

**N.B. Le parti sviluppate con il CLIL sono quelle in grassetto (contenuti N. 1 e 6).**

**CLIL planning for a unit of work using the 4Cs**

<p><b>Topic: THE IMPORTANCE OF AIR</b></p>	<p><b>Year/class-group:</b> 9 years old – 4<sup>th</sup> class primary school</p>
<p><b>Content</b></p> <ol style="list-style-type: none"> <li>1. <b>What is air (Earth's atmosphere) GEOGRAPHY &amp; SCIENCE</b></li> <li>2. Gases properties (mass, volume and shape; compressibility; particles in a gas; hint to the relation between sounds and air) SCIENCE in Italiano</li> <li>3. Gases around us (combustion needs air, spray bottles...) SCIENCE &amp; TECHNOLOGY in Italiano</li> <li>4. Air resistance and the force of friction SCIENCE in Italiano</li> <li>5. Fluids pressure SCIENCE in Italiano</li> <li>6. <b>Pollution and Carbon Dioxide effects SCIENCE &amp; CIVICAL EDUCATION</b></li> <li>7. Air and energy (wind turbines) SCIENCE &amp; TECHNOLOGY in Italiano</li> <li>8. Air and breathing SCIENCE &amp; TECHNOLOGY in Italiano</li> <li>9. Air and plants (photosynthesis, wind dispersal of seeds) SCIENCE</li> <li>10. Animal flight SCIENCE in Italiano</li> <li>11. Aerodynamics hints TECHNOLOGY in Italiano</li> </ol> <p><u>Aims</u></p> <ol style="list-style-type: none"> <li>1. <b>Find out what is the atmosphere and its composition;</b></li> <li>2. explore the properties of the different states of matter:             <ol style="list-style-type: none"> <li>a. explore gas properties in terms of the particle model;</li> <li>b. find out that a sound needs a medium to travel (hints);</li> </ol> </li> <li>3. explore some uses of gases for human needs (hints);</li> <li>4. identify the effects of air resistance and friction, that act between moving surfaces;</li> <li>5. explore the fluid pressure:             <ol style="list-style-type: none"> <li>a. find out that it increases with increase of height as weight of air/water above;</li> <li>b. explore that pressure is a ratio of force over an area, acting normal to any surface;</li> <li>c. explore some effects;</li> </ol> </li> <li>6. <b>explore the production of carbon dioxide by human activity and the impact on climate;</b></li> <li>7. explore some uses of the wind for human needs (hints about wind turbines);</li> <li>8. explore human breathing:             <ol style="list-style-type: none"> <li>a. find out about and describe the basic need of air for animals, including humans, to survive;</li> <li>b. explore the mechanism of breathing to move air in and out of the lungs, using a pressure model;</li> </ol> </li> <li>9. explore the air requirement of plants for life and growth (breathing, food production, seed dispersal and reproduction);</li> <li>10. find out the animals that can fly (not only birds fly, real and false flying animals);</li> <li>11. explore the dynamics of bodies moving relative to gases, especially the interaction of moving objects with the atmosphere (hints).</li> </ol>	<p><b>Communication</b></p> <ul style="list-style-type: none"> <li>- <b>Mostly the social language (BICS) and only some words (keywords) of disciplinary language (CALP).</b></li> <li>- <b>Introduce the specific language using a video ore a song (activities on keywords).</b></li> <li>- <b>Some grammar structures are required (i.e. Saxon genitive, comparatives, superlatives, adjectives &amp; nouns, simple tense of some verbs).</b></li> <li>- <b>Communication activities are based mainly on group work (think/pair/square, placemat, quiz questions).</b></li> </ul> <p><b>Cognition</b></p> <ul style="list-style-type: none"> <li>- <b>memorizing the keywords (LOTS)</b></li> <li>- <b>identifying important information (LOTS)</b></li> <li>- <b>sharing information found (LOTS)</b></li> <li>- recognizing the air properties in experiments (HOTS)</li> <li>- <b>being able to read/make a diagram/graph (LOTS&amp;HOTS)</b></li> <li>- <b>understanding the nature of some physical/chemical/biological processes (LOTS&amp;HOTS)</b></li> <li>- <b>being able to read/create a classification (LOTS&amp;HOTS)</b></li> <li>- <b>being able to illustrate the main concepts with drawings and/or completing a mind maps prepared by the teacher (LOTS &amp; HOTS)</b></li> <li>- <b>being able to make comparisons (HOTS)</b></li> <li>- <b>analysing the relation between human life products and natural resources (HOTS)</b></li> <li>- <b>evaluating causes and effects of human activities on climate (HOTS)</b></li> </ul> <p><b>Culture</b></p> <ol style="list-style-type: none"> <li>1. <b>Aurora Borealis and Australis.</b></li> <li>6. <b>Pollution all over the World.</b></li> <li>7. Wind turbines around the world.</li> <li>7. Weather around the world: Bora wind in Trieste, Tornado in America and Europe...</li> <li>10. Biodiversity in different countries (animals that can fly and different plant air roots).</li> </ol> <p><b>Introduction to cultural aspects with images and videos.</b></p>

Learning outcomes:

- 1. Create a glossary poster about the Earth's atmosphere.  
Role playing with the song words for the music show of our school.**
- 6. Create posters and mind maps about pollution, greenhouse effect and global warming.**

### Sample CLIL planning template for a lesson using the 3As

<b>Analyse content</b> for the language of learning	<b>Add to content</b> language for learning	<b>Apply to content</b> language through learning
<p>1.</p> <ul style="list-style-type: none"> <li>✓ KWL air/atmosphere/flight</li> <li>✓ Song: the Layers of the atmosphere (two games: write all the words you recognize (TPS and PLACEMAT), find out all the words you hear among those on the cards)<sup>1</sup></li> <li>✓ Check the words on the song text</li> <li>✓ Sing and learn the song</li> <li>✓ Drawings on the exercise book both to understand and learn the vocabulary</li> </ul> <p>6.</p> <ul style="list-style-type: none"> <li>✓ Videos: “Air pollution”, “The greenhouse effect”, “Global warming”</li> <li>✓ Read and match (Read and match each note, they have taken from the video, to a picture) with the think/pair/square method (game)</li> </ul>	<p>1.</p> <ul style="list-style-type: none"> <li>✓ Game: matching exercise to create sentences with the keywords and the grammatical structures they already know (competition in small groups)</li> <li>✓ Drawing exercise to learn the new grammatical structures (superlative and Genitive Saxon)</li> </ul> <p>6.</p> <ul style="list-style-type: none"> <li>✓ Drawing exercise to learn the new grammatical structures (comparatives)</li> <li>✓ Game: matching game picture and sentence from the video (in small groups using flashcards from the video and sentences written on a poster)</li> </ul>	<p>1.</p> <ul style="list-style-type: none"> <li>✓ Create a glossary poster in small groups and share the final product with all the classmates</li> <li>✓ Role playing with the song words for the music show of our school</li> </ul> <p>6.</p> <ul style="list-style-type: none"> <li>✓ Classification of the pictures in: causes, effects and preventive measures</li> <li>✓ Create some posters in small groups and share the final product with all the classmates</li> <li>✓ Create mind maps with the keywords</li> </ul>

<sup>1</sup> Rules: A. Give them some words from the song. Few minutes to lay out the cards and decide what they think the song is about; B. Tell them that only some of these words are in the song and that they’ll listen to the song to find out which; C. It’s not a team work but a competition; D. At the end Check their cards: 1 point for each correct word, -1 for each wrong one; E. Play the song once; F. Hand out the lyrics and ask students to find their words; G. Each group announces the student with the highest number of points for the class to clap; the text will be used for other activities; H. Each group adds the points of the first game with the points gained with the placemat game. The winner is the group with the highest number of points.