <input type="checkbox"/> Outdoor
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**Key Words:** unit fraction, Egyptian fraction, hieroglyphs, Greedy Algoritm

<b>Author/s:</b> Buşu Carmen	<b>Name of organization:</b> <input checked="" type="checkbox"/> SociacioneCulturalePro.m.e.t.eu.s <input type="checkbox"/> Navan Educate Together Ltd. <input type="checkbox"/> European Regional Framework for Co-Operation <input type="checkbox"/> Aksemseddin Bilim ve Sanat Merkezi <input type="checkbox"/> Liceo Enriques
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Title of lesson	Egyptian fractions	Method	Collaborative method
<b>Subject goals</b>	<p>To define the unit fractions            To know Egyptian hieroglyphs for 1, 10, 100, 1000, 10000, 100000, 10<sup>6</sup>, and for fractions            To write unit fractions using Egyptian hieroglyphs.            To write ordinary fractions in Egyptian fraction forms by using the repeated use of</p> $\frac{1}{n} = \frac{1}{n+1} + \frac{1}{n(n+1)}$ <p>To write ordinary fractions in Egyptian fraction forms by using Greedy Algoritm</p>		
<b>Linguistic goals</b>	<p>To practice vocabulary related to fractions            To describe the algorithm for decomposition of ordinary fractions in unit fractions            Skills: speaking and writing</p>		
<b>Recycling goals</b>	<p>Cardinal numbers, Ordinal numbers. Reading and writing ordinal numbers. Fractions, numerator, denominator            Reading and writing fractions            Adding and subtracting fractions</p>		

Materials and equipment

Internet, laptop, video, phones/tablets, student guide  
[www.mwntimeter.com](http://www.mwntimeter.com), [www.padlet.com](http://www.padlet.com)

Procedures

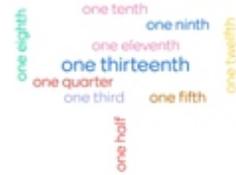
5 min

Teacher asks students:  
 What is a unit fraction?

Teacher asks students to give examples of unit fractions.

Use [www.mwntimeter.com](http://www.mwntimeter.com) word cloud:

Write a unit fraction in words



teacher ask students to write a unit fraction in words (example: a third, a quarter, a fifth, etc)

Example:

7 min

Teacher defines the Egyptian fraction.

Teacher tells students about the Egyptian hieroglyphs for fractions: symbols for 1, 10, 100, 1000, 10000, 100000, 10<sup>6</sup>, fractions.

Teacher shares a padlet with students and ask them to write unit fractions by using Egyptian hieroglyphs and to name them

([www.padlet.com](http://www.padlet.com))

Teacher asks students to find a strategy to solve the following problem: I am bringing you three chocolates and I will share these chocolates to four students. Find a strategy to share these 3 chocolates for 4 students.

Teacher asks students to choose a number from 1 to 5 and forms 5 groups. Teacher share a new padlet and students will use the new padlet to present their work.

10 min

Teacher discusses with students their strategies.

Teacher tells students that every ordinary fraction has an Egyptian fraction form.

Teacher presents the algorithm of repeted use of

$$\frac{1}{n} = \frac{1}{n+1} + \frac{1}{n(n+1)}$$

10 min

for determination the decomposition of fractions in unit fractions.

Teacher presents the Greedy Alghoritm for the decomposition of fractions in unit fractions.

<p>Evaluation- Review 20 min</p>	<p>Teacher organizes students in groups of six. Each group will decompose six ordinary fractions in unit fractions by using the algorithm of repeated use of</p> $\frac{1}{n} = \frac{1}{n+1} + \frac{1}{n(n+1)}$ <p>Teacher shares a new padlet for students work and discuss each group work with the whole class. Then, the groups will decompose another 6 ordinary fractions in unit fractions by using Greedy algorithm. Teacher shares a new padlet with students for their work and discuss each group work with the whole class.</p>
<p>Concluding activity 8 min</p>	<p>Use padlet: Teacher asks students to write a fraction using Egyptian hieroglyphs. Each group will write an ordinary fraction, with the denominator less than 10, for the next group. The winner is the group who first find the decomposition in unit fractions.</p>
<p>English corner/ Further extension of the activity</p>	<p>The harmonic numbers <a href="https://brilliant.org/wiki/harmonic-number/">https://brilliant.org/wiki/harmonic-number/</a>  <a href="https://www.phys.uconn.edu/~gibson/Notes/Section3_2/Sec3_2.htm">https://www.phys.uconn.edu/~gibson/Notes/Section3_2/Sec3_2.htm</a></p>
<p>Contingency plan</p>	<p>Odd one out: A string of Egyptian fractions in which some of them does not fit the pattern set by the others. Find the odd one out. What should the correct fraction be?</p>





Discover the title of this lesson and write it down.

Lesson: .....

Use the first  $\frac{1}{3}$  of the word **egress**, the last  $\frac{1}{5}$  of the word **friendship**, the first  $\frac{1}{6}$  of the word **timorousness**, the last  $\frac{1}{7}$  of the word **multiplication**, the first  $\frac{1}{2}$  of the word **framer**, the last  $\frac{1}{4}$  of the word **subtract**, the first  $\frac{1}{5}$  of the word **ionosphere** and the last  $\frac{1}{7}$  of the word **verbalizations** to find the title of the lesson!

**Remember:**

A unit fraction is a fraction whose numerator is 1

Circle the unit fractions from the list below:

$\frac{1}{5}$      $\frac{2}{3}$      $\frac{4}{7}$      $\frac{1}{4}$      $\frac{1}{9}$      $\frac{2}{5}$      $\frac{3}{2}$      $\frac{1}{3}$      $\frac{1}{2}$

Use (www.mentimeter.com) Write a unit fraction with words.

**Example:** half of one, a third, a quarter etc

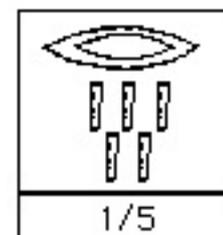
**What are the Egyptian fractions?**

**Definition:**

A fraction written as a sum of distinct unit fractions is called Egyptian Fraction  
 Ancient Egyptian hieroglyphics<sup>(1)</sup>

1	10	100	1000	10000	100000	$10^6$

**Egyptian Hieroglyphics**



**Fractions**



The symbol for mouth indicated a fraction

For fractions Egyptians used a symbol of a mouth above the number.  
Use ([www.padlet.com](http://www.padlet.com)) : Write unit fractions by using Egyptian hieroglyphs

### Problem

I am bringing you three chocolates and I will share these chocolates to four students. Find a strategy to share these 3 chocolates for 4 students.

### Solution:

Divide each chocolate in two equal parts.



Divide each equal part in two equal parts.



Each student will take a half and a quarter.

Chocolate 1 

Chocolate 2 

Chocolate 3 

Each student will eat:

$$\frac{1}{2} + \frac{1}{4} = \frac{3}{4}$$

Every ordinary fraction has an Egyptian fraction form

The exact algorithm for determination the decomposition is unknown. Further, you will see some two algorithms for finding the Egyptian fraction form of an ordinary fraction:

Repeated use of  $\frac{1}{n} = \frac{1}{n+1} + \frac{1}{n(n+1)}$



Example:

$$\frac{2}{7} = \frac{1}{7} + \frac{1}{7} = \frac{1}{7} + \frac{1}{8} + \frac{1}{56}$$

Check your understanding!

Use Greedy Algorithm to write the following fractions in Egyptian fraction:

Group 1

$$\frac{2}{3}, \frac{3}{5}, \frac{7}{12}, \frac{4}{13}, \frac{5}{12}, \frac{5}{24}$$

Group 2

$$\frac{3}{4}, \frac{2}{5}, \frac{3}{7}, \frac{4}{11}, \frac{2}{13}, \frac{5}{12}$$

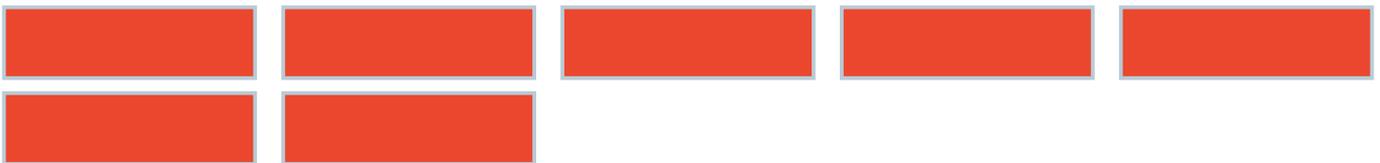
Group 3

$$\frac{4}{5}, \frac{2}{7}, \frac{3}{8}, \frac{2}{9}, \frac{3}{10}, \frac{5}{6}$$

Homework:

Problem

Your Math teacher brings seven chocolates and said that she will share those chocolates to twelve students. Find a strategy to share those 7 chocolates for 12 students



We just saw that:

$$\frac{1}{2} + \frac{1}{4} = \frac{3}{4}$$

$$\text{But, } \frac{3}{4} = \frac{1}{2} + \frac{1}{8} + \frac{1}{12} + \frac{1}{24}$$

$$\text{Again, } \frac{3}{4} = \frac{1}{2} + \frac{1}{8} + \frac{1}{12} + \frac{1}{48} + \frac{1}{72} + \frac{1}{144}$$

Exercise

Write  $\frac{4}{19}$  as an Egyptian fraction.

Can you solve this?



One of the following Egyptian fractions does not fit the pattern set by the others. Which is the odd one out, and what should the correct fraction be?

$$\frac{1}{2}, \frac{1}{2} + \frac{1}{6}, \frac{1}{2} + \frac{1}{4}, \frac{1}{2} + \frac{1}{4} + \frac{1}{20}, \frac{1}{2} + \frac{1}{3}, \frac{1}{2} + \frac{1}{3} + \frac{1}{42}, \frac{1}{2} + \frac{1}{5}, \frac{1}{2} + \frac{1}{3} + \frac{1}{18}$$

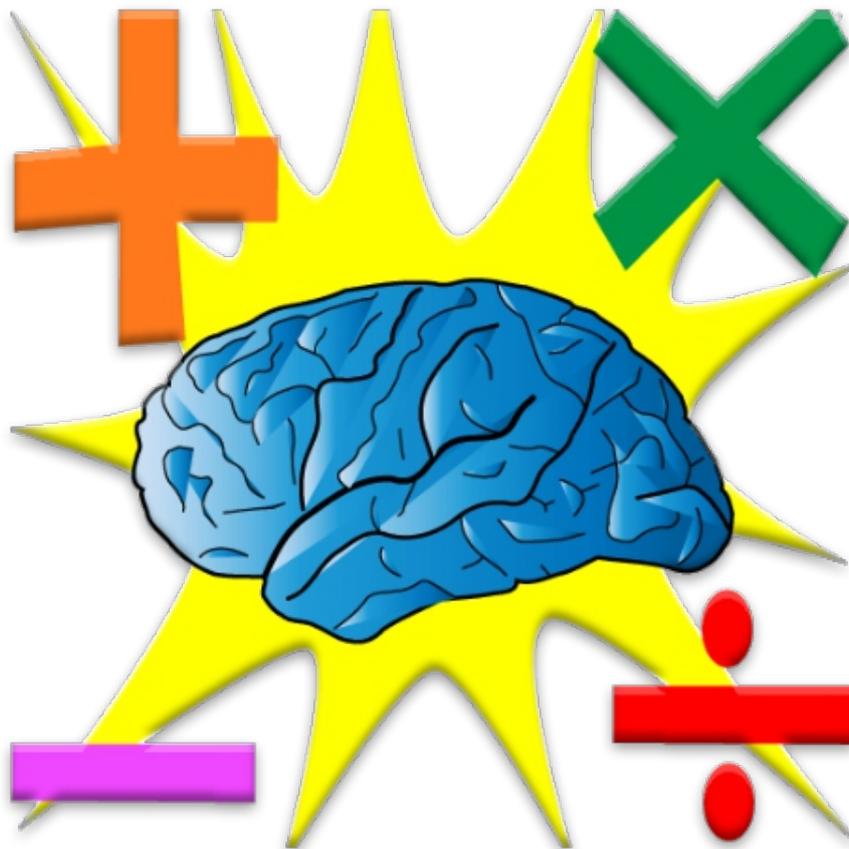
The harmonic numbers



The sum of all unit fractions from 1 up to n are called **the Harmonic Numbers**

$$H(n) = \frac{1}{1} + \frac{1}{2} + \frac{1}{3} \dots + \frac{1}{n}$$

Pythagoras noted first the connection with harmonious sound and the length of **plucked strings**





<b>Subject/ subjects:</b> Astronomy (Physics)	<b>Age range:</b> 16 years old (Any student from secondary level)	<b>Lesson time:</b> 50 minutes
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<input type="checkbox"/> Low <input type="checkbox"/> Medium <input type="checkbox"/> High	<input checked="" type="checkbox"/> Students activity <input type="checkbox"/> Youth activity	<input type="checkbox"/> Gifted students <input checked="" type="checkbox"/> Normal students	<input type="checkbox"/> Classroom <input checked="" type="checkbox"/> Outdoor
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**Key Words:** Light intensity, lux, temperature

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<b>Title of lesson</b>	To study the variation of ambient atmospheric parameters (ambient light intensity, ambient magnetic field, temperature) during the course of an Eclipse.	<b>Method</b>	The current activity involves the sensors of smartphones to measure the parameters and carry out inferences.
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<b>Subject goals</b>	Inbuilt sensors have become key factors of developing interesting applications on the smartphones, and the sensors make the smartphone different from computing devices like computer. The applications esp. accelerometer, gyroscope, electronic compass, pressure sensor etc. are widely used in day-to-day life as they are quite accurate within the range of instrumental error because they are somehow the most accurate sensors. The vision of the activity is to incorporate the inbuilt sensors of smartphone to decipher the scientific information from the atmosphere which is accurate almost in comparison to well calibrated dedicated instrument so that the young ignited minds learn about the subtle concepts in a playful experimental manner.
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<b>Linguistic goals</b>	
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<b>Recycling goals</b>	
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## Materials and equipment

Two smartphones (they may be new or old discarded one as available), Physics Tools App from the Google play store.

## Procedures

### Experiment One:

Step 1- Install the “Physics Tools App” from the Google Play Store in the smart phone.

Step 2- Choose the “Light Meter” option of the installed Application from the menu at the left to measure the ambient light. The experimenting team shall start seeing a continuous graph of Illuminance (in lux) versus Time (in seconds).

Step 3- Go to the options of “Light Meter” and choose from the Settings the “Clock time” and the “Keep the Screen On” options, this will cause the App to use the current local time and to prevent the screen from turning off automatically respectively.

Step 4- Then, choose the “Dual Sensor” from the menu. Choose the “Light Meter” as the first sensor and the “Magnetometer” as the second sensor. Press the “PLOT” button in red at the bottom. Now, both the sensors will be functioning simultaneously on the screen. With Light Sensor plotting Illuminance versus time (as earlier) and Magnetometer plotting Magnetic Field versus time in the respective standard units.

Step 5- Keep the phone in a shade with plenty of open space around and large part of the sky visible to record the data. Keeping in shade shall cause the meters not to get saturated.

Step 6- Click the Record button appearing with a plus sign (+) in a red circle for recording the data at the top right corner.

Step 7- When you stop recording you have to choose the file name and folder.



## Procedures

### Simultaneous Experiment Two:

Simultaneously with Experiment One, on a second mobile use the thermometer application to take the readings of outdoor temperature.

### Points-To-Remember:

You ought to carry out dummy runs before the actual date. This will provide you a fair idea of detecting any unforeseen trouble during the course of actual experiments. The data generated during dummy runs will also help for calibration purposes.

If there are clouds that obscure the sun, you as the experimenting team is requested to keep a visual record of the time of obscuration. The team can also put a grading to the clouds arbitrarily for a thin one, a moderate one or a thick one in a 1 to 5 scale and mention the same in the records. Just remember the fact, that cloud cannot be graded '0' (zero).

## Evaluation- Review 20 min

The entire points of the plot of the data for Experiment One are exported to the mobile as .csv file. The readings of the second simultaneous experiment, are to be tabulated as per the application chosen. Then when the experimenting team makes a plot of Illuminance (in lux) & Temperature (on the temperature scale chosen) on the y-axis and Time (in seconds) on the x-axis. Similarly, the ambient magnetic field can also be plotted with respect to time units.

There may be a time lag of a few minutes between the greatest eclipse and the ambient atmospheric temperature minimum. It is the visible experiment for Atmospheric inertia. The rate of variation in temperature approximately follows the rate of variation of ambient brightness.

## Concluding activity

The entire .csv file shall contain points ranging from a hundred thousand to million depending upon the time period of operation, so there shall arrive a need to average the data for every fixed interval of points, say 1000 dataset points. The experimenting team shall require to properly execute the averaging sequence before carrying out the point plotting activity. So, a decent knowledge of MS Office or Libre Office is required.

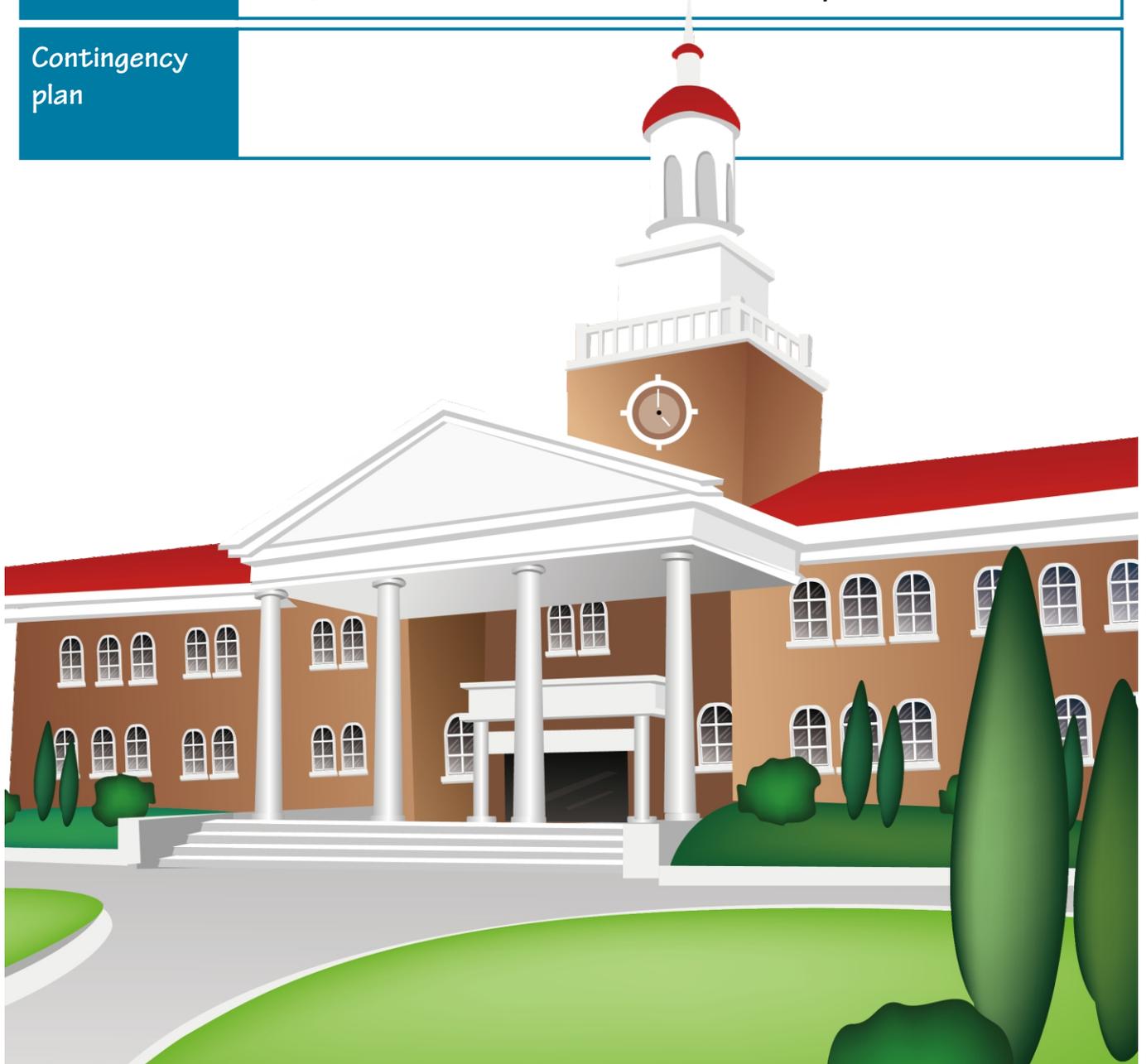
English corner/  
Further  
extension  
of the activity

The activity can be carried out for the case of lunar eclipse also. One add on activity can also be carried out as the supplementary to the Experiments is how quickly the atmospheric pressure changes as the local weather changes using Barometer.

Not only with the light meter but with the other sensors, the sample experiments may be carried out say studying air pressure at different altitudes using Barometer sensor.

Whenever a coronal mass ejection colides with earth's magnetic field, it causes gross changes at the ground level that can be detected by the professional-grade magnetometers, and with the smartphonemagnetometers as well during such circumstances. To make this measurement is a challenge, but alongside the experimenting team tends to learn a lot about local sources of magnetic noise and the sensitivity of smatrtrphonesystems.

Contingency  
plan





NAME:

DATE:

# CLIMATE CHANGE

1. Watch the video and fill in the blanks using the word list below.

Human activities from \_\_\_\_\_ to overpopulating are driving up the earth's temperature and fundamentally changing the world around us. The main cause is a phenomenon known as the \_\_\_\_\_. Gases in the atmosphere, such as \_\_\_\_\_, carbon dioxide, methane, nitrogen oxide, and chlorofluorocarbons let the sun's light in, but keep some of the \_\_\_\_\_ from escaping like the glass walls of a greenhouse. The more greenhouse gases in the atmosphere, the more heat gets \_\_\_\_\_, strengthening the greenhouse effect and increasing the earth's temperature. Human activities, like the burning of \_\_\_\_\_ have increased the amount of CO2 in the atmosphere by more than a third since the Industrial Revolution. The rapid increase in the greenhouse gases in the atmosphere has warmed the planet at an alarming rate. While Earth's climate has fluctuated in the past, atmospheric carbon dioxide hasn't reached today's levels in hundreds of thousands of years. Climate change has consequences for our \_\_\_\_\_, our \_\_\_\_\_, our food sources and our \_\_\_\_\_.

heat	weather	water vapor
oceans	trapped	health
fossil fuels	pollution	greenhouse effect

2. Match the blue words below by filling in the definition number.

#	Word	#	Definition
	fundamentally	1	can be reproduced as quickly as produced, clean
	phenomenon	2	rise and fall irregularly in number or amount
	fluctuated	3	to become less in size and importance
	alarming	4	a lung sickness that will not go away
	fossil fuels	5	fog made heavier and darker of smoke and chemical fumes
	diminish	6	causing people to feel worried or frightened
	smog	7	basic or essential
	renewable	8	an observable fact or event
	asthma	9	come from old life forms decomposed a long time ago like coal, oil, and natural gas.

NAME:

DATE:

# FOOD CHAINS

Watch the vide and answer the questions

1. Circle True or false :

Animals eat other animals to get energy and building blocks to help them grow and repair.



2. Circle

Which is an example of a producer?

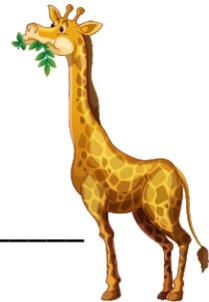
A) Lettuce

B) Mouse

C) Human

D) Fish

3. What is an animal that eats producers called?



4. Fill in the blanks below using the following words to model the flow of energy from the sun to a human:

cow

grass

human

sun

Grass uses energy from the \_\_\_\_\_ to grow. A \_\_\_\_\_ then eats the grass. When a \_\_\_\_\_ eats a hamburger, energy is again passed up the food chain.

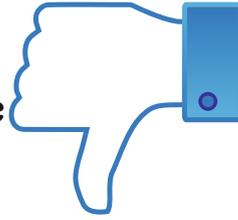
5. Draw a 3-step food chain from left to right starting with the sun:

6. True or false: a zebra is an example of an apex predator.



True

False



7. What role do apex predators play in ecosystems?

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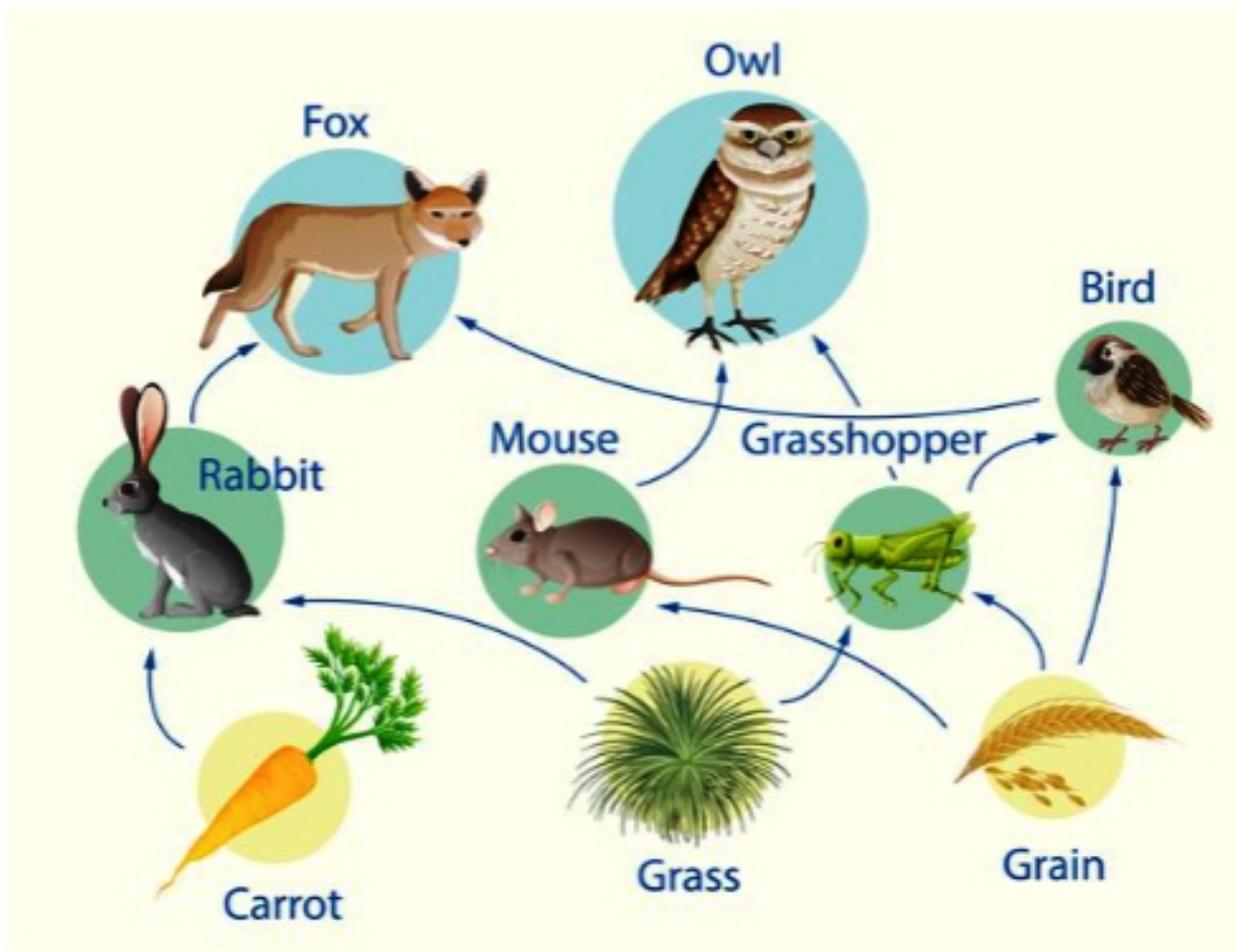
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8. What do decomposers do?

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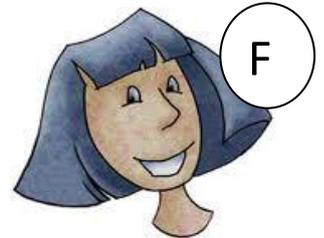
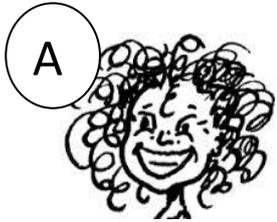
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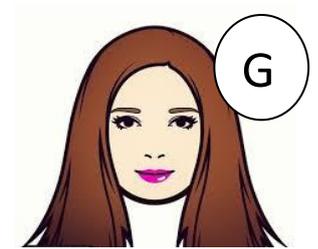
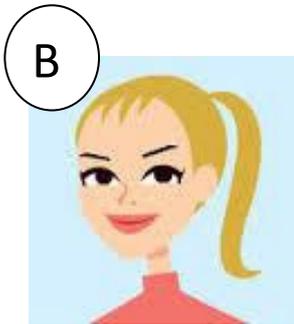
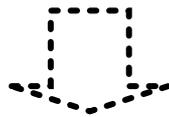
Name:

Date:

# The human body



Match



She has got wavy hair.

She has got a ponytail.

He has got freckles.

She has got earrings.

She has got curly hair.

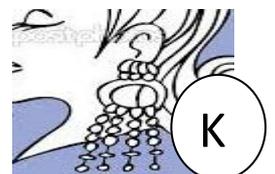
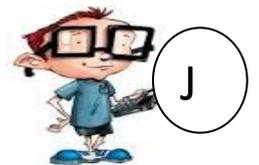
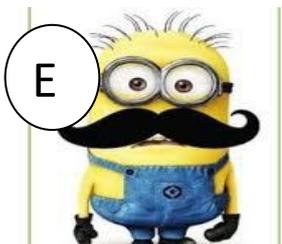
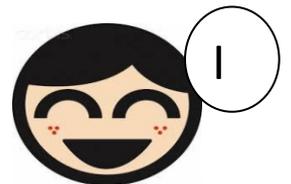
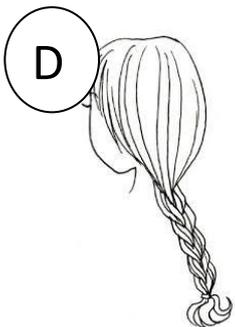
He has got a moustache.

She has got straight hair.

She has got a fringe.

He has got glasses.

He has got a beard.





NAME:

DATE:

# OUR SOLAR SYSTEM

1. What is our Solar System? Circle any key words that are relevant to our Solar System.

Earth	Acting	Teenagers	Spacecraft	Language
Venus	Moon	Recycling	Asteroid	Person
Bottle	Sun	Schoolbag	Gravity	Rocket
Space	Stars	Uranus	Universe	Orbit
International Space Station	Astronauts	Consumption	Entertainment	

Remember!

2. How much pressure would you find at the center of Jupiter?

.....

.....

.....

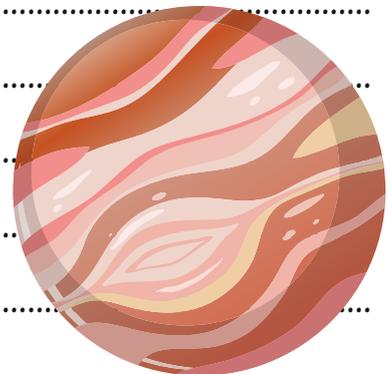
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Remember!

3. How many rings does Saturn have? How many kilometers wide are Saturn's rings?

.....

.....

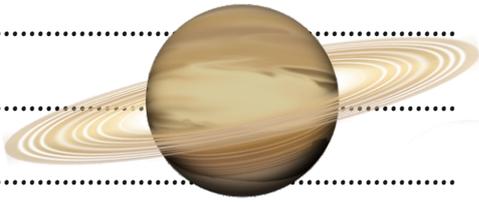
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.....

.....



Remember!

4. Answer the questions

How many moons do other planets have? (write a number for each planet)

 Earth

 Mars

 Jupiter

 Mercury

 Neptune

 Uranus

Remember!

5. Watch the video again, and complete the gaps:

- Have you ever..... the sky and wondered what was there?
- The sun is a ..... , just like many of the stars that you can see in the night sky - just many times closer to us.
- As we move away from the sun, the first planet we will ..... is mercury.
- Some people call venus .....  
Venus might not be..... to visit, but it is beautiful to look at.
- Of course, you know all about Earth, because that's the ..... where we live!
- Mars is known as the .....because iron oxide (a material like rust) in the soil gives it a reddish color.
- It is cold and rocky, with a ..... atmosphere made of carbon dioxide and oxygen.
- Mars is the first planet we've visited today besides Earth to have its own .....
- An ..... is a big ring of asteroids, or rocky objects, orbiting the sun.
- Jupiter has at least 67 moons that ..... it, but 55 of them are very small, only about as big as a mountain, or smaller.
- Some of these large moons can be seen from earth in your.....  
.with a telescope.
- After Jupiter comes Saturn, another gas .....
- Uranus is covered in blue clouds made of ..... which give it its lovely color.
- Neptune has a few thin ..... and 14 moons that we know about.
- Pluto was discovered in 1930 and was listed as the .....  
planet in the solar system.



SUN



MERCURY



VENUS



EARTH



MARS



JUPITER



SATURN



URANUS



NEPTUNUS

NAME:  
DATE:

# RECYCLING



1. Put the items in the right column depending if they are recyclable or not:

paper, light bulbs, plastic, used paper plates, mobile phones, food waste, glass, metals, soda cans, aluminum foil, electronics, bottles of water, mirrors, ceramics, kitchenware, wood, garden tools

RECYCLABLE	NON-RECYCLABLE

2. Why should we recycle?

.....

.....

.....

.....



3. What is your favorite tip for recycling, you learnt from the lesson? How often do you recycle?

.....

.....

.....



Remember!

## Lesson Plan Cross curricular activity English - Latin - Italian- Science

<b>Level</b>	1° Scientific Lyceum	<b>Subject:</b> The language of science
<b>Subject Goals:</b>	<p>Compare the etymology of the words of science in the different languages: Italian, English, Latin</p> <p>Individuate the semantic area of the words</p> <p>Understand how the meaning of the words change or remain the same in the history of science</p> <p>Navigate internet to find relevant languages sources</p> <p>Produce various type of texts suitable for interpreting and reporting what they have learnt</p> <p>Read various type of text from medieval, renaissance and contemporary period to compare the use of languages in the science.</p>	
<b>Linguistic Goals:</b>	<p>Specific terminology of science</p> <p>Language of learning: key words</p> <p>Language for learning: comparing and contrasting the different uses of scientific languages</p> <p>Language through learning: learn new words arisen from activities;</p> <p>Sectoral languages (sub-codes, lexicon, specificity, coherence, factors of differentiation, monosemy, denotation, nominalization, internalization; linguistic loans, word formation, suffixation, prefixation, redetermination.</p>	
<b>Materials and Equipment:</b>	<p>Computer, LIM, ICMAPTOOLS (software), PADLET, photocopies, WESCHOOL (Italian software made by De Agostini publisher)</p>	
<b>Evaluation</b>	<b>Scores</b>	<b>Descriptors</b>
	Not satisfactory	Student shows non knowledge of the subject and specific vocabulary
	Almost satisfactory	Student is lacking necessary background knowledge and uses specific vocabulary wrongly
	Satisfactory	Student has essential knowledge of the subject. He uses specific vocabulary correctly
	Good	Student shows a complete essential knowledge of the subject. He properly uses specific vocabulary
	Excellent	Student shows a complete and thorough knowledge of the subject

<p>Review</p>	<p>Previous knowledge: science, key competence in grammar; teacher explain the content of the topic and the tasks Teacher monitors group and individual activities Learners interact each other Learners' participation in all tasks and activities Learners complete the exercises</p>	
<p>Concluding Activity</p>	<p>Activities: match the words, reading: focusing key words, listening, and speaking: the students are divided into groups. Each group analyze some tests with the aim to find key words of science in different languages. Every group explain to the other groups the contents and reason of its choice. Check understanding: students elaborate a report by Padlet focusing main ideas and suggestion about the topic. Students elaborate a so call “concept connector” by comparing words from science an words from other semantic field</p>	
<p>English Corner- Further Extension of the Story</p>	<p>Students have to elaborate various type of exercise by WE SCHOOL to make other students able to use in different context the words Summarize one of the main characteristics of the topic</p>	
<p>Contingency Plan</p>	<p>Students having difficulties in comprehension can listen to the lesson again at home, using the blog made by the teacher where materials are uploaded.</p>	





## Lesson Plan History of Art

<b>Level</b>	18-year old students (5th year)	Subject: HISTORY OF ART
<b>Subject Goals:</b>	<ul style="list-style-type: none"> <li>-to educate students to interpret visual arts while seizing their esthetic value;</li> <li>-to help them analyse modern and contemporary paintings;</li> <li>-to make students reflect about historical events of the 20th century;</li> <li>- to help them develop abstraction faculty and make interdisciplinary connections</li> <li>-to familiarize with American realism, with the loneliness and alienation of the individual in contemporary society.</li> </ul>	
<b>Linguistic Goals:</b>	<ul style="list-style-type: none"> <li>- to familiarize students with terminology related to history of art;</li> <li>-to expand vocabulary and increase their linguistic competencies in English;</li> <li>-Language through learning: learn new words arisen from activities</li> <li>-Language of learning: key words</li> </ul>	
<b>Materials and Equipment:</b>	Computer, IWB, Youtube, photocopies.	
<b>Evaluation</b>	<b>Scores</b>	<b>Descriptors</b>
	Not satisfactory	Student shows non knowledge of the subject and specific vocabulary
	Almost satisfactory	Student is lacking necessary background knowledge and uses specific vocabulary wrongly
	Satisfactory	Student has essential knowledge of the subject. He uses specific vocabulary correctly
	Good	Student shows a complete essential knowledge of the subject. He properly uses specific vocabulary
	Excellent	Student shows a complete and thorough knowledge of the subject



<p>Review</p>	<p>Previous knowledge: the teacher explains the content of the topic and the tasks          The teacher monitors group and individual activities          Students interact with each other          Students' participation in all tasks and activities          Students complete the exercises</p>	
<p>Concluding Activity</p>	<p>Learners watch the video from Youtube, then they analyse the painting "Nighthawks" by E. Hopper and in groups report to the rest of the class.  <a href="https://www.youtube.com/watch?v=j24uh8cZ3wA&amp;t=99s">https://www.youtube.com/watch?v=j24uh8cZ3wA&amp;t=99s</a>          "Hopper, Nighthawks"- Khan Academy.</p>	
<p>English Corner- Further Extension of the Story</p>	<p>Activities: match the words, reading the transcript and focusing on key words, listening, and speaking: the students are divided into four groups. Each group listens to a section of the following audio, checking its understanding and explaining the contents to the other groups.          Students role-play what they have studied with another painting</p>	
<p>Contingency Plan</p>	<p>Students having difficulties in comprehension can watch the video again at home, also using the transcript handed out by the teacher.</p>	





## Lesson Plan Non formal activity The city we want

<b>Level</b>	2° Linguistic Lyceum	<b>Subject: History and citizenship and Constitution</b>
<b>Subject Goals:</b>	<p>Cities from the history to the contemporaries.</p> <p>Participants are asked to reflect on the current situation of their city and how it could change: is their city close to young people? What are the opportunities for change? Participant are asked to individuate in their city the places needed to change their use; they could propose changes. The change process is visualized and presented in a creative way. The goal of this activity is to promote the idea that young people have power in decision making processes and participation is a right and duty of every community member.</p> <p>Visit their city, get photos, write simple explaining texts about the photo, associate to the photo a simple project to change its use by young people.</p> <p>Navigate internet to find relevant languages sources</p> <p>Produce various type of texts suitable for interpreting and reporting what they have learnt</p> <p>Read various type of texts and images from medieval, renaissance and contemporary period to compare the changes in the main places of the cities.</p>	
<b>Linguistic Goals:</b>	<p>Language of learning: key words</p> <p>Language for learning: comparing and contrasting the different uses of main places of the cities</p> <p>Language through learning: learn new words arisen from activities; sectoral languages of art and history</p> <p>Critical thinking</p> <p>Creativity</p> <p>Citizenship competence</p> <p>Cultural awareness and expression competence</p>	
<b>Materials and Equipment:</b>	Computer, LIM, ICMAPTOOLS (software), PADLET, photocopies, WESCHOOL (Italian software made by De Agostini publisher)	

Evaluation	Scores	Descriptors
	Not satisfactory	Student shows non knowledge of the subject and specific vocabulary
	Almost satisfactory	Student is lacking necessary background knowledge and uses specific vocabulary wrongly
	Satisfactory	Student has essential knowledge of the subject. He uses specific vocabulary correctly
	Good	Student shows a complete essential knowledge of the subject. He properly uses specific vocabulary
	Excellent	Student shows a complete and thorough knowledge of the subject
Review	<p>Previous knowledge: different types of cities in the history in Europe science, the born of European cities; main places in the city (market, church, cathedral, city hall, walls); teacher explain the content of the topic and the tasks</p> <p>Teacher monitors group and individual activities; learners interact each other</p> <p>learners' participation in all tasks and activities; learners complete the exercises</p>	
Concluding Activity	<p>Students compose the city of the future by making a PPT</p> <p>When the work is done, ask each group in turn to present their plan focusing on what they would like to change.</p> <p>Debriefing: after the presentations stimulate an open discussion on:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> how the participants worked together;</li> <li><input type="checkbox"/> similarities and differences in their views and needs;</li> <li><input type="checkbox"/> what opportunities they have to influence the democratic processes which shape their cities and lives.</li> </ul>	
English Corner- Further Extension of the Story	<p>Students have to elaborate a project to show to the other groups how they suggest to live in a different way in their city</p> <p>Explain the project to other students and to the municipal authorities, showing strengths.</p>	
Contingency Plan	<p>Students having difficulties in comprehension can listen to the lesson again at home, using the blog made by the teacher where materials are uploaded.</p>	



## Lesson Plan Template-Philosophy

<b>Level</b>	3° Linguistic Lyceum	Subject: Philosophy – Aristotle and stoics
<b>Subject Goals:</b>	<p>Describe the difference of natural law and political power</p> <p>Define the terms: politeia, logos, oikeiosis, law, rationality, logic, providence, ethic</p> <p>Recognize the main characteristics of the Greek conception of state</p> <p>Analyse historical events from a philosophical point of view</p> <p>Read and understand various type of texts</p> <p>Understand the value and goals of the philosophical theories</p> <p>Navigate internet to find relevant historical sources</p> <p>Produce various type of texts suitable for interpreting and reporting what they have learnt</p>	
<b>Linguistic Goals:</b>	<p>Specific terminology of philosophy</p> <p>Use of connectives and syntax</p> <p>Language of learning: keywords</p> <p>Language for learning: comparing and contrasting the different philosophical theories</p> <p>Language through learning: learn new words arisen from activities</p>	
<b>Materials and Equipment:</b>	Computer, LIM, ICMAPTOOLS (software), PADLET, photocopies	
<b>Evaluation</b>	<b>Scores</b>	<b>Descriptors</b>
	Not satisfactory	Student shows non knowledge of the subject and specific vocabulary
	Almost satisfactory	Student is lacking necessary background knowledge and uses specific vocabulary wrongly
	Satisfactory	Student has essential knowledge of the subject. He uses specific vocabulary correctly
	Good	Student shows a complete essential knowledge of the subject. He properly uses specific vocabulary
	Excellent	Student shows a complete and thorough knowledge of the subject

<p><b>Review</b></p>	<p>Previous knowledge: philosophical history; teacher explain the content of the topic and the tasks            Teacher monitors group and individual activities            Learners interact each other            Learners' participation in all tasks and activities            Learners complete the exercises</p>	
<p><b>Concluding Activity</b></p>	<p>Activities: match the words, reading: focusing key words, listening, and speaking: the students are divided into four groups. Each group listen one of the following audio, check its understanding and explain to the other groups the contents            Check understanding: students elaborate a report by Padlet focusing main ideas and suggestion about Aristotle and stoics            Students elaborate a so call "concept connector" by comparing the two different philosophical theories</p>	
<p><b>English Corner- Further Extension of the Story</b></p>	<p>Students have to elaborate a debate representing at the main ideas of Aristotle and stoics about ethic            Recognize key words            Summarize one of the main characteristics of the topic</p>	
<p><b>Contingency Plan</b></p>	<p>Students having difficulties in comprehension can listen to the lesson again at home, using the blog made by the teacher where materials are uploaded.</p>	





## Lesson Plan template- Storia Romana

Level	2° Linguistic Lyceum	Subject: Roman history
Subject Goals:	<p>To know the timeline of roman history from the foundation to the beginning of the empire.</p> <p>To know the key events and legends connected with the foundation and the various kinds of with historical sources.</p> <p>To understand the differences between the ancient monarchy, the roman republic and the empire.</p> <p>To recognize the different ages of roman history by visiting monuments and archeological areas.</p> <p>To be aware of the common roots of European culture.</p>	
Linguistic Goals:	<p>Reading texts, paintings, photographs and illustrations.</p> <p>To learn and use specific words and terms associated with the Roman history including verbs such as conquer, capture, invade, rule and colonize as well as nouns such as territory, monarch, consul, empire etc.</p> <p>To learn and use specific words and terms associated with the Roman civilization and values.</p>	
Materials and Equipment:	History books, Touristic guide of archeological areas, Computer, IWB.	
Evaluation	<p>Formative assessment: answer-the-question exercise multiple choice and open answer questions, Fill-in-the-gap” and the ”True or False statements” exercises;</p> <p>Summative assessment: final product, final individual test, oral performance;</p> <p>Powerpoint presentation will be assessed according to the following criteria:</p> <ul style="list-style-type: none"> <li>-accuracy and detail of the information provided</li> <li>- amount of information provided and use of adequate and sufficient sources.</li> <li>-organization and structure of the presentation.</li> </ul> <p>Oral performance will be assessed according to the following criteria: concepts and creativity (content), accuracy and fluency (language)</p>	

<p><b>Review</b></p>	<p>After receiving their tasks, students have to organize a homework planner all the times.          Students will be frequently invited to ask questions if they don't understand.          Students will be invited to takes notes from class.          Teacher monitoring the different works of the students and their cooperative learning.</p>	
<p><b>Concluding Activity</b></p>	<p>Students will be divided into different groups to make a short oral presentation with the aid of a Powerpoint presentation on a different age of roman history.          Students produce a tour guide sample of some monuments in the city.          Students elaborate a concept map on the difference between monarchy, republic and empire.</p>	
<p><b>English Corner- Further Extension of the Story</b></p>	<p>Activities: match the words, reading the transcript and focusing on key words, listening, and speaking: the students are divided into four groups. Each group listens to a section of the following audio, checking its understanding and explaining the contents to the other groups.          Students role-play what they have studied with another painting</p>	
<p><b>Contingency Plan</b></p>	<p>Teacher will connect the current lesson with previous lessons by going over points that were taught or learned previously and, if necessary, adjust some tasks on the need of the students.</p>	





„Exchange of good practices for implementing CLIL method to cater for the needs of disadvantaged and special needs groups and to reduce the differences in learning outcomes linked to the socio-economic disparities (CLIL4DSN)”

<b>Level</b>	2° Scientific Lyceum	Subject: Physics – The second Newton's law
<b>Subject Goals:</b>	<p>Learn the enunciation of the law</p> <p>Understand that is vector law</p> <p>Understand which is the force in the law</p> <p>Determine the type of proportionality between force and acceleration</p> <p>Determine the type of proportionality between acceleration and mass</p> <p>Draw the force-acceleration chart</p> <p>Link the second Newton's law to the first one</p>	
<b>Linguistic Goals:</b>	<p>Learn specific terminology of Physics</p> <p>Use of connectives</p> <p>Language of learning: key words; simple present; modal verbs; zero conditional</p> <p>Language for learning: describe and analyse a system of forces applied to a body; describe how to draw the force-acceleration chart</p> <p>Language through learning: learn new words arisen from activities</p>	
<b>Materials and Equipment:</b>	Computer, LIM, Websites, PADLET, photocopies	
<b>Evaluation</b>	<b>Scores</b>	<b>Descriptors</b>
	Not satisfactory	Student shows non knowledge of the subject and specific vocabulary
	Almost satisfactory	Student is lacking necessary background knowledge and uses specific vocabulary wrongly
	Satisfactory	Student has essential knowledge of the subject. He uses specific vocabulary correctly
	Good	Student shows a complete essential knowledge of the subject. He properly uses specific vocabulary
	Excellent	Student shows a complete and thorough knowledge of the subject

<p><b>Review</b></p>	<p>Previous knowledge: forces; acceleration; vectors            Teacher monitors group and individual activities            Learners interact each other            Learners participate in all tasks and activities            Learners complete the exercises</p>	
<p><b>Concluding Activity</b></p>	<p>Activities: the students are divided into small groups and work pair to pair            Reading/listening: listen to an audio/watch a video            Writing and use of English: select key words, look for their meaning and write matching-exercises; create a conceptual map; write filling-exercises; create crossword            Speaking: ask questions and meaning check questions to each other and to the members of the other groups</p>	
<p><b>English Corner- Further Extension of the Story</b></p>	<p>Each group has to:            develop a PPT on the subject and present it to the class;            choose significant exercises and solve them on the blackboard, explaining each step to the class</p>	
<p><b>Contingency Plan</b></p>	<p>Video/audio from websites can be listen/watch again and again until each student has understood, in classroom as at home</p> <p>The shy students can say more easily “I don't understand ...” to a classmate than to the teacher</p> <p>A student can explain better than a teacher because he has the same understanding processes of his classmate</p>	



## Lesson Plan Template-History

<b>Level</b>	5° Scientific Lyceum	Subject: History – Mussolini and the fascism
<b>Subject Goals:</b>	<p>Describe how condition in Italy favoured the rise of fascism</p> <p>Summarize how Mussolini changed Italy</p> <p>Understand the value and goals of fascist ideology</p> <p>Produce various type of texts suitable for interpreting and reporting what they have learnt</p>	
<b>Linguistic Goals:</b>	<p>Specific terminology of history</p> <p>Use of connectives and syntax</p> <p>Language of learning: key words</p> <p>Language for learning: comparing and contrasting the different political system in Europe in the 1920'</p>	
<b>Materials and Equipment:</b>	Computer, LIM, ICMAPTOOLS (software), PADLET, photocopies	
<b>Evaluation</b>	<b>Scores</b>	<b>Descriptors</b>
	Not satisfactory	Student shows non knowledge of the subject and specific vocabulary
	Almost satisfactory	Student is lacking necessary background knowledge and uses specific vocabulary wrongly
	Satisfactory	Student has essential knowledge of the subject. He uses specific vocabulary correctly
	Good	Student shows a complete essential knowledge of the subject. He properly uses specific vocabulary
	Excellent	Student shows a complete and thorough knowledge of the subject

<p><b>Review</b></p>	<p>Previous knowledge: political theory; teacher explain the content of the topic and the tasks            Teacher monitors group and individual activities            Learners interact each other            Learners' participation in all tasks and activities            Learners complete the exercises</p>	
<p><b>Concluding Activity</b></p>	<p>Activities: match the words, reading: focusing key words, listening, and speaking: the students are divided into four groups. Each group listen one of the following audio, check its understanding and explain to the other groups the contents            Check understanding: students elaborate a report by Padlet focusing main ideas and suggestion about Mussolini and fascism            Students elaborate a so call "concept connector" by comparing how have dictators in the history assumed and maintained power</p>	
<p><b>English Corner- Further Extension of the Story</b></p>	<p>Students have to elaborate a debate representing at the main ideas of followers and antagonist of Mussolini            Recognize cause and effect            Summarize one of the main characteristics of the topic</p>	
<p><b>Contingency Plan</b></p>	<p>Students having difficulties in comprehension can listen to the lesson again at home, using the blog made by the teacher where materials are uploaded.</p>	





## Work-shop- Group n° 1

COUNTRY	SURNAME	NAME
Romania	Dobre	Meriem
Ireland	Harte	Matthew
Turkey	Ozdemir	Demir
Italy	Napoli	Eleonora
Italy	Fassi	Martina

In this section you have to plan and realize crosswords, filling or matching exercises about "Walking through Ancient Ostia".  
Good job!

1. What's the name of the most important temple in ancient Ostia?

- Bath
- Capitolium
- Forum
- Theatre

2. Where did they make bread?

- Decumanus
- Necropolis
- Fulling mill
- Capitolium

3. Where did they make bread?

- Square of Victory
- House of the Wine bar
- House of the Millstones
- Fulling mill

4. How many spectators are in the Theatre?

- 5000
- 4000
- 3500
- 2000

5. How many rooms in the shop of the fish mongers?

- 7
- 5
- 3
- 2



6. How many gates there are in Ostia?

- 2
- 3
- 4
- 5

7. Match the place with the words on the right

Necropolis

Fulling mill

Square of victory

House of the wine-bar

Theatre

bread

stage

clothes

tombs

statue



## Work-shop- Group n° 2

COUNTRY	SURNAME	NAME
Romania	Teodorescu	Alex
Ireland	Dordieski	Anastasia
Turkey	İmre	Efe
Italy	Gioia	Diana
Italy	Salulini	Gaia

In this section you have to plan and realize crosswords, filling or matching exercises about "Walking through Ancient Ostia".

Good job!

1. When soldiers come what do they do in the square of victory?

- They make bread
- They say important things
- They drink wine
- They give water to their animals

2. How much could the theatre hold?

- 200 people
- 1 000 people
- 4 000 people
- 2 000 people

3. Who is the goddess of the statue in square of victory?

- Venere
- Diana
- Minerva
- Juno

4. How many gates are there in Ostia?

- 1 gate
- 3 gates
- 0 gates
- 2 gates

5. Which is the most important tomb in the Necropolis?

- The sarcophagie
- The urns
- The one in terracotta
- The Colombarium

6. Match the correct couple of words

Necropolis	1	a	Orchestra
Theatre	2	b	Capitoline triad
Capitolium	3	c	Dead bodies
Baths of Neptune	4	d	the statue of the godness
The square of Victory	5	e	Mosaics of Amphitrite





## Work-shop- Group n° 3

COUNTRY	SURNAME	NAME
Romania	safta	Andreea cristiana
Ireland	syed	Laiba
Turkey	Ekinay	Idil
Italy	marazzi	Zoi
Italy	marazzi	Giulia
Italy	Ronca	Virginia

In this section you have to plan and realize crosswords, filling or matching exercises about  
“Walking through Ancient Ostia “.  
Good job!

1. What could you do in the Columbarium?

- You could buy gifts for your relatives and friends
- You could watch people being killed
- You could visit the dead bodies of your friends or family
- You could eat traditional roman dishes

2. Where could you go to watch greek tragedies?

- At the columbarium
- At the theatre
- At the Roman gate
- At the capitolium

3. What is the main street of Ancient Ostia?

- Decumanus maximus
- Fulling mills
- Laurentina street
- Ostiense street

4. What was the house of Millstones used for?

- used for resting
- used for shopping
- used for studying
- used for making food

5. How deep were the basins of the Fulling Mills?

- 1.20 cm
- 1.00 cm
- 0.80 cm
- 0.90 cm

6. Match the correct couple of words

Necropolis 1

Square of Victory 2

Square of the guilds 3

House of the wine-bar 4

a Square with remains of a Temple

b Place for drinking

c Place full of tombs

d Place with a statue dedicated to a Goddess

7. Match the correct couple of words

1 Decumanus

2 Baths

3 Castrum

4 Roman

5 Barracks

6 Fulling

7 Square

8 Shop

A Gate

B Maximus

C Of the Fishmongers

D Wall

E Of the Fire Brigade

F Mills

G Of Victory

H Of Neptune



## Work-shop- Group n° 4

COUNTRY	SURNAME	NAME
Romania	Balamita	Bogdan
Ireland	Walsh	Wendy
Turkey	Sunay	Elif
Italy	Comessatti	Francesco
Italy	Pacitti	Flaminia
Italy	Zampetti	Lorenzo

In this section you have to plan and realize crosswords, filling or matching exercises about "Walking through Ancient Ostia".

Good job!

1. When roman people died where did they go:

- grave
- necropolis
- the gym
- to their grandmother

4. Where is the forum baths in:

- North-est
- South-est
- The middle of the city
- Touth-west

2. How many gates is in Ostia:

- 12
- 4
- 3
- 6

5. Where do romans enjoy:

- In theatre
- In gym
- In square of victory
- Necropolis

3. Where all chlotes cleaned in:

- Fulling mill
- Kitchen
- Bathroom
- Mother's room



## Work-shop- Group n° 4

COUNTRY	SURNAME	NAME
Romania	Ciohodaru	David Eugen
Ireland	Bokov	George
Turkey	Gecer	Ayten Ayca
Italy	Lombardo	Raphael
Italy	Magrini	Chiara
Italy	Rosati	Francesco

In this section you have to plan and realize crosswords, filling or matching exercises about “Walking through Ancient Ostia”.

Good job!

1. Which is the most famous street of Ancient Ostia?

- The Flaminia
- The Castrum
- The Decumanus Maximus
- The Augustus Maximus

1. How many gates of Ostia were there?

- Four
- Three
- Five
- Only one

3- What are the baths in Ostia called?

- Forum Baths and Baths of Neptune
- Baths of Neptune and baths of Cesar
- Baths of Cesar and baths of Saturn
- August Baths and baths of Saturn

4- When was the theatre built?

- Late Third Century
- Late First Century
- Late Sixth Century
- Late Second Century

5- What was the Capitolium?

- A square
- A temple
- A theater
- A tomb

6- Match the words which have something in common.

Comedians	1	a	Bath
Supplies	2	b	Temple
Neptune	3	c	River
Capitolium	4	d	Theatre
Tiber	5	e	Stores

7- Match the dates with the events

1	II century	A	Castrum Wall was built
2	I century	B	The theatre was built
3	120 AD	C	Baths of Neptune
4	Early III century	D	The Capitolium was



# C.L.I.L. Lesson Plan: My Town

<b>School Type</b>	Primary
<b>Age Group</b>	11-12 year olds
<b>Subject</b>	Geography
<b>Linguistic Goals</b>	
<ul style="list-style-type: none"> <li>➔ That the children will be able to read, write and say the name of their town and county in Irish</li> <li>➔ That the children will be able to identify other towns in our county by their Irish name</li> <li>➔ That the children will be able to give some simple points of information about their town</li> </ul>	
<b>Subject Goals</b>	
<ul style="list-style-type: none"> <li>➔ That the children will be able to locate their town and county on a map</li> <li>➔ That the children will be able to identify and locate other towns in their county</li> <li>➔ That the children will be able to give some simple points of information about their town</li> </ul>	
<b>Materials and Equipment</b>	
<b>Materials and Equipment:</b>	Computer, LIM, ICMAPTOOLS (software), PADLET, photocopies
<b>Procedures</b>	
<b>Introduction</b>	<ul style="list-style-type: none"> <li>&gt; Children will go on a walk through the town</li> <li>&gt; The children will fill in missing places of interest and facilities on printed map of Navan</li> <li>&gt; The children will fill in blanks in sentences about Navan on a printed worksheet.</li> </ul>

<b>Activity</b>	<ul style="list-style-type: none"> <li>➤ The children will use a tablet in pairs to complete tasks on prepared power point slides</li> <li>➤ The children will repeat the activities from the walk on the tablet.</li> <li>➤ The children will be encouraged to add photos and extra points of information to the slides</li> </ul>
<b>Instructions</b>	<ul style="list-style-type: none"> <li>➤ Fill in the blanks</li> <li>➤ Write the name of the place of interest or facility</li> <li>➤ Discuss in pairs what information you need</li> <li>➤ Find more information using these websites: Wikipedia etc..</li> <li>➤ Find some interesting photos</li> <li>➤ Copy and paste to a new slide</li> </ul>
<b>Conclusion</b>	<p>Each pair will present their slides to the group</p>
<b>Integration</b>	<p>Irish, Geography, ICT</p>





# C.L.I.L. Lesson Plan: My County

<b>School Type</b>	Primary
<b>Age Group</b>	11-12 year olds
<b>Subject</b>	Geography

Linguistic Goals	Subject Goals
<ul style="list-style-type: none"> <li>➔ That the children will be able to read, write and say the name of their town and county in Irish</li> <li>➔ That the children will be able to identify other towns in our county by their Irish name</li> <li>➔ That the children will be able to give some simple points of information about their county</li> </ul>	<ul style="list-style-type: none"> <li>➔ That the children will be able to locate their town and county on a map</li> <li>➔ That the children will be able to identify and locate other towns in their county</li> <li>➔ That the children will be able to give some simple points of information about their county</li> </ul>

Recycling Goals	Materials and Equipment
<p>The children should revise and consolidate:</p> <ul style="list-style-type: none"> <li>➔ Saying where they live</li> <li>➔ Pronouncing place names</li> <li>➔ Locating towns and counties on a map of Ireland</li> </ul>	<ul style="list-style-type: none"> <li>➔ Laptop</li> <li>➔ Interactive white board</li> <li>➔ Tablet</li> <li>➔ PowerPoint presentation –to be elaborated by children</li> </ul>

## Procedures

<b>Introduction</b>	<ul style="list-style-type: none"> <li>➤ The teacher will show a map of Ireland on the interactive whiteboard and help the children identify various counties and towns.</li> <li>➤ The teacher will show a map of county Meath and help the children identify towns and rivers.</li> </ul>
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### Activity

- The children will use a tablet in pairs to complete tasks on prepared power point slides
- The children will fill in missing towns on map
- The children will fill in blanks in sentences about County Meath
- The children will be encouraged to add photos and extra points of information to the slides

### Instructions

- Fill in the blanks
- Write the name of the town
- Discuss in pairs what information you need
- Find more information using these websites: Wikipedia etc..
- Find some interesting photos
- Copy and paste to a new slide

### Conclusion

Each pair will present their slides to the group

### Integration

Irish, Geography, ICT





## C.L.I.L. Lesson Plan: My County

<b>School Type</b>	Primary School
<b>Age Group</b>	6-8 year olds
<b>Subject</b>	Science - Materials and Properties; Changing Materials

Linguistic Goals	Subject Goals
<ul style="list-style-type: none"> <li>➔ That the children will name the materials</li> <li>➔ That the children will become aware of the different verbs and use them in the correct context</li> </ul>	<ul style="list-style-type: none"> <li>➔ That children will identify and name materials found in their environment</li> <li>➔ That the children will be able to conduct simple investigations</li> <li>➔ That the children will be enabled to make predictions of the outcomes of the investigation</li> <li>➔ That the children will be enabled to analyse and record their findings</li> <li>➔ That children will be able to identify the materials that do change and do not change</li> </ul>

Recycling Goals	Materials and Equipment
<p>The children should revise and consolidate:</p> <ul style="list-style-type: none"> <li>➔ Verbs: bend, change, predict, pull, push, shake, snap, squeeze and twist</li> <li>➔ Vocabulary: clay, foil, hard, material, metal, nothing, paper, plastic, shape, soft, stone, wool, glass, fabric</li> </ul>	<p>Plastic bottle, wool scarf, tin foil, paper clips, tissue paper, a rock, clay, a wooden ruler, t-shirt</p> <p>Feely boxes - materials</p> <p>Photograph of dinner setting</p> <p>Flash cards for verbs and materials mentioned</p> <p>Board games, coins, colouring pencils - red, blue, green</p> <p>Group packs containing materials outlined on children's record sheet and record sheets</p>

### Procedures

<b>Introduction</b>	<ul style="list-style-type: none"> <li>➤ The teacher will encourage the children to participate in a game of 'Simon Says', to teach/reinforce the learning of the actions e.g. push, pull, bend, snap, twist, shake, squeeze.</li> <li>➤ The teacher will show the children a picture of a dinner setting. The teacher will ask the children what materials they can see in the picture. The children will name and point to the material that they can see in the picture.</li> </ul>
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## Introduction

- Each time a material is identified and named the teacher will write it up on the interactive whiteboard. The teacher will now show the children a 'feely' box and will explain to the children that it contains objects made from the materials as displayed on flash cards. The children will be encouraged to identify and name the objects and the material it is made from, by touching only.
- The teacher will pose questions to the children, 'Can you bend it?', 'Can you squeeze it?', 'Do you think it would change if you shake it?', 'Predict what you think would happen if you pulled it?', etc.
- Now the children will listen to and sing along to a song on materials. <http://youtu.be/WinXpFTempo>

## Activity

- Investigating, Analyse and Record Findings.
- The teacher will introduce the investigation activity, using the 'Materials' board game and recording sheet. The teacher will introduce the activity to the children and explain the instructions. The teacher and some children will model how to play the game and record findings on the Interactive Whiteboard.
- The language is modelled by the teacher; 'When I bend the metal, the shape did change.', 'When I squeeze the stone, the shape did not change'

## Instructions

- Take turns to spin the coin and move 1 (heads) or 2 (tails) places.
- Follow the instructions given on the box where your coin lands and then test the material as follows:
 

If it changes shape, write YES in the results box; if not, write NO.  
Colour the boxes on the board game; RED if the material changes, BLUE if it does not, GREEN if the shape changes and then changes back again.
- Share findings with group.

## Conclusion

- The children to share their results with the class.
- Any materials not investigated, will now be done as a class based investigation. The children will be encouraged to predict the outcome and analyse the results.
- The lesson will conclude with the children singing the 'Materials' song again.

## Integration

ART: Look and respond to sculptures and make sculptures from different materials.  
GEOGRAPHY: Natural and Man-Made Materials; Identify locations enriched with natural materials.



## C.L.I.L. Lesson Plan: Newgrange

<b>School Type</b>	Primary
<b>Age Group</b>	11-12 year olds
<b>Subject</b>	History
<b>Linguistic Goals</b>	<b>Subject Goals</b>
That the children will be able to give some simple points of information about a local historical site	<ul style="list-style-type: none"> <li>➔ That the children will be able to locate Newgrange on the map of Meath</li> <li>➔ That the children will be able to describe Newgrange – purpose, age, significance</li> </ul>
<b>Recycling Goals</b>	<b>Materials and Equipment</b>
<p>The children should revise and consolidate:</p> <ul style="list-style-type: none"> <li>➔ Numbers, ages, counting in Irish</li> <li>➔ Reading a calendar in Irish</li> </ul>	<p>Laptop</p> <p>Interactive white board</p> <p>Tablet</p> <p>PowerPoint presentation – to be elaborated by children</p> <p>Paint and paper</p> <p>Camera</p>
<b>Procedures</b>	
<b>Introduction</b>	The children will watch a video of a tour of Newgrange and look at a PowerPoint presentation
<b>Activity</b>	<ul style="list-style-type: none"> <li>➔ The children will make pictures representing the stone decorations found at Newgrange and photograph them.</li> <li>➔ The children will add their photos to the PowerPoint presentation with help from teacher</li> <li>➔ The children will be encouraged to add photos and extra points of information to the slides</li> <li>➔ The children will create a multiple choice quiz to add to the presentation.</li> </ul>
<b>Instructions</b>	<ul style="list-style-type: none"> <li>➔ Draw a picture showing pattern on stone</li> <li>➔ Take a photo</li> <li>➔ Discuss in pairs what extra information you need</li> <li>➔ Find more information using these websites: Wikipedia etc..</li> <li>➔ Find some interesting photos</li> <li>➔ Copy and paste to a new slide</li> </ul>
<b>Conclusion</b>	Each pair will present their slides, artwork and quiz to the group
<b>Integration</b>	Irish, History, ICT



## C.L.I.L. Lesson Plan: Tara

<b>School Type</b>	Primary
<b>Age Group</b>	11-12 year olds
<b>Subject</b>	History
<b>Linguistic Goals</b>	<b>Subject Goals</b>
That the children will be able to give some simple points of information about a local historical site	<ul style="list-style-type: none"> <li>➔ That the children will be able to locate Tara on the map of Meath</li> <li>➔ That the children will be able to describe Tara – purpose, age, significance</li> </ul>
<b>Recycling Goals</b>	<b>Materials and Equipment</b>
<p>The children should revise and consolidate:</p> <ul style="list-style-type: none"> <li>➔ Numbers, ages, dates and counting in Irish</li> <li>➔ Names of facilities and places of interest</li> </ul>	<p>Laptop                      Interactive white board                      Tablet                      PowerPoint presentation – to be elaborated by children                      Paint and paper                      Camera</p>
<b>Procedures</b>	
<b>Introduction</b>	The children look at a PowerPoint presentation about Tara in class
<b>Activity</b>	<ul style="list-style-type: none"> <li>➔ The children will take a tour of Tara</li> <li>➔ The children will complete printed worksheet (Fill in blanks, label parts of castle)</li> <li>➔ The children will take photos and draw pictures on site</li> <li>➔ The children will add their photos to the PowerPoint presentation with help from teacher</li> <li>➔ The children will be encouraged to add photos and extra points of information to the slides</li> <li>➔ The children will create a multiple choice quiz to add to the presentation.</li> </ul>
<b>Instructions</b>	<ul style="list-style-type: none"> <li>➔ Line up, follow me, stay with the group, stop, wait, listen,</li> <li>➔ Take a photo</li> <li>➔ Draw a picture</li> <li>➔ Discuss in pairs what extra information you need</li> <li>➔ Find more information using these websites: Wikipedia etc..</li> <li>➔ Find some interesting photos</li> <li>➔ Copy and paste to a new slide</li> </ul>
<b>Conclusion</b>	Each pair will present their slides, artwork and quiz to the group
<b>Integration</b>	Irish, History, ICT



## C.L.I.L. Lesson Plan: Trim Castle

<b>School Type</b>	Primary
<b>Age Group</b>	11-12 year olds
<b>Subject</b>	History
<b>Linguistic Goals</b>	<b>Subject Goals</b>
That the children will be able to give some simple points of information about a local historical site	<ul style="list-style-type: none"> <li>➔ That the children will be able to locate Tara on the map of Meath</li> <li>➔ That the children will be able to describe Tara – purpose, age, significance</li> </ul>
<b>Recycling Goals</b>	<b>Materials and Equipment</b>
<p>The children should revise and consolidate:</p> <ul style="list-style-type: none"> <li>➔ Numbers, ages, dates and counting in Irish</li> <li>➔ Names of facilities and places of interest</li> </ul>	<p>Laptop                      nteractive white board                      Tablet                      owerPoint presentation –to be elaborated by children                      Paint and paper                      Camera</p>
<b>Procedures</b>	
<b>Introduction</b>	The children look at a PowerPoint presentation about Trim Castle
<b>Activity</b>	<ul style="list-style-type: none"> <li>➔ The children will take a tour of Trim Castle</li> <li>➔ The children will complete printed worksheet (Fill in blanks, label parts of castle)</li> <li>➔ The children will take photos and draw pictures on site</li> <li>➔ The children will add their photos to the PowerPoint presentation with help from teacher</li> <li>➔ The children will be encouraged to add photos and extra points of information to the slides</li> <li>➔ The children will create a multiple choice quiz to add to the presentation.</li> </ul>
<b>Instructions</b>	<ul style="list-style-type: none"> <li>➔ Line up, follow me, stay with the group, stop, wait, listen,</li> <li>➔ Take a photo</li> <li>➔ Draw a picture</li> <li>➔ Discuss in pairs what extra information you need</li> <li>➔ Find more information using these websites: Wikipedia etc..</li> <li>➔ Find some interesting photos</li> <li>➔ Copy and paste to a new slide</li> </ul>
<b>Conclusion</b>	Each pair will present their slides, artwork and quiz to the group
<b>Integration</b>	Irish, History, ICT



## C.L.I.L. Lesson Plan: Janet Fish

<b>School Type</b>	Primary School
<b>Age Group</b>	10-11 year olds
<b>Subject</b>	Visual Arts

Linguistic Goals	Subject Goals
<ul style="list-style-type: none"> <li>➔ That the children will name the materials</li> <li>➔ That the children will become aware of the different verbs and use them in the correct context</li> <li>➔ That the children will give an opinion (like/dislike)</li> </ul>	<ul style="list-style-type: none"> <li>➔ Experiment with the marks, lines, shapes, textures, patterns and tones that can be made with different drawing instruments on a range of surfaces</li> <li>➔ Draw from observation</li> <li>➔ Express his/her imaginative life and interpret imaginative themes using inventive pattern and detail</li> <li>➔ Look at and talk about his/her work, the work of other children and the work of the artist Janet Fish</li> </ul>

Recycling Goals	Materials and Equipment
<p>The children should revise and</p> <ul style="list-style-type: none"> <li>➔ Verbs: Paint, draw, take, put, hold, clean</li> <li>➔ Vocabulary: Fruit (banana, apple, orange, grapes, kiwi), bowl, paint, paper, brushes, artist, painting, Colours (red, blue, yellow, green, purple, black, white, orange), I like/ I do not like because</li> </ul>	<p>Fruit, bowl, paint, paper, brushes, Powerpoint presentation</p>

### Procedures

<b>Introduction</b>	<ul style="list-style-type: none"> <li>➤ The children will look at a power point featuring the work of the artist Janet Fish</li> <li>➤ The teacher will initiate a discussion about the paintings</li> <li>➤ The children will be encouraged to comment on the subject of the work and the colours used</li> <li>➤ In pairs the children will tell each other why they like/dislike this artist's work</li> </ul>
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<b>Activity</b>	<ul style="list-style-type: none"> <li>➤ The teacher will arrange a bowl of fruit for the children to observe</li> <li>➤ The children will sketch the subject</li> <li>➤ The children will use paint to add colour to their piece</li> </ul>
<b>Introduction</b>	<ul style="list-style-type: none"> <li>➤ Look at the paintings, say what you see</li> <li>➤ Tell your partner why you like/dislike the paintings</li> <li>➤ Look carefully at the fruit</li> <li>➤ Use your pencil, draw the fruit</li> <li>➤ Use the paint and paintbrushes to colour</li> </ul>
<b>Conclusion</b>	<ul style="list-style-type: none"> <li>➤ The children will observe each other's work</li> <li>➤ The teacher will initiate a discussion</li> </ul>
<b>Integration</b>	English: Oral language (Looking and responding, talk and discussion)





## Lesson Plan Writing a postcard

### I. – Introductory information

Title: Writing a postcard  
Subject: Arts and Craft  
Author: Yeter Akbulut Uzun  
Age: 13 - 15

### II. – Aims

Lesson aim:

- at the end of the lesson, the learners will prepare their own postcards.

Language aim:

- at the end of the lesson the learners will be able to write a postcard to their friends.

### III. – Strategy, material used

Learning strategies

- cooperative learning

Material used

- smartboard, sturdy papers, glue, glitter, ribbon, colored pencils, ruler, stamp, scissors

### Lesson plan

Introduction (10 min.):

- The teacher starts a conversation about the holidays by asking the questions “How was your last holiday?, Where did you go?, Did you miss your friends or family?”, How did you communicate with your family or friends while you were on the vocation?”.

- With these questions, the teacher brainstorms about the communication tools and elicit the answer “writing a postcard”.

- Then, s/he shows a sample postcard to the students and they talk about how to write a postcard by looking at the sample one.

Main Activity (25 min.):

-The teacher distributes pieces of colourful sturdy papers to each student.

-The students cut the paper in the middle to make a postcard.

-Then, the students draw a line down the centre of the back

-The students draw three horizontal lines on the right side of the centre for address and a box on the upper right hand corner for a stamp.

-For decorating the card, the students glue a photo they took to the front of the card. They can decorate it with a fun border using coloured paper and glitter.

-They can use colourful ribbons for the borders also.

Conclusion (10 min.):

-The teacher wants the students to write a postcard to their friends about their last holidays. The students will use their own postcards.

Vocabulary used postcard, stamp, sturdy paper, scissors, glue, glitter



Dear Anette,

I'm in Italy now. It's amazing here.

The weather is sunny and there are a lot of things to do here. I visited the Colosseum yesterday and it was great.

I went shopping in Milano and I bought a gift for you. I wish you were here.

Lots of love,

Susan



Seven Hills St.  
5th Avenue, Oxford,  
England, UK





## Lesson Plan Classification of Animals

### I. – Introductory information

Title: Classification of Animals  
 Subject: Biology  
 Author: Yeter Akbulut Uzun  
 Age: 15

<input type="checkbox"/> Low <input checked="" type="checkbox"/> Medium <input type="checkbox"/> High	<input checked="" type="checkbox"/> Students activity <input type="checkbox"/> Youth activity	<input checked="" type="checkbox"/> Gifted students <input type="checkbox"/> Normal students <input type="checkbox"/> students with special needs	<input checked="" type="checkbox"/> Classroom <input type="checkbox"/> Outdoor
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### II. – Aims

Lesson aims:

At the end of the lesson, students will be able to  
 - classify animals vertebrates and invertebrates.

Language aims: - to get familiar with vocabulary items of animal classification.

### III. – Strategy, material used

Learning strategy

- cooperative learning

Material used

- worksheets, computer, board, board marker

### Lesson plan

Introduction (10 min.):

- The teacher divides the students into four groups and asks the groups to prepare a list which includes the names of the animals that they know, in 2 minutes.
- After eliciting the names of the animals, the teacher compares all the answers and revises the animals.
- Then, the teacher draws a chart on the board and presents the topic.

Main activity (25 min.):

- In the first activity, the teacher asks the students to classify the animals given in the exercise under the right heading.
- Secondly, the students read the sentences and fill in the blanks with the right words.

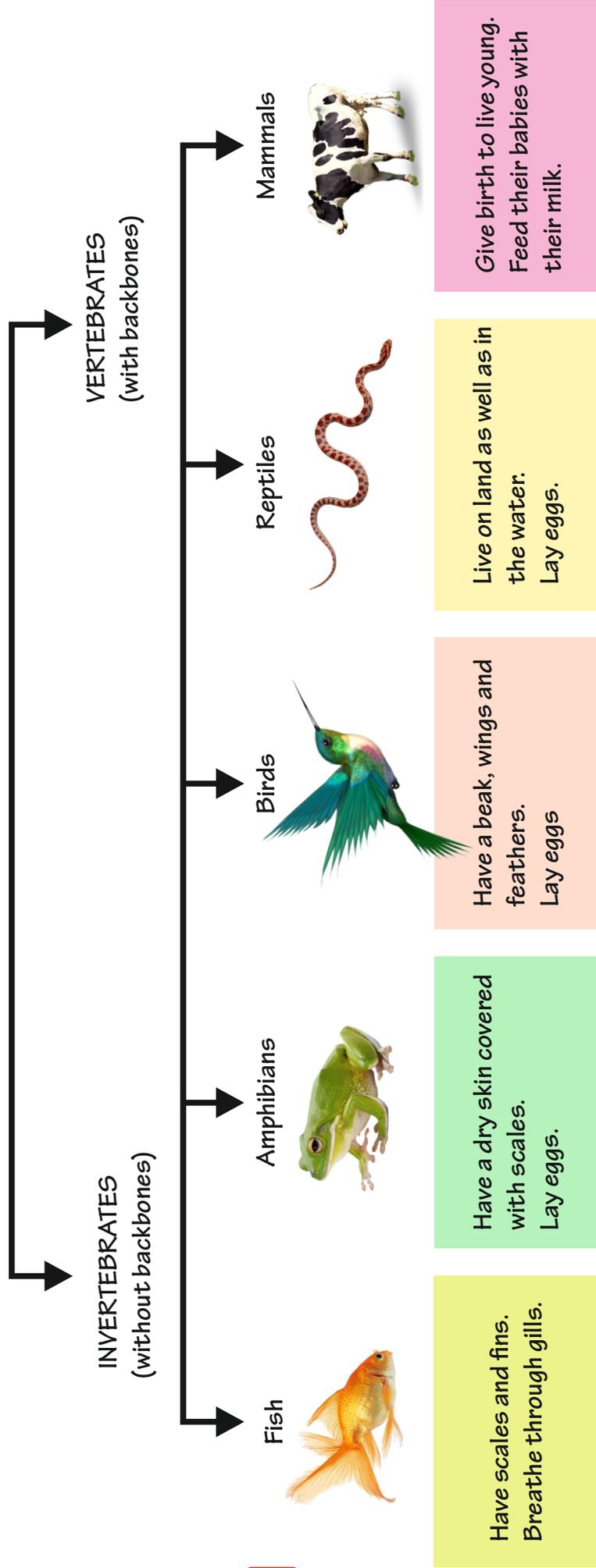
Conclusion (10 min.):

- The teacher wants the students to work in pairs and each student draws a picture of an animal. After drawing, they show them to each other and guess the name of the animal and its features.
- The teacher asks each student what s/he has learnt today.

### Vocabulary used

Vertebrates, invertebrates, fish, amphibians, birds, reptiles, mammals

# Animal Classification



A) Classify the animals.

<b>gull</b>	<b>gold fish</b>	<b>swan</b>	<b>whale</b>
<b>shark</b>	<b>goat</b>	<b>Indian elephant</b>	<b>Cheetah</b>
<b>parrot</b>	<b>bat</b>	<b>bluefish</b>	<b>salmon</b>
<b>salamanders</b>	<b>lizard</b>	<b>pigeon</b>	<b>frog</b>
<b>ostrich</b>	<b>crocodile</b>	<b>Aldabra tortoise</b>	<b>snake</b>

**Fish**

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**Amphibians**

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**Birds**

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**Reptiles**

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.....

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**Mammals**

.....

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.....

.....



**B) Fill in the blanks with the words below.**

vertebrates	fish	mammal
amphibian	invertebrate	reptile
		bird

- 1) An animal that produces eggs and uses the heat of the sun to keep its blood warm is called .....
- 2) The animals which have a backbone are called .....
- 3) Any animal of which the female feeds her young on milk from her own body is called .....
- 4) An animal without a backbone is called .....
- 5) An animal, such as a frog, that lives both on land and in water but must produce its eggs in water is called .....
- 6) An animal that lives in water, is covered with scales, and breathes by taking water in through its mouth is called .....
- 7) A creature which has a beak, feathers and wings is called .....

**Answer key**

A) Fish: shark, goldfish, bluefish, salmon, Birds: gull, parrot, ostrich, pigeon, swan, Mammals: goat, bat, Indian elephant, whale, cheetah, Amphibians: frog, salamanders, Reptiles: lizard, crocodile, Aldabra tortoise, snake

B) 1. reptile, 2. vertebrates, 3. mammal, 4. invertebrate, 5. amphibian, 6. fish, 7. bird



## Lesson Plan Natural Disasters

### I. – Introductory information

Title: Natural Disasters  
 Subject: Geography  
 Age: 15

<input type="checkbox"/> Low <input checked="" type="checkbox"/> Medium <input type="checkbox"/> High	<input checked="" type="checkbox"/> Students activity <input type="checkbox"/> Youth activity	<input checked="" type="checkbox"/> Gifted students <input type="checkbox"/> Normal students <input type="checkbox"/> students with special needs	<input checked="" type="checkbox"/> Classroom <input type="checkbox"/> Outdoor
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### II. – Aims

Lesson aims:  
 At the end of the lesson, students will be able to:  
 -identify various types of natural disasters.  
 Language aims: - to get familiar with natural disasters vocabulary items.

### III. – Strategy, material used

Learning strategy  
 - cooperative learning  
 Material used  
 -handouts, board, board marker, a computer

### Lesson plan

Introduction (10 min.):  
 - The teacher makes the students aware of the topic of the lesson by playing a hangman game with the word "natural disaster"  
 - The teacher introduces the vocabulary items by showing the pictures below.  
 Main activity (25 min.):  
 - The students put the letters together and form natural disaster words.  
 - The students match the words that have formed in the first activity, with the appropriate pictures.  
 - The students work in pairs and fill in the blanks with the right words.  
 Conclusion (10 min.):  
 - The teacher divides the class into 4 groups and each group prepares a poster telling the natural disasters.  
 - The teacher asks each student what s/he has learnt today.

### Vocabulary used

Volcanic eruption, famine, earthquake, flood, avalanche, tornado, drought, landslide, thunderstorm, tsunami



Earthquake



Flood



Avalanche



Famine



Tornado



Drought



Landslide



Volcanic eruption



Thunderstorm



Tsunami



**A) Put the pieces together and create a word.**

a)	an - upt - volc - ion - ic - er	
b)	sto - thu - rm - nder	
c)	nd - sli - la - de	
d)	anc - al - av - he	
e)	qu - ke - ear - a - th	
f)	u - na - ts - mi	
g)	na - tor - do	
h)	oug - dr - ht	
i)	oo - d - fl	
j)	mi - ne - fa	

**B. Look at the words above and match the pictures with the names of the natural disasters.**



## Natural Disasters





### C. Complete the dialogue with the appropriate words.

volcanic eruption    famine    drought    flood    avalanche    landslide  
 tsunami    earthquake    tornado    thunderstorm

- 1) In monsoon season during the summer in hot Asian countries, it always rains heavily, even you can see a big .....
- 2) New Richmond ..... destroyed a town in the USA and killed 117 people. It was horrible because there was a strong and dangerous wind.
- 3) A sudden violent movement of the earth's surface is called ..... and it can cause great damage.
- 4) We wanted to go skiing last winter but we couldn't because there was an ..... in the mountains.
- 5) I am afraid of the ..... because they are too loud.
- 6) Two days ago, I went hiking with my friends but we couldn't come back because there was a ..... and the road was blocked with soil.
- 7) In the severe ..... rain doesn't fall and most plants can't survive.
- 8) A ..... is an extremely large and dangerous wave and it is caused by a violent movement of the earth under the sea.
- 9) People sometimes starve in a ..... because they can't find enough food to eat.
- 10) ..... happen when lava and gases come from a volcanic vent.

#### Answer Key

A. a) famine, b) volcanic eruption, c) thunderstorm, d) landslide, e) avalanche, f) earthquake, g) tsunami, h) tornado, i) drought, j) flood

C. 1) flood, 2) tornado, 3) earthquake, 4) avalanche, 5) thunderstorm, 6) landslide, 7) drought, 8) tsunami, 9) famine, 10) volcanic eruptions



## Lesson Plan The parts of a computer

### I. – Introductory information

Title: Parts of a Computer  
 Subject: Information Technology  
 Author: Yeter Akbulut Uzun  
 Age: 13 - 15

<input type="checkbox"/> Low <input checked="" type="checkbox"/> Medium <input type="checkbox"/> High	<input checked="" type="checkbox"/> Students activity <input type="checkbox"/> Youth activity	<input checked="" type="checkbox"/> Gifted students <input type="checkbox"/> Normal students <input type="checkbox"/> students with special needs	<input checked="" type="checkbox"/> Classroom <input type="checkbox"/> Outdoor
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### II. – Aims

Lesson aim: - at the end of the lesson the learners will be able to recognize the main parts of a computer with the help of authentic materials.  
 Language aim: - at the end of the lesson the learners will be able to differentiate the pronunciation of some certain words about the computer.

### III. – Strategy, material used

Learning strategies  
 - cooperative learning  
 Material used  
 - a computer, handouts, board, boardmarker

### Lesson plan

Introduction: - to activate the schemata of the students about the computer, the teacher asks how they communicate with their friends. The teacher gets the “e-mail” answer or “social media”. Then, the teacher asks what they need to send an e-mail or use social media. The teacher gets “a computer” answer.  
 Warm up: - After eliciting the answer, the teacher asks the students to brainstorm about the parts of a computer. The teacher draws a mind map on the board about the parts of a computer and notes what the students have already known.  
 Presentation: - the teacher sticks the pieces of a paper which s/he has prepared beforehand on the computer. Then, s/he introduces the new vocabulary items by showing on a real computer.  
 Practice: In the first activity, the teacher asks the students to find the missing letters to complete the vocabulary items about the parts of the computer.  
 In the second activity, the students match the sentences with the right words.  
 Production: The teacher divides the class into two groups and asks them to play hot seat game by using learnt vocabulary items.  
 Wrap up: The teacher asks the question “What have you learnt today?”

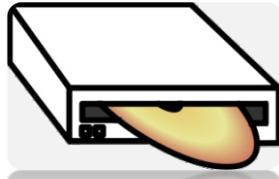
### Vocabulary used

Monitor, DVD drive, speaker, DVD, printer, modem, mouse, mouse pad, keyboard, headphones, USB, computer cable

A) Find the missing letters to complete the words.



m \_ \_ i \_ \_ r



D \_ \_ D \_ \_ e



s \_ e \_ \_ \_ r



D \_ \_



pr \_ \_ t \_ \_



m \_ \_ \_ \_



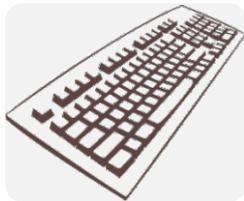
\_ \_ \_ s \_



h \_ \_ \_ p \_ \_ \_ \_



m \_ u \_ \_ \_ p \_ \_



k \_ \_ b \_ \_ \_ \_



\_ \_ B



Co \_ \_ \_ \_ \_ c \_ \_ \_ \_



## B) Match the sentences with the right words.

- |  |                  |
|--|------------------|
| 1 Someone listens to music or radio broadcasts without other people hearing. | a mouse pad      |
| 2 the set of keys on a computer  | b speaker        |
| 3 a piece of electrical equipment for playing recorded sound                 | c printer        |
| 4 You can store information with this small piece of equipment.              | d DVD            |
| 5 a machine that is connected to a computer and prints onto paper using ink  | e headphones     |
| 6 Someone listens to music or radio broadcasts without other people hearing  | f modem          |
| 7 a disc used for storing and playing music, films, or information           | g DVD drive      |
| 8 You put a DVD in it to watch a movie.                                      | h USB            |
| 9 You can connect a computer to the projector with it.                       | i keyboard       |
| 10 The place where you generally put a mouse.                                | j computer cable |
| 11 a computer screen on which words or pictures can be shown                 | k mouse          |
| 12 It allows one computer to send information through standard phone lines   | l monitor        |



### Answer Key

A. monitor, DVD drive, speaker, DVD, printer, modem, mouse, headphones, mouse pad, keyboard, USB, computer cable

B. 1) k, 2) i, 3) b, 4) h, 5) c, 6) e, 7) d, 8) g, 9) j, 10) a, 11) l, 12) f

