

# **ACTION PLANNING**

## **CLIL MODULE**

**Subjects**

**Class/group of students**

**Topic Area**

**Topic portions**

**When**

**How**

**Materials**

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# LESSON PLAN

## PROGRAMMAZIONE DIDATTICA DELLE ATTIVITÀ

1

Teacher: .....	Class: .....	Starting date: .....	Ending date: .....
Subject Area: .....		Cross-curricular subject: .....	
Unit Topic: .....			
N° of Lessons: .....			
Timing: .....			

2

<p><b>WALT (We Are Learning To)</b></p> <p>Through this Unit children will learn to:</p> <ul style="list-style-type: none"> <li>.....</li> </ul>
--



# LESSON 1

(titolo)

3

4

5

6

7

8

Learning objectives	Timing	Teaching procedure/ Activities	Interaction	Language identification (Lexis and structures)	Teaching aids and learning materials used
Behavioural objectives	..... min	<b>Starter</b>			
• .....		<b>Main activities:</b>			
• .....	..... min	▶ step 1			
Language objectives	..... min	▶ step 2			
• .....					
• .....	..... min	▶ step 3			
Content objectives	..... min	<b>Conclusion</b>			
• .....					
• .....					

9

## Assessment

Formative assessment: .....

Summative assessment: .....

- Egypt geography
- The birth of Ancient Egypt
- Ancient Egyptians' activities



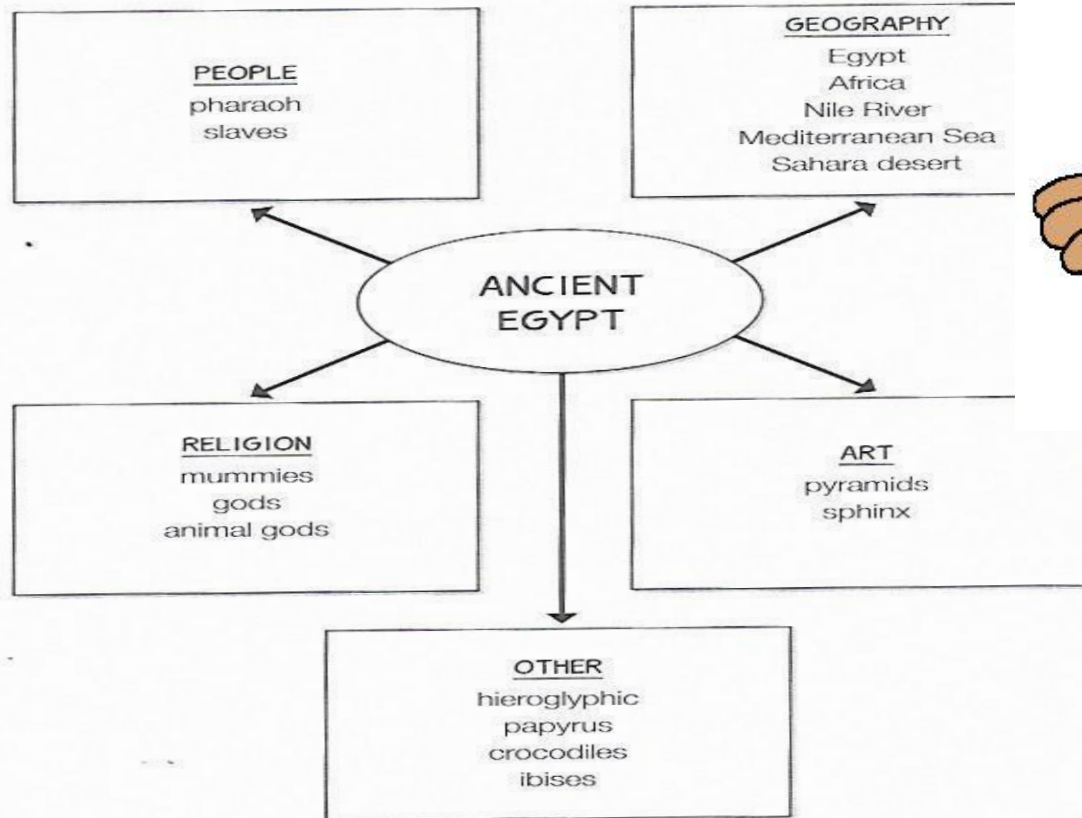
Ancient Egypt...

# The Nile's gift

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## Ancient Egypt brainstorming

1 Copy the answers of your class from the board.



Name .....

Date .....



# Ancient Egypt



amulet

papyrus



clay



irrigation



mummy



embalm

pottery



river



Nile

Pyramids



Sphinx

farming



sarcophagus



cartouche



Pharaoh



Tutankhamun



jar



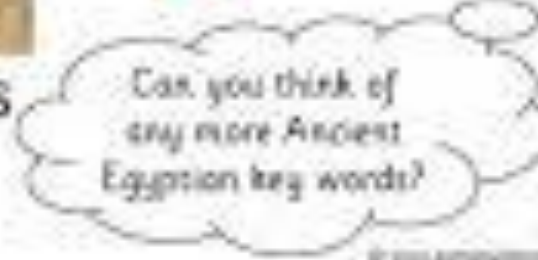
canopic



hieroglyphics



scarab



# Ancient Egypt Word Search



mummy

hieroglyphics

sarcophagus

papyrus

isis

pyramid

sphinx

temple

cleopatra

ramases

tutankhamun

giza

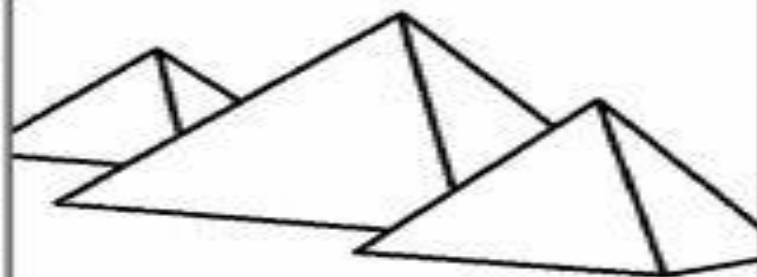
nile

pharaoh

tomb

egypt

# ALL ABOUT ANCIENT EGYPT



Ancient Egyptians settled on  
the banks of the \_\_\_\_\_

NIERL REIL

Canopic Jars  
Mummies  
Hieroglyphics  
Papyrus

Pharaoh  
The Sphinx  
Pyramids  
Irrigation

Ancient Egyptians placed their  
dead in decorated coffins called:

- |                  |               |
|------------------|---------------|
| A. Mummies       | C. Sarcophagi |
| B. Hieroglyphics | D. Cartouches |

© Learning

Color in the Egyptian Pharaoh God.

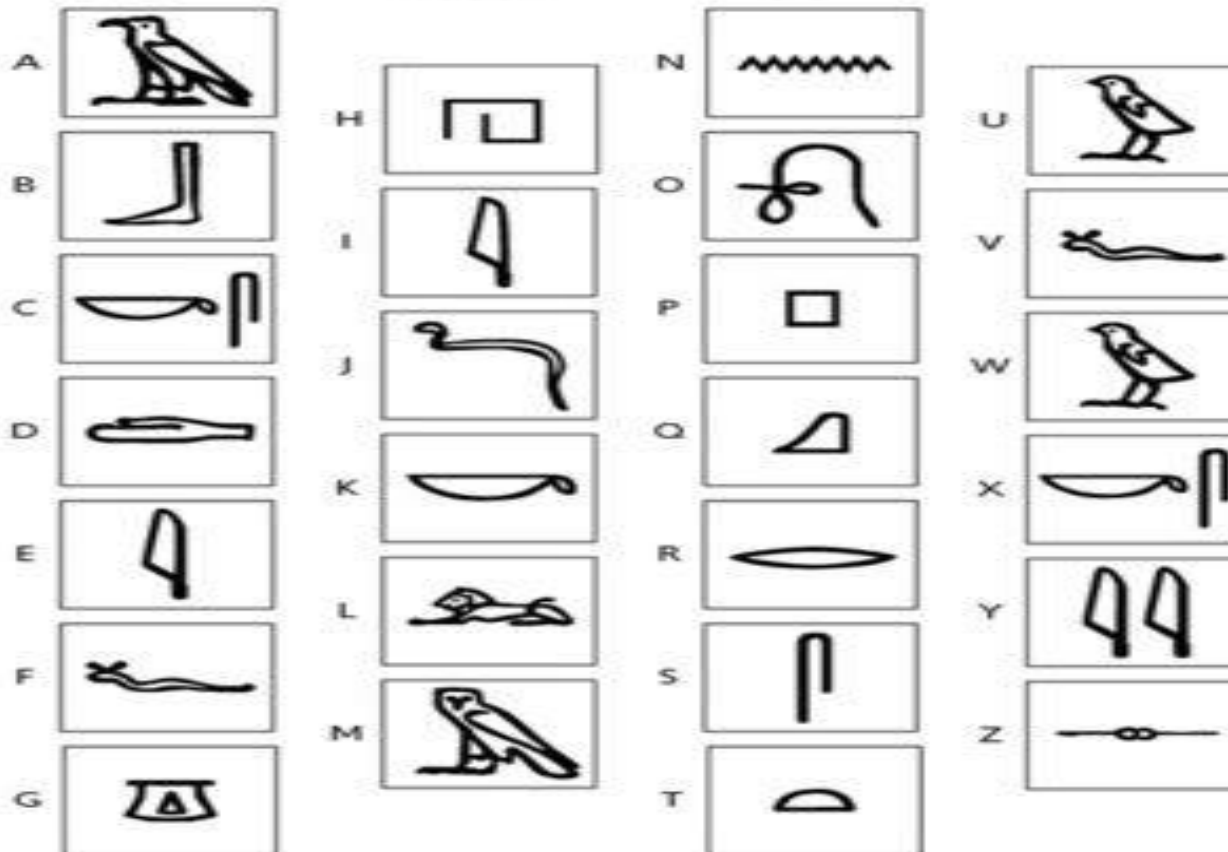




Name \_\_\_\_\_

 SCHOLASTIC

## Hieroglyphic alphabet





1 7 • 45 Ascolta e segui la storia.



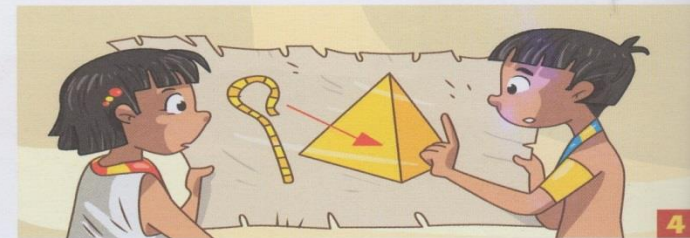
**Ramose:** Look, Nebet! What is it?  
**Nebet:** It's a **papyrus** with a message.  
**Ramose:** Maybe it's a secret message.  
**Nebet:** Let's ask your father! He's a scribe! He can read **hieroglyphics**!  
**Ramose:** But I can read hieroglyphics, too!



**Ramose:** Shh! Listen!  
**Pharaoh:** Where's my gold sceptre?  
I can't find it.  
**Priest:** I don't know, my great Pharaoh.  
**Pharaoh:** Call the soldiers! Go and find my sceptre! Find it now!



**Nebet:** Look there's your father!  
**Ramose:** Good morning, father. Can you read this, please?  
**Scribe:** Yes, of course! It says "I've got your gold sceptre. It's in a secret place."  
**Nebet:** The **Pharaoh's** sceptre?  
**Scribe:** That's impossible! Ha, ha, ha!



**Nebet:** Look another papyrus with a message!  
**Ramose:** I know what that is! It's the Great **Pyramid**.  
**Nebet:** That's the secret place!  
**Ramose:** Let's go! We can find the sceptre for the Pharaoh.

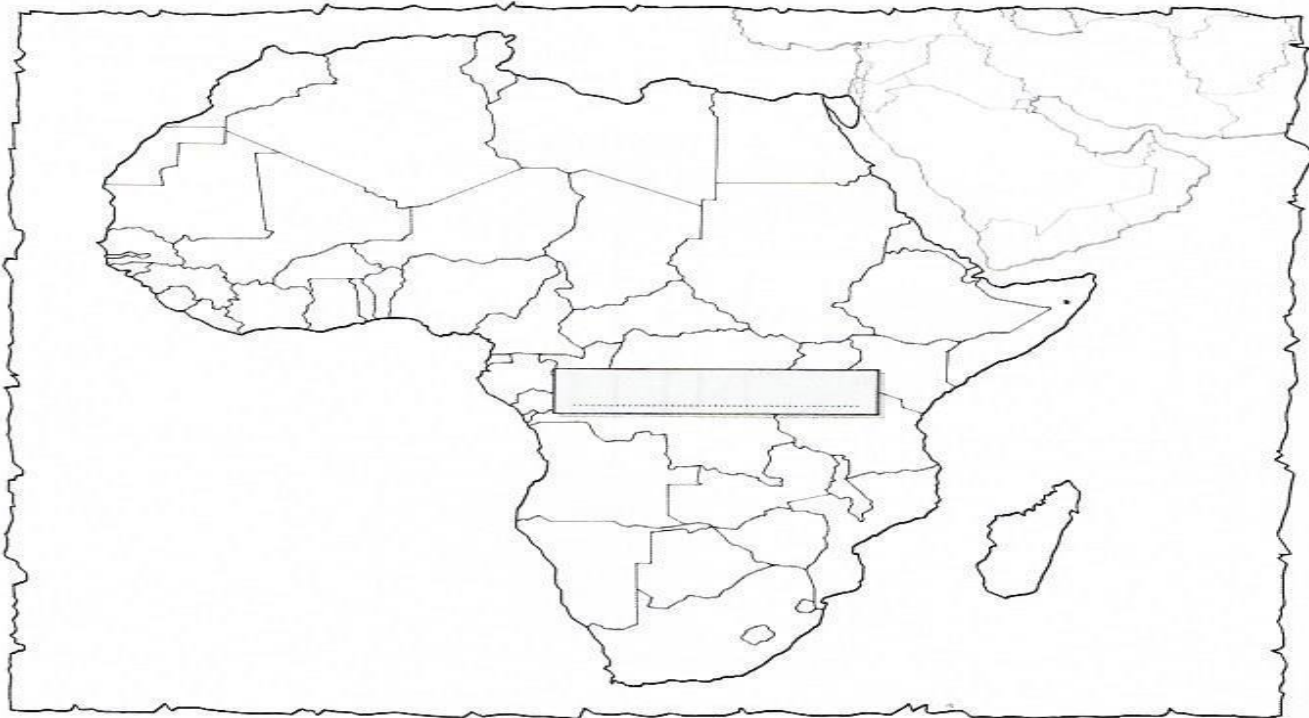


## Where is Egypt?

- 1** • Look at the map and answer.

Which continent is it? .....

- Label the continent on the map.
- Locate Egypt and colour it green.
- Now, write the names of the bordering countries.
- Check your map with a map of Africa on an atlas or on a world map.



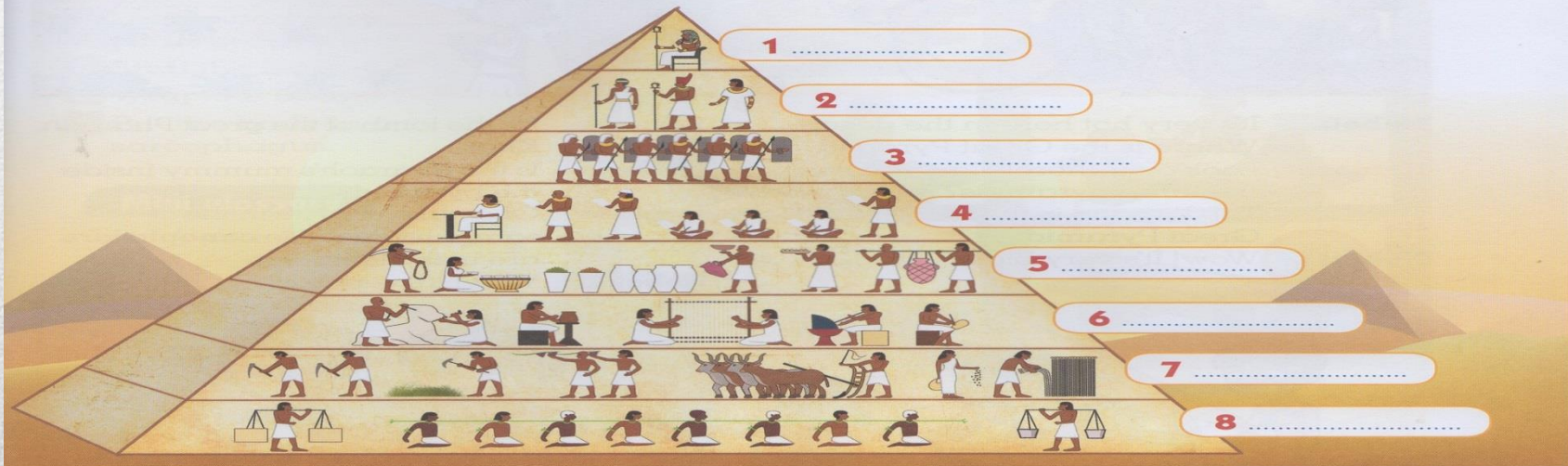
Name ..... Date .....



## The Social Classes

**3** **7** **46** Ascolta e ripeti i nomi delle classi sociali che formavano la società egizia. Collocali al loro posto.

- 1** Pharaoh   **2** nobles and priests   **3** soldiers   **4** scribes   **5** merchants  
**6** craftsmen   **7** farmers   **8** slaves and servants



**4** Leggi le frasi e prova a immaginare chi sta parlando. Completa.

- 1** I'm very poor. I've got nothing.  
**2** I cultivate the land.  
**3** I buy and sell things.  
**4** I read and write a lot.  
**5** I fight and I go to war.  
**6** I'm the most important.

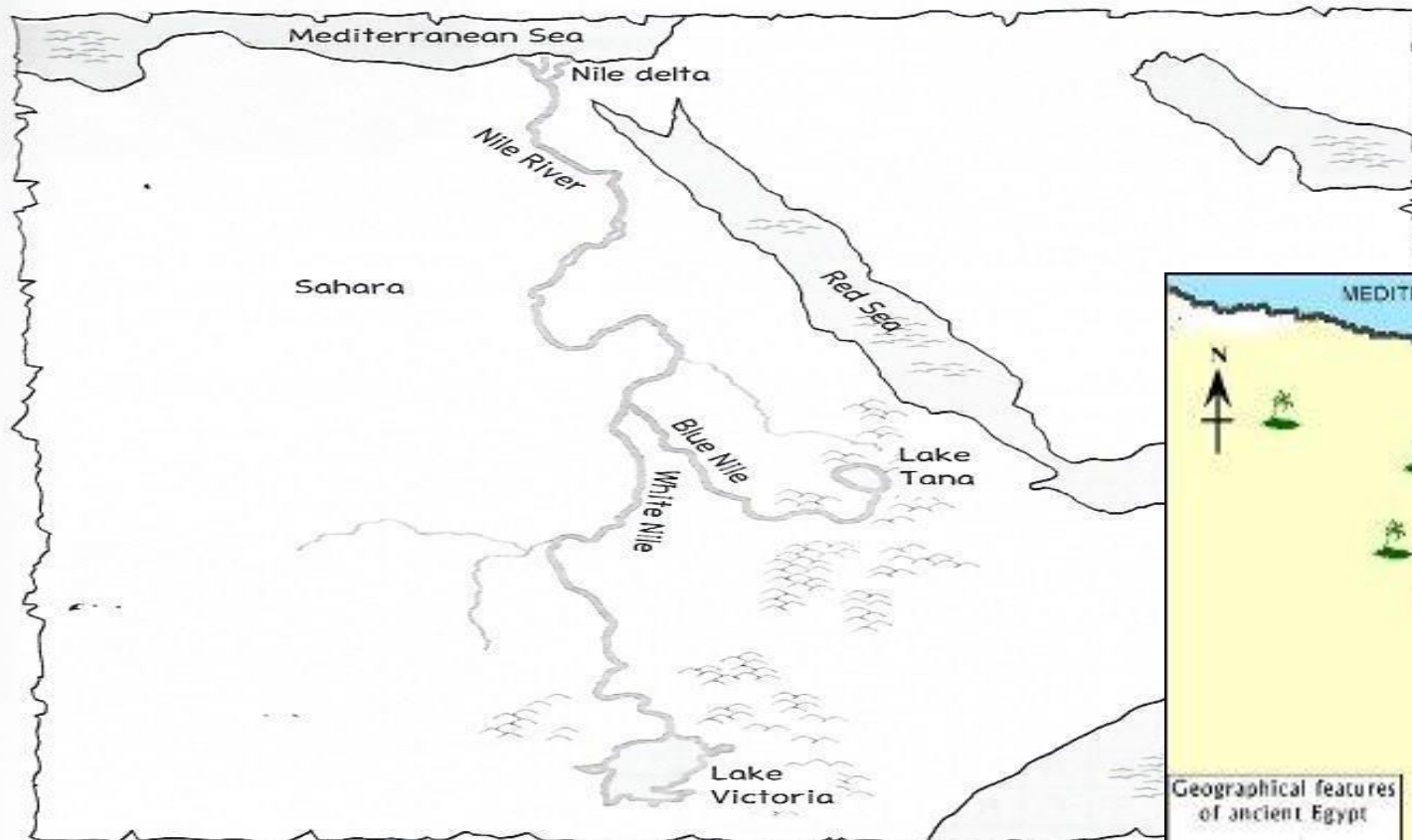
I'm a .....  
 I'm a .....  
 I'm a .....  
 I'm a .....  
 I'm a .....  
 I'm the .....



- Video watching THE GIFT OF THE NILE
  - [www.gaiaedizioni.it](http://www.gaiaedizioni.it)
-

## The course of the Nile River

- 1**
- Look at the outline map. Can you see a very long river? It is the Nile River. Colour it light blue: don't forget the Blue Nile, the White Nile and the two lakes!
  - Colour the Sahara desert orange.
  - Colour the Mediterranean Sea and the Red Sea blue.



Name .....

Date .....

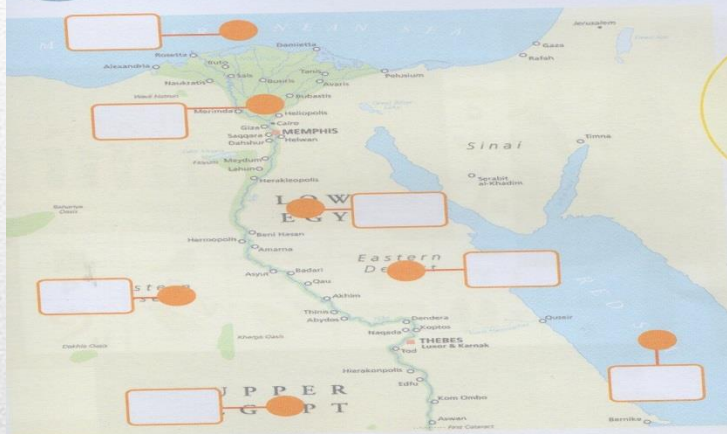




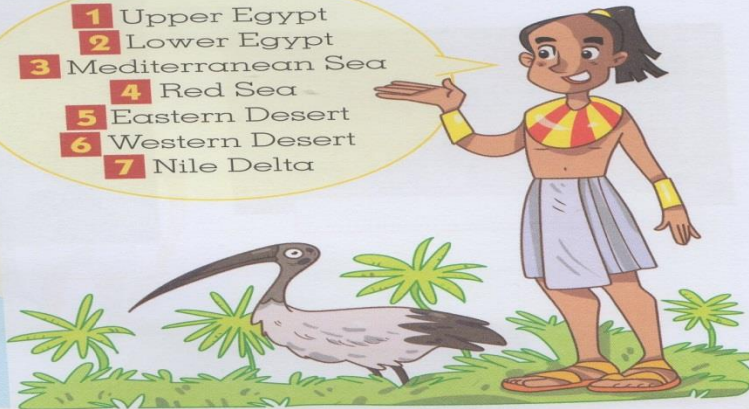


# The River Nile

7 • 52 Ascolta e ripeti. Colloca i numeri sulla cartina.



- 1 Upper Egypt
- 2 Lower Egypt
- 3 Mediterranean Sea
- 4 Red Sea
- 5 Eastern Desert
- 6 Western Desert
- 7 Nile Delta



4 Collega ai disegni le attività svolte dagli Egizi sul Nilo.



1

fishing

agriculture

navigation

irrigation



3



2

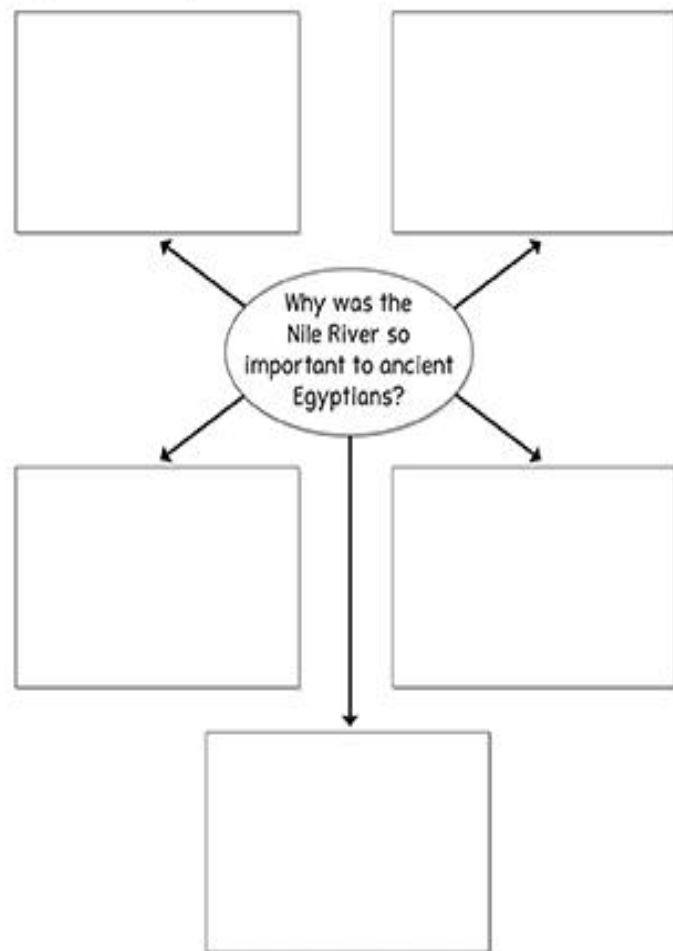


4

one hundred and fifteen

# The Nile River concept map

1 Copy the answers of your class from the board.



Name \_\_\_\_\_ Date \_\_\_\_\_

# The Nile's Gift module

## Self-Assessment

1 Answer the question putting an X in the boxes.

• What did we do in Lesson 3?

- ☐ We sang "Just Like an Egyptian".
- ☐ We looked at and described ancient pictures.
- ☐ We read the text "People of ancient Egypt".
- ☐ We played "The Nile stepping stones game".
- ☐ We completed a crossword.
- ☐ We illustrated the poem "Oh mighty River Nile".

2 Answer the following questions about the entire History module "The Nile's Gift".

- What did I like the most? \_\_\_\_\_
- What did I like the least? \_\_\_\_\_
- Did I like working in group? Why? \_\_\_\_\_

3 Now give your opinion about the module. Colour the appropriate face.



I liked the module very much.



I found the module difficult.



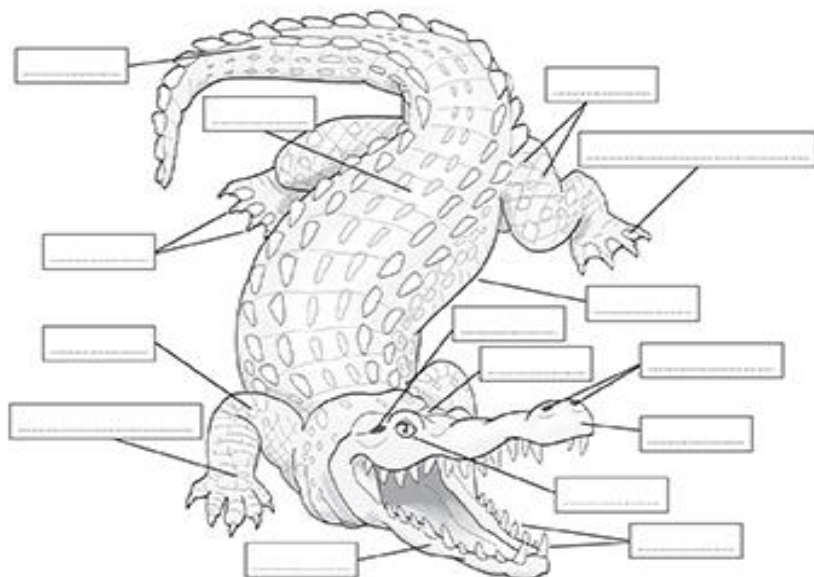
I didn't like the module.

Name \_\_\_\_\_ Date \_\_\_\_\_



## The Nile crocodile body

1 Now... it's your turn! Label the Nile crocodile body parts.



2 Try to describe the labelled picture. You can use the following useful language chunks.

The Nile crocodile has got...

Its tail is...

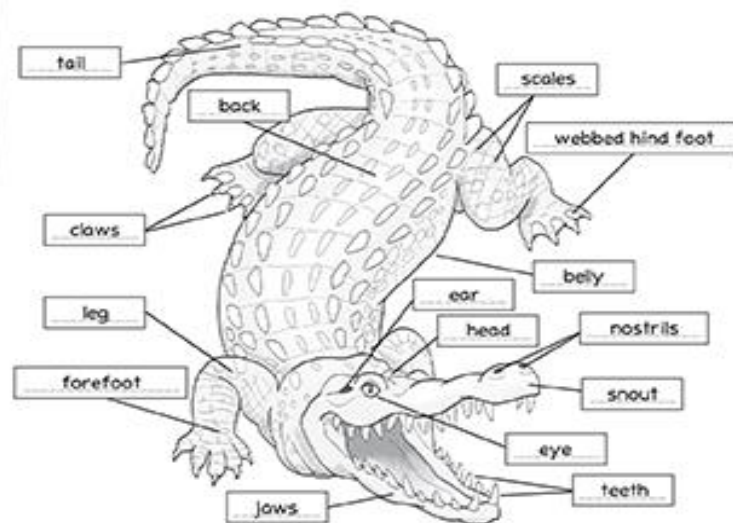
It is a quadruped with...

It has got...

Name \_\_\_\_\_ Date \_\_\_\_\_

## The Nile crocodile body

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The Nile crocodile has got...

Its tail is...

It is a quadruped with...

It has got...

Name \_\_\_\_\_ Date \_\_\_\_\_

## Egypt and the Nile

- 1 Read the information about the Geography of Egypt and the course of the Nile River.

Egypt is on the **African continent**.

Egypt is bordered by the **Mediterranean Sea** to the north, **Israel** to the north-east, the **Gulf of Aqaba** to the east, the **Red Sea** to the east and south, **Sudan** to the south and **Libya** to the west. Egypt is crossed by the **Nile**, the longest river in Africa. It's also the longest river in the world!

This is even because it is made up of two rivers: the **White Nile** and the **Blue Nile**.

The Nile flows south to north, beginning in the **mountains** in the south, through the **desert plain**, and ending 6671 kilometres later at the Mediterranean Sea, with a large, fan shaped, **marshy land delta**.

This very large delta is around 160 kilometres in length and spreads out over 240 kilometres of coastline.



- 2 Let's have some fun! Find and circle all of the words as shown in the example. Words may be horizontally, vertically or diagonally placed.

N	I	L	E	R	I	V	E	R	V
A	R	Q	M	G	O	K	P	V	P
I	O	V	U	N	Y	Z	X	R	H
C	Q	L	M	G	O	P	Z	E	A
E	Y	D	M	V	M	H	T	D	R
A	F	R	I	C	A	H	D	S	A
G	H	H	E	Q	E	R	U	E	O
O	H	O	S	A	H	T	W	A	H
D	P	Y	R	A	M	I	D	S	S
S	D	E	S	E	R	T	L	Y	Q

~~AFRICA~~  
DESERT  
EGYPT  
GODS  
MUMMIES  
NILE RIVER  
PHARAOHS  
PYRAMIDS  
RED SEA



Name ..... Date .....



- [www.activityvillage.co.uk](http://www.activityvillage.co.uk)
- Pinterest
- [www.enchantedlearning.com](http://www.enchantedlearning.com)
- [www.onestopenglish.com](http://www.onestopenglish.com)
- [www.sparklebox.co.uk](http://www.sparklebox.co.uk)



- Authentic books:
- The Ancient Egyptians- activity book



- The importance of water
- The river landscape
- Features of a River
- Flora and fauna

# The river

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# What do all these things have in common?





# World Water Day

## 22nd March



# World Water Day

## Background

New global observance

Proposed in 1992 by the UN and became a holiday in 1993

People should turn off taps and not use them for one entire day to conserve water and appreciate this valuable resource





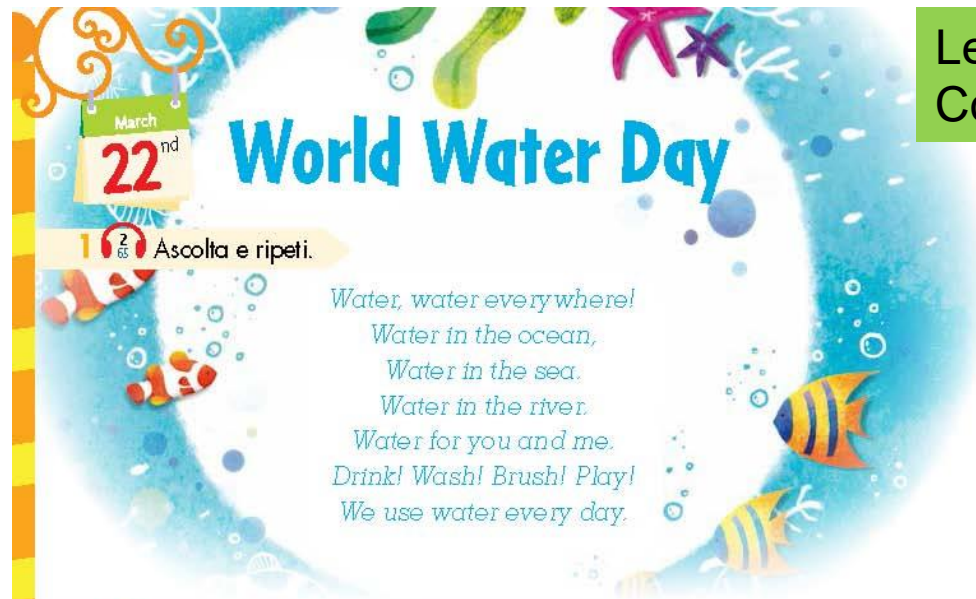
# World Water Day

## Background

It's important that children understand and appreciate the importance of water

We can help them learn to conserve water and how to help other countries provide clean safe water for their citizens





1 Ascolta e ripeti.

*Water, water everywhere!  
Water in the ocean,  
Water in the sea.  
Water in the river.  
Water for you and me.  
Drink! Wash! Brush! Play!  
We use water every day.*

2 Ascolta quello che dicono questi bambini.  
Indica con un tick (✓) le cose che fai tu con l'acqua.



I cook.



I have a bath.



I do the  
washing.



I water the  
flowers.



I wash the car.



I put out fires.



I brush my teeth.



I go swimming.

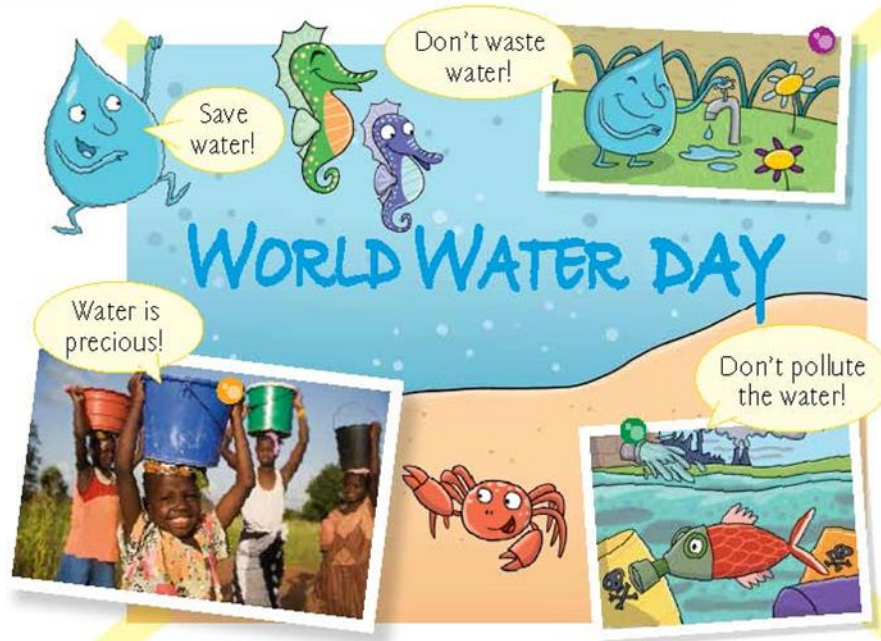


- 3 Quali persone hanno comportamenti corretti?  
Indicale con un tick (✓) e commenta.

### DON'T WASTE WATER!

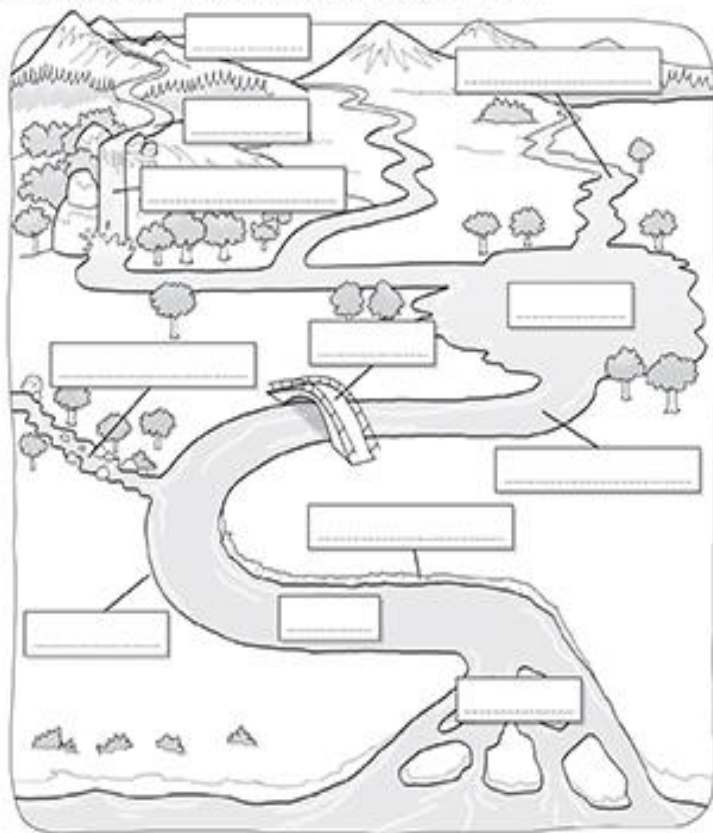


- 4  Ascolta e ripeti. Crea un poster per il World Water Day da esporre nella tua scuola. Commentalo.



## The parts of a river - the picture

1 Label the picture using the words from the Word Bank below.



### Word Bank

source waterfall delta riverbank stream lake  
emissary tributary affluent bridge meander bed

Name \_\_\_\_\_ Date \_\_\_\_\_

## The river key words

1 Read the following definitions of vocabulary related to the river.

### What is a river?

A river is a landform.  
It is a large, natural flow of fresh water travelling in a channel to the sea,  
a lake or another river.

### Glossary

- **bed:** the bottom of a channel.
- **riverbank:** the side of a channel.
- **source:** the place where a river begins.
- **stream:** a small, narrow river.
- **waterfall/rapids:** fast-flowing water falling from a height.
- **tributary:** a stream or a river flowing into a main river.
- **affluent:** a stream or a river flowing into a lake.
- **emissary:** a stream or a river flowing out of a lake.
- **meander:** a wide S-shaped path eroded by a river.
- **estuary:** the river mouth.
- **delta:** a fan-shaped channel at a river mouth.



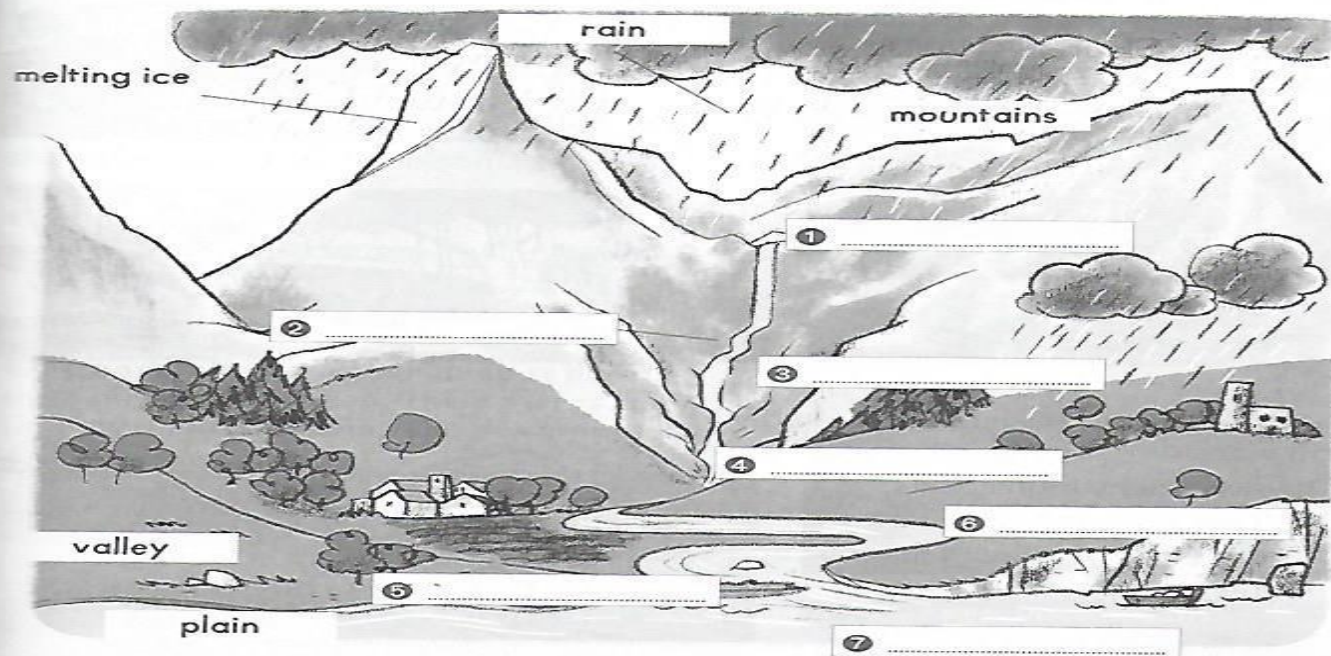
Name \_\_\_\_\_ Date \_\_\_\_\_



# THE COURSE OF A RIVER

1 Listen, read and copy the words on the map. 172

- The river starts from a **spring** (1) in the mountains. It is a little **stream** (2) but it becomes bigger with rain, melting ice and when it meets other streams.
- The river goes down to the valley and when there is a slope the water makes a "jump": a **waterfall** (3). The river current is very fast.
- The river erodes its **banks** (4) on the sides and its **bed** (5) in the middle.
- On the plains the river current is calm, the waters make big **meanders** (6).
- At the end, the river meets the sea. This is the river **mouth** (7).



## KEY VOCABULARY

banks *rive* • current *corrente* • mountains *montagne* • plain *pianura* • slope *pendenza* • to erode *erodere* • to meet *incontrare* • to melt *sciogliersi*

## River fauna graphic organizer

1 Write the name of each animal in the correct box.

**birds**

**fishes**

**insects**

**reptiles**

**amphibians**

**arachnids**

**mammals**

**RIVER FAUNA**

Name .....

Date .....



## River flora graphic organizer

**1** Write the name of each plant in the correct box.

plants growing along rivers

RIVER FLORA

plants emerging from water

plants floating on the water surface

Name .....

Date .....

## In and out, along the River

1 Read the lyrics of the song.

- ⑥ In and out, along the river (3 times)  
What do you see?

I see a long crocodile (3 times)  
In the deep blue river.

- ⑥ In and out, along the river (3 times)  
What do you see?



I see a noisy mallard (3 times)  
Out of the river.

- ⑥ In and out, along the river (3 times)  
What do you see?

I see a nice kingfisher (3 times)  
Flying along the river.

testo di Silvana Daniele

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testo di Silvana Daniele



Lesson 1 The River Landscape  
Self-Assessment 1

## Draw a conclusion!

### Self-Assessment

- 1 Did you like the activities? Read the sentences and draw the appropriate smiley in the grid.

	I liked... 😊	I found difficult... ☹️
to sing and mime the song <i>Row, Row, Row Your Boat</i> .		
to describe the river pictures.		
to draw my river landscape.		
to prepare a wall poster with all our drawings.		
the sticky notes activity.		
to search for words related to river.		
the brainstorming activity.		
to describe the river pictures in English.		
to tell the words in English.		

- 2 Read the following useful phrases and use them to discuss about Lesson 1.

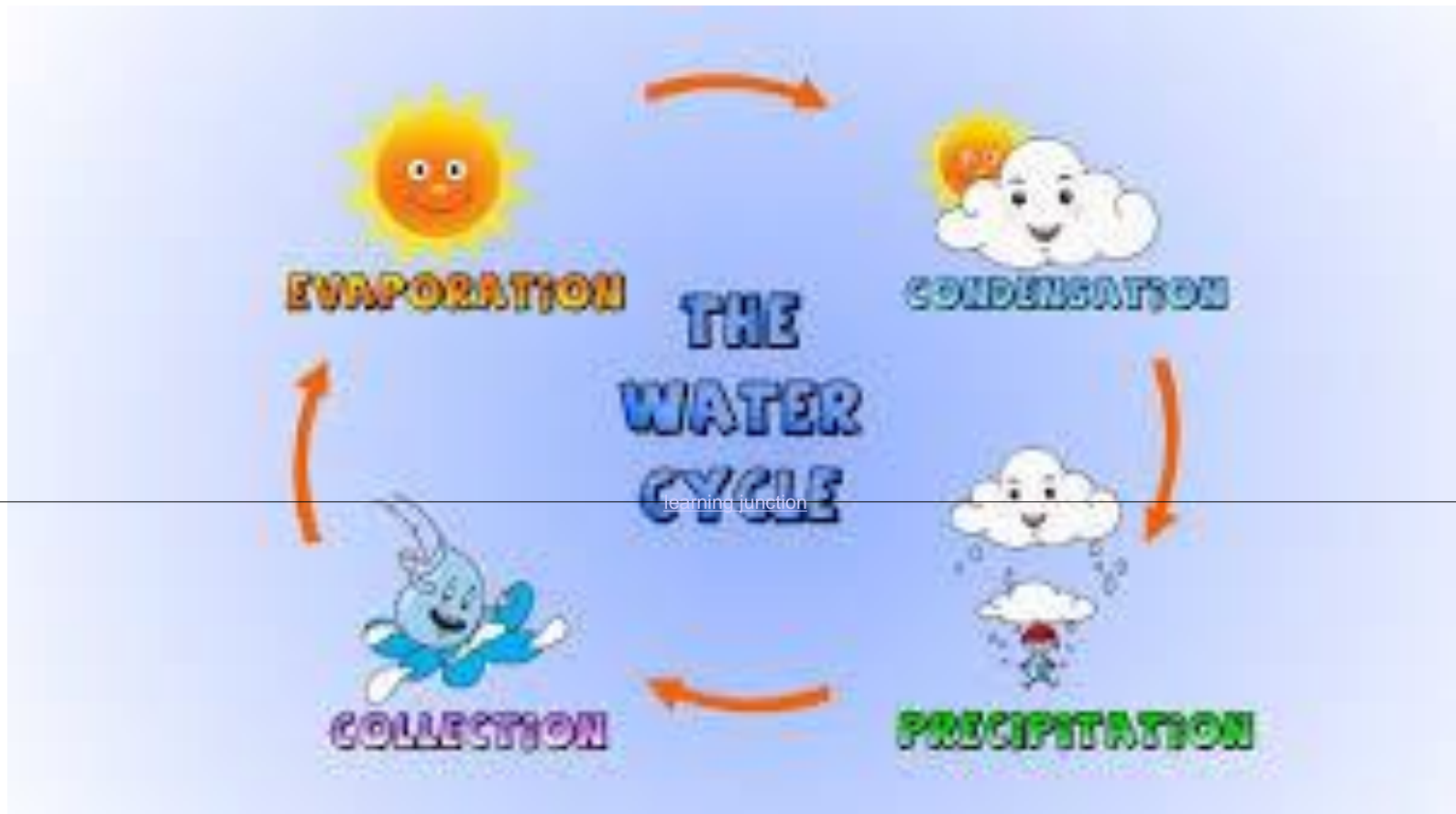
- **I liked...** to sing and mime the song *Row, Row, Row Your Boat*. / to describe the river pictures.  
**because...** I had fun. / I like cooperative work. / It's nice to share ideas and opinions.
- **I found difficult...** to describe the river pictures in English.  
**because...** I didn't know the English words.

Name \_\_\_\_\_ Date \_\_\_\_\_

Cil science  
Cil science  
Cil science  
**Cil science**

---





The Water Cycle - How rain is formed - Lessons for kids- You Tube



NOME .....

CLASSE .....

# THE WATER CYCLE

1 Listen, look and match. (169)

- ① It rains.
- ② The wind pushes clouds over the land.
- ③ Water evaporates.
- ④ Rivers carry the rainwater to the sea.

E

⑤ Vapour forms clouds.

D

⑥ The sun is hot.

B

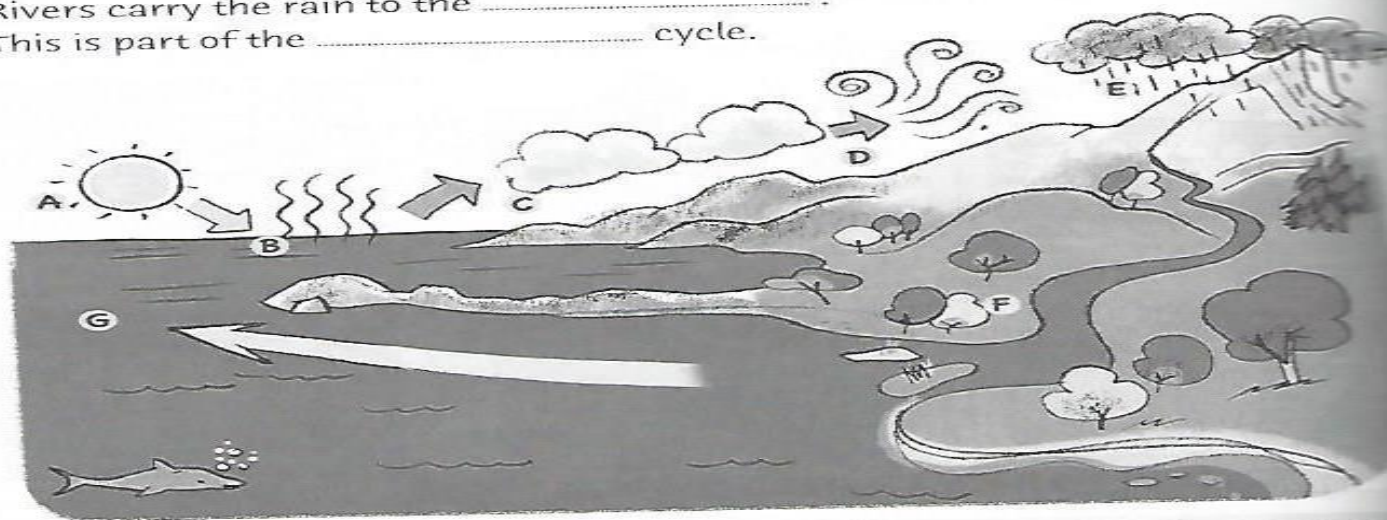
⑦ The water cycle starts again.

F

2 Listen and complete. (170)

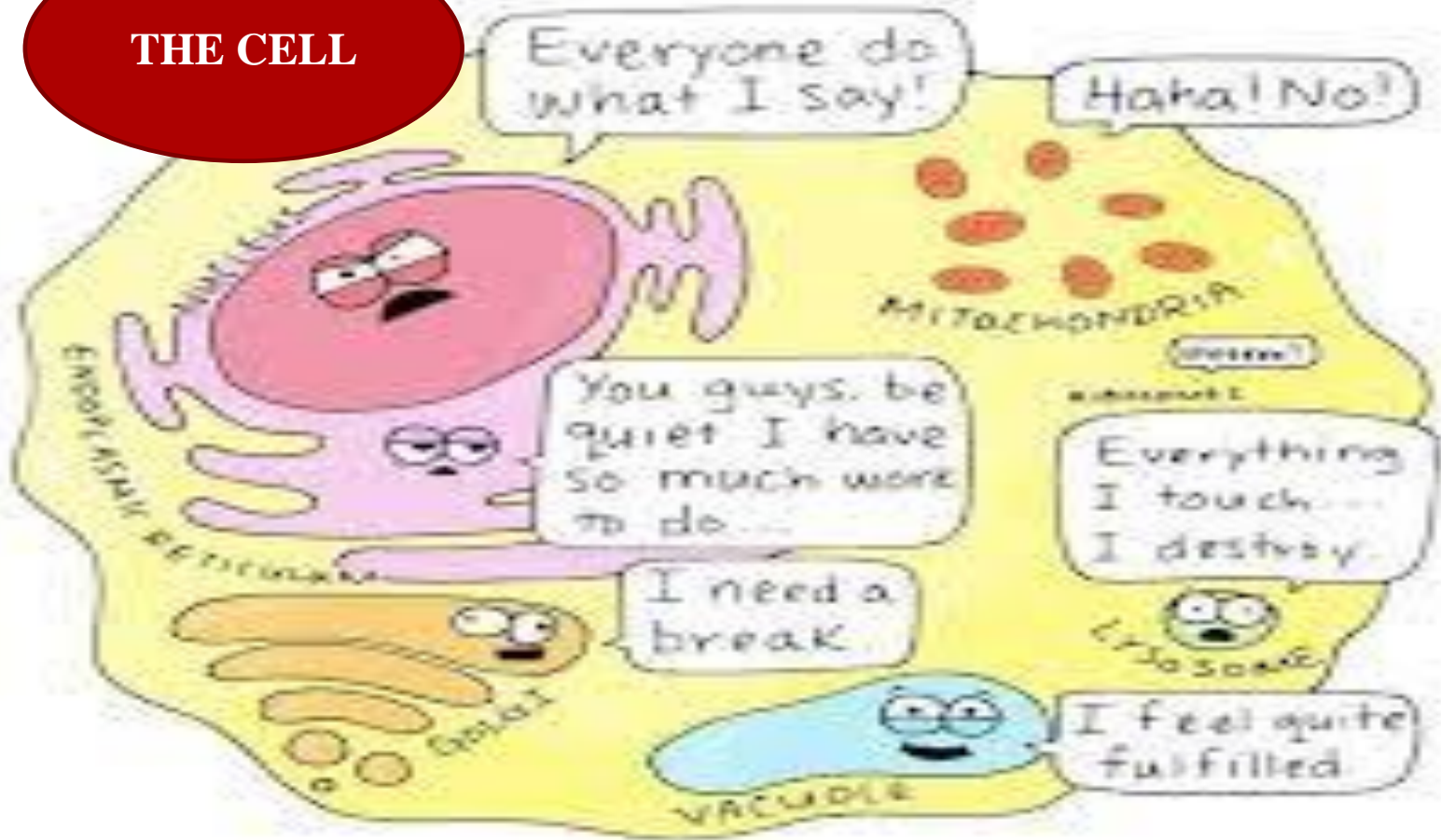
sea • water • sun • rain

- The ..... warms up sea water and the water evaporates.
- When it cools, it forms ..... clouds.
- Rivers carry the rain to the .....
- This is part of the ..... cycle.





## THE CELL



If organelles could talk

Beatrice the Biologist

- [http://www.ducksters.com/games/crossword\\_puzzle/cell.php](http://www.ducksters.com/games/crossword_puzzle/cell.php)
- CELL CROSSWORD PUZZLE
- WORDSEARCH
- GAME

[www.scienceacross.org](http://www.scienceacross.org) –Etwinning project and facebook group

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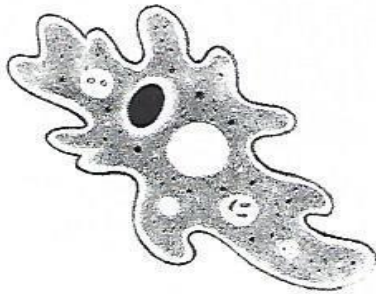
# THE CELL

## THE CELL

The cell is the BASIC UNIT of life.

The human body is made up of cells.

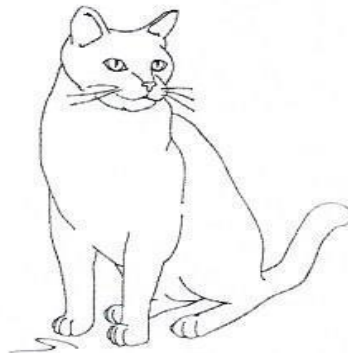
Organisms can be UNICELLULAR (made up of one cell, ex. Amoeba), or MULTICELLULAR, like plants, animals and man.



Amoeba



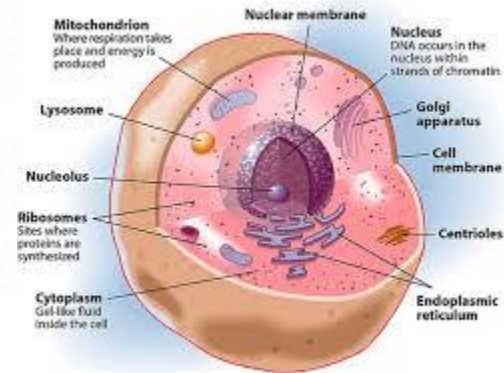
Plant



Animal

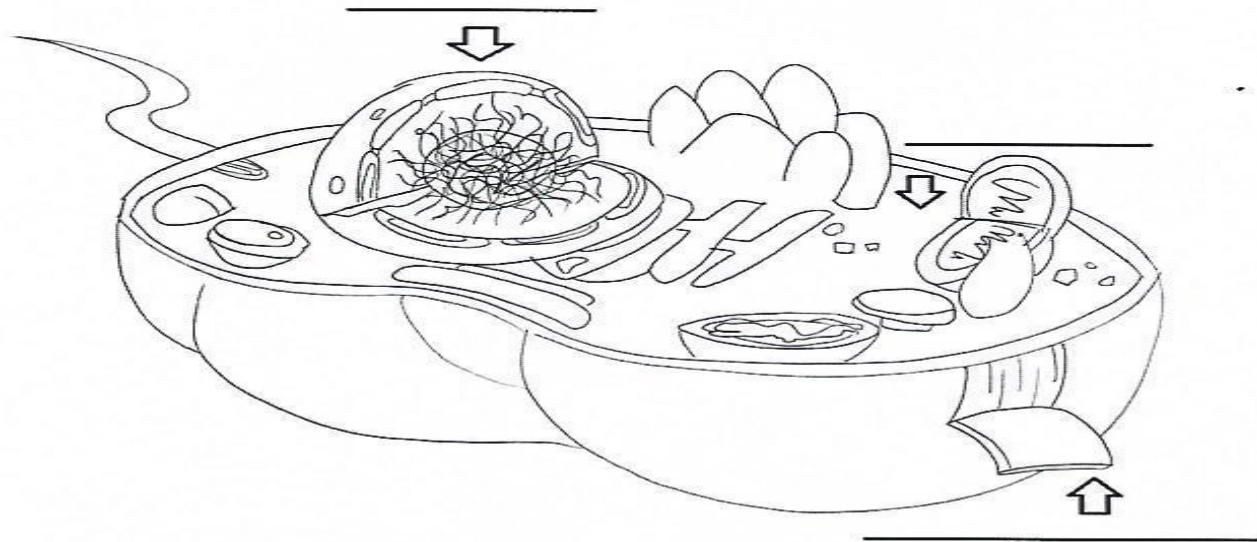


Man



The three main parts of a cell are:

- the **CELL MEMBRANE** - a very thin and elastic skin that surrounds the cell. It is made up of fats and proteins and controls the entry and the exit of substances.
- The **NUCLEUS** - It's the central part of the cell, it contains the D.N.A. and controls every activity in the cell.
- The **CYTOPLASM** - a jelly-like material around the cell nucleus in which there are the **ORGANELLES** (with different functions, ex. in the plants they produce chlorophyll)





# Everybody is made up of cells

**T43** 1. Listen and fill in the gaps with the words in the box, then label the pictures.

skin cell jelly-like dot organisms division

A ..... is the basic unit of structure of all living ..... the 'building block' of all animals and plants.

Cells are very small. They are made up of different parts. Animal cells and plant cells both have a **cell membrane**, **cytoplasm** and a **nucleus**.

The membrane is a thick ..... It controls the entry and the exit of substances.

The cytoplasm is a ..... mixture. It is in this that most cellular activities occur, such as metabolic pathways and cell .....

The nucleus is a dark ..... It controls every activity in the cell.

2. Match each part of the cell to its function.

- |                      |   |
|----------------------|---|
| 1. The cell membrane | a. protects the cells.                  |
| 2. In the cytoplasm  | b. controls the activities in the cell. |
| 3. The nucleus       | c. most activities of the cell occur.   |

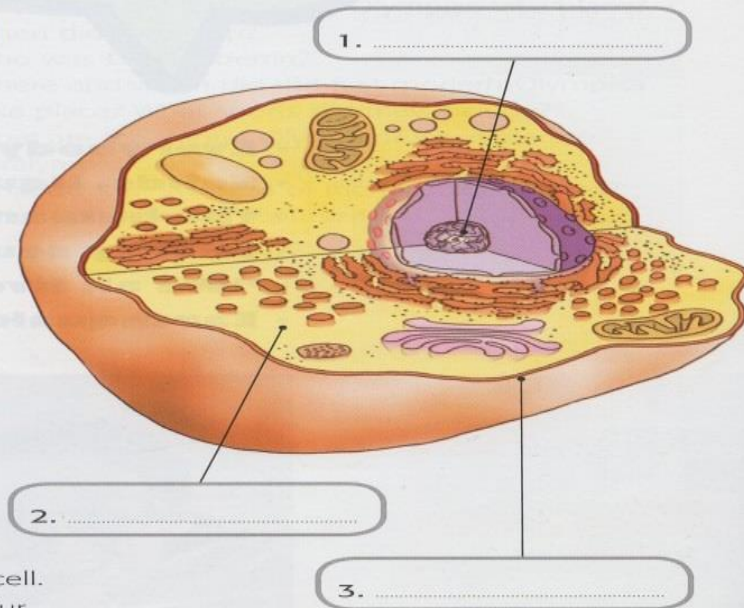
3. Do the experiment.

**You need:**

- |                    |              |
|--------------------|--------------|
| * microscope       | * cover slip |
| * spatula          | * dropper    |
| * microscope slide | * colouring  |

## WHAT CAN YOU SEE?

You can see oval-shaped transparent cells, each with a darker nucleus at its centre.



## OBSERVE ANIMAL CELLS

1. Use a spatula or a tablespoon and gently scrape some cheek cells from the inside of your cheek.
2. Lay the scrapings on the slide and add a drop of distilled water and one of colouring.
3. Place a cover slip on the scrapings.
4. Observe them under the microscope at low power, then examine them under high power.





Listen and fill in the gaps with the words in the box.

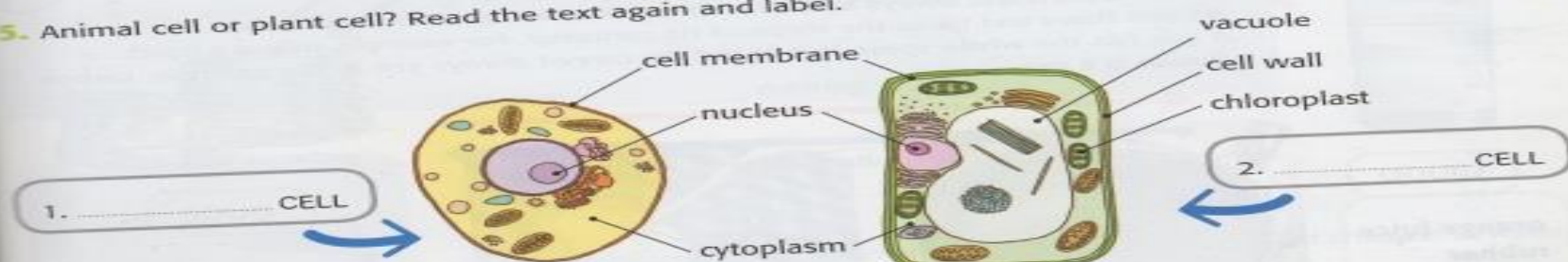
Plant cells are \_\_\_\_\_ to animal cells - they have a nucleus, a cell membrane and cytoplasm. In addition, plant cells have some \_\_\_\_\_ that animal cells do not have: a cell wall, a vacuole and chloroplasts. The cell \_\_\_\_\_ surrounds the cell membrane. The vacuole is a space inside the cell which contains a \_\_\_\_\_ called cell sap. Chloroplasts are \_\_\_\_\_ dots; they contain chlorophyll.

parts similar liquid green wall

1

SCIENCE

5. Animal cell or plant cell? Read the text again and label.



6. Do the experiment.

### COVER A LEAF AND OBSERVE

You need:

- ★ black paper
- ★ a plant with green leaves
- ★ scissors
- ★ paperclip
- ★ tape

1. Cut two pieces of black paper big enough to cover one leaf on the plant.
2. Put the leaf between the two pieces of paper.
3. Clip the paper at the top and bottom and tape the sides.
4. Wait for six days.
5. Uncover the leaf.

### WHAT CAN YOU SEE?

The leaf is very pale! Chlorophyll gives a leaf its green colour. Without sunlight, plants can't make chlorophyll and a leaf loses its green colour. After a week without the covering, the leaf is green again!

### Photosynthesis

Photosynthesis converts light energy into chemical energy:

1. The chlorophyll in the leaf absorbs sunlight.
2. The leaf absorbs carbon dioxide from the air.
3. The plant gets water from the roots.
4. Chemical processes create glucose.
5. The leaf releases glucose to the plant and oxygen to the atmosphere.





- **Evo-Devo (Despacito Biology Parody) |**

**A Capella Science**

- Watching youtube video

- **Entropic Time (Backwards Billy Joel Parody)**

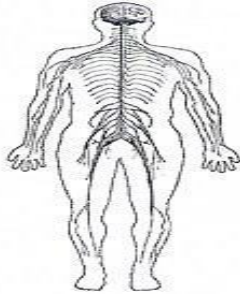
**| A Capella Science**

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# FROM THE CELL TO THE SYSTEMS

There are nine basic systems in the human body:

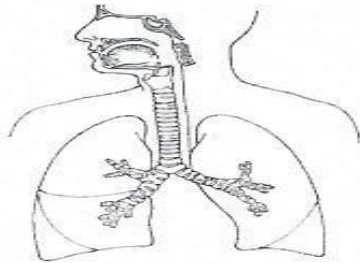
The nervous system



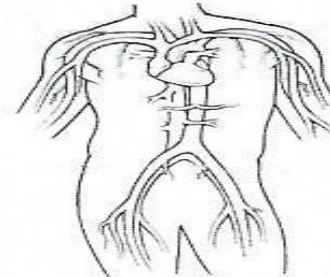
The skeletal system



The respiratory system

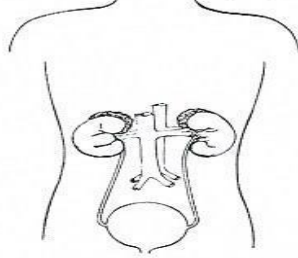


The circulatory system

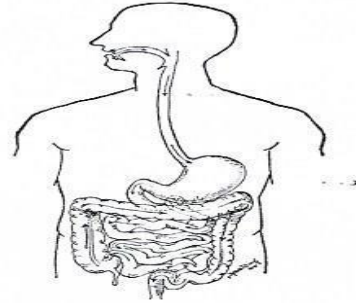




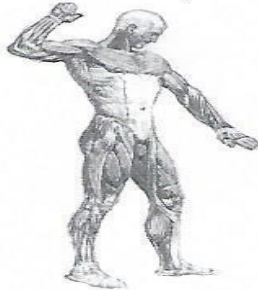
The excretory system



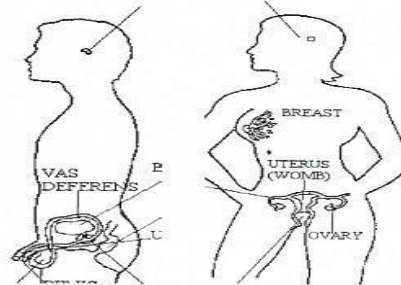
The digestive system



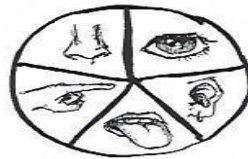
The muscular system



The reproductive system



The sensory system



# The human body

## 1. Read and label the paragraphs.

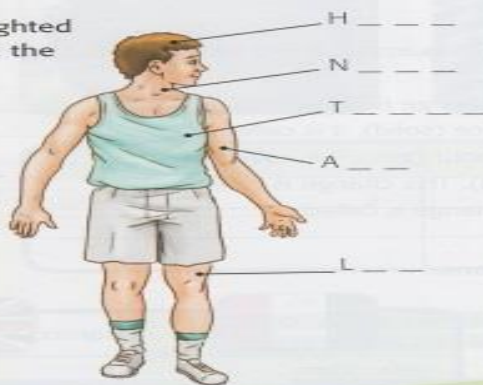
body organs  
parts of the body

joints and muscles  
skeleton

1.

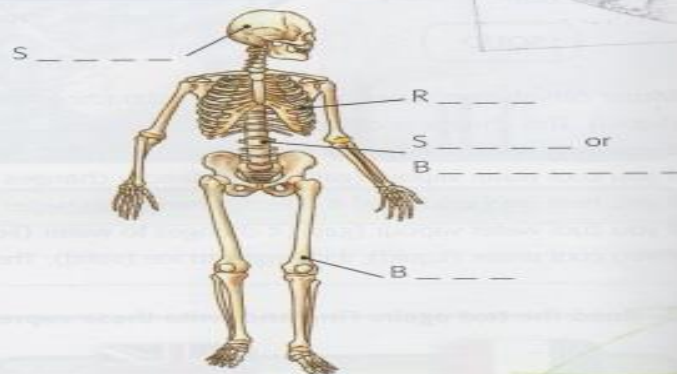
The human body is a marvellous machine. It is made up of many different parts, each with its own special function. It includes a **head**, a **neck**, a **torso** and four limbs - two **arms** and two **legs**.

## 2. Use the highlighted words to label the pictures.



2.

Inside it has a skeleton with over 200 **bones**, which vary in shape and size. The **skull**, the **ribs** and the **spine** or **backbone** are major bones in the human body. The skeleton has 3 functions: it supports your body, it protects internal organs and it helps you move.



## 3. Match the two parts of each sentence and copy in the correct space.

- |                    |   |
|--------------------|---|
| The brain          | holds food and starts to break it down. |
| The heart          | controls the whole body.                |
| The ribs           | protects the brain.                     |
| The skull          | pumps blood around the body.            |
| The stomach        | protect the heart and lungs.            |
| Muscles and joints | let you move.                           |



1. The ribs protect the heart and lungs.

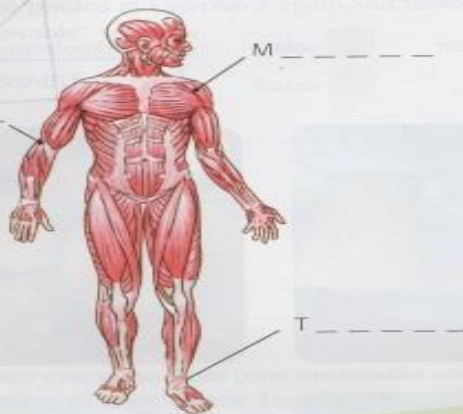
2.

3.



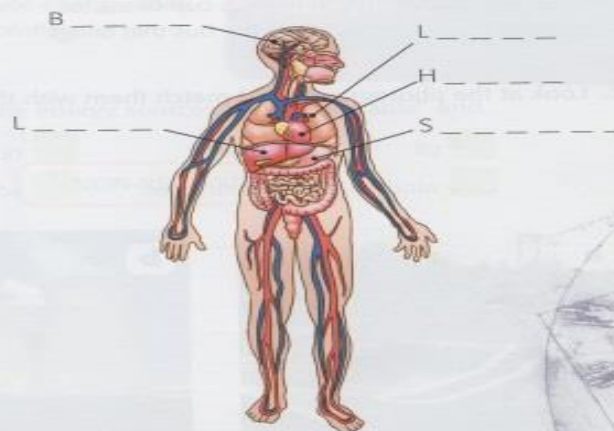
3.

When two or more bones meet, they make a **joint**, like the elbow joint. Joints and **muscles** help our body move. There are over 600 muscles in the human body and they are attached to the bones by **tendons**.



4.

The body organs are made up of tiny cells and each does a special job. The **heart, lungs, brain, stomach** and **liver** are major organs. Several body organs depend on each other and work together as a system, like the circulatory and the digestive systems.



### did you know?

- The strongest muscle in the human body is the tongue!
- Wisdom teeth are useless but they still insist on coming through!



4.



5.



6.

4. Pair work. Ask and answer the following questions.

1. Can you mention 5 major body organs?
2. What joins the muscles to the bones?
3. Which organ controls the whole body?
4. Can you mention 3 major bones in the human body?
5. Can you give 3 reasons why we have a skeleton?
6. Which organ pumps blood around the body?
7. What's the main function of the muscles and joints?
8. What do the ribs do?

# THE SYSTEMS

## The Skeletal System

BONES support your body and permit you to move. The skeleton protects important organs.

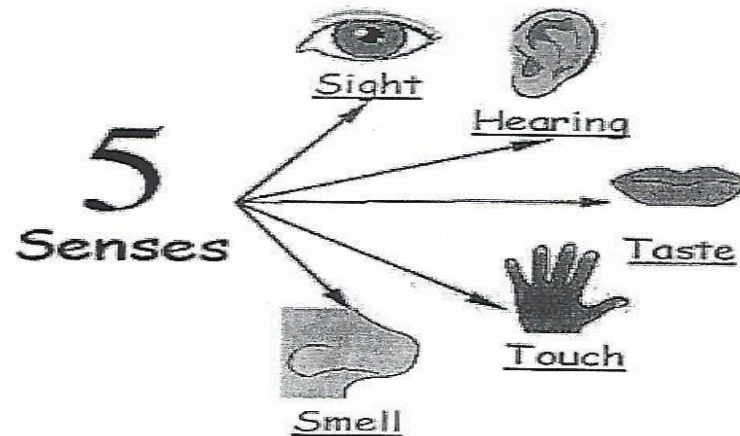
## The Muscular System

When I want to move my BRAIN sends a message to my muscles.

## The Sensory System

Thanks to the five senses the body receives signals from internal and external world.

The five senses are:





- Sight - eyes
- Smell - nose
- Hearing - ears
- Taste - tongue
- Touch - Skin

### **The Nervous System**

It coordinates all the other systems and the relations with the external world.

### **The Respiratory System**

The function of BREATHING is to deliver OXYGEN to the body and to take away the CARBON DIOXIDE.

### **The Circulatory System**

BLOOD moves oxygen and nutrients around the body and collects waste (carbon dioxide).

### **The Digestive System**

This system transforms food and liquids into energy and nutrients necessary for your living.

### **The Excretory System**

It eliminates WASTE from the blood, ~~the blood.~~

### **The Reproductive System**

It permits the reproduction of the human species.

### **The Skeletal System**

My skeleton has over 200 bones and permits you to move.

Bones contain calcium and important minerals.

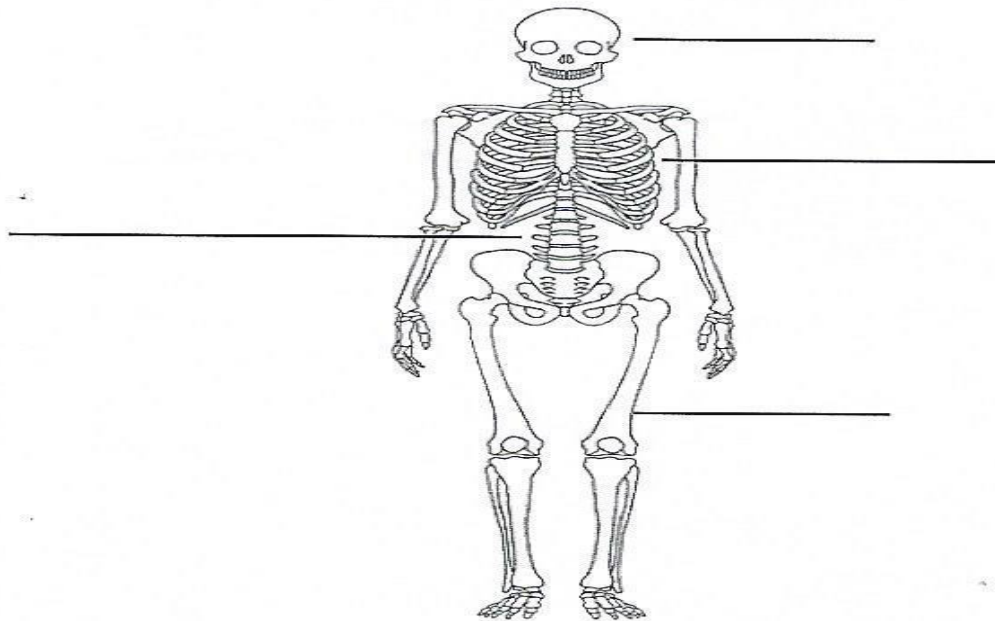
The longest bone in your body is the FEMUR, the smallest is the STIRRUP BONE.

The skeleton protect important organs.

The SKULL protects the brain.

The BACKBONE protects the spinal cord.

The RIBCAGE protects my heart and lungs.





- [www.britishcouncil.org/learnenglish](http://www.britishcouncil.org/learnenglish)

Clil compendium

- [www.clicompendium.com](http://www.clicompendium.com)

Euroclil

- [www.euroclic.net](http://www.euroclic.net)

- Factworld

[www.factworld.info](http://www.factworld.info)

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## Observation sheet

Class: primary school (5<sup>th</sup> year), pupils aged: 11

Subject: SCIENCE

Module title: *The human body*

Unit / Theme *Heart functions*

### Lesson planning (time allocated: 2h)

#### Content objectives

What are they?

Content objectives may be divided into two parts:

1. *the human body and its parts* (revision)
2. *heart as part of the human body*:
  - heart physiology and its functions
  - factors determining pulse rate
  - effects of exercise and rest on the pulse rate

#### Thinking skills




What are the cognitive operations?


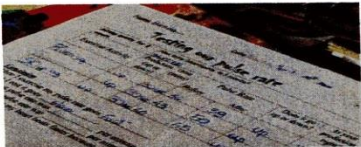

remembering  
applying  
information gathering  
predicting  
organizing  
evaluating



<b>Language Objectives</b> What are they?	<b>Structures:</b> <ul style="list-style-type: none"> <li>- Links to past learning:            "What is the function of... (heart/liver/kidneys...)"            "...pumps blood / clean blood....)"            See worksheet attached "Testing pulse rate" (conclusions):</li> <li>- New structures:            Before. After.... <b>use the correct verb</b>            The slowest pulse rate is....            The fastest pulse rate is...</li> </ul> <p><b>Vocabulary:</b> the human body (revised) and some new words relating to the heart functions</p> <p><b>Communicative skills involved</b></p> <ol style="list-style-type: none"> <li>1. Listening</li> <li>2. Speaking</li> <li>3. Reading</li> <li>4. Writing</li> </ol>
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## Lesson delivery

Lesson sequencing	Description	
Step 1	<b>1. Introduction</b> <ul style="list-style-type: none"> <li>- Pupils are <i>informed</i> about the objectives of the lesson;</li> <li>- The teacher refers to their <i>past learning</i></li> <li>- She distributes a picture of the human body and elicits previous knowledge.</li> <li>- She interacts with children to orally revise the different parts of the body, and then she introduces some new words and explains them.</li> </ul>	
Step 2	<b>A. The parts of the human body</b> <b>2. Labelling activity</b> <ul style="list-style-type: none"> <li>- Pupils are organized into small groups (two or three)</li> <li>- They are given a picture representing the human body and a series of labels.</li> <li>- They are asked to place the labels on each part of the human body (fig. 11.1)</li> <li>- Each of them reads aloud the labels placed on the different parts of the body.</li> <li>- The teacher reformulates some sentences or repeats some words in the correct version</li> <li>- She explains in English the functions of some organs (the lungs, the pancreas, the kidneys...)</li> <li>- She <i>focuses the attention on the heart organ</i> in order to introduce a new experience</li> </ul>	 

Applying thinking skills and strategies in teaching		
<p><b>Step 3</b></p> <p><b>Step 4</b></p>	<p><b>B. Heart functioning</b></p> <p>1. Conducting the experiment: checking the pulse rate</p> <ul style="list-style-type: none"> <li>- Children are asked to move and form a circle</li> <li>- The teacher gives some instructions and asks the following questions:               <ul style="list-style-type: none"> <li>- "Can you feel your heart?"</li> <li>- "Can you feel your pulse?" (She demonstrates the procedure by taking her own pulse and helps children individually).</li> <li>- "Count your heart beat in your mind"</li> <li>- "How many heart beats in 30 seconds?"</li> <li>- "Heart beats increase after physical exercise"(this introduces the children with the "pulse rate" experience)</li> </ul> </li> <li>- Children take their pulse on their wrist or neck</li> <li>- Brainstorming "Which physical activities can you do in the classroom?" (skipping, running, walking fast, push-ups, squats....)</li> <li>- Children think of different physical activities and execute them (jumping, skipping, doing push-ups etc. at least three times)</li> <li>- They take their pulse rate again.</li> </ul>	
<p><b>Step 5</b></p>	<p><b>4. Conceptualising</b></p> <ul style="list-style-type: none"> <li>- The teacher provides the children with a grid.</li> <li>- They register their pulse rate (fig. 11.2)</li> <li>- They also have to <i>predict</i> if their pulse rate will be higher or lower after their physical activities and confirm their predictions.</li> <li>- The <i>Conclusions</i> help them to conceptualise their experience</li> </ul>	
	<p><b>5. Introducing new content and new language structures</b></p> <ul style="list-style-type: none"> <li>- After the experience, the data collected by every child are recorded on the blackboard under two different columns: <i>The fastest... The slowest...</i></li> <li>- Teacher introduces a new concept: <i>the heart is the organ that pumps blood through the veins and arteries</i></li> <li>- A detailed picture of the heart is shown on the wall as well as the circulation in the human body. The parts of the heart are written on the blackboard: <i>the right, the left atrium, the right, the left ventricle</i> and described by the teacher. (This part of the lesson is further developed in Italian, afterwards)</li> </ul>	



- Rome and ITS LEGENDARY ORIGINS
  - THE ROMA SOCIETY
    - ROMAN GODS
    - ROMANS IN BRITAIN
    - THE COLOSSEUM AND GLADIATORS

# ROMANS

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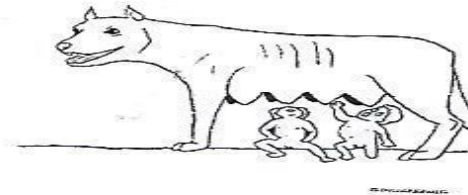
The city of Rome is the heart of the Roman Empire in the ancient world and it has many beautiful buildings, such as temples and markets.

## ROME AND ITS LEGENDARY ORIGINS

A very famous legend says that Rome is founded by Romulus and Remus, the twin sons of Mars, the God of war, and the princess Rhea Silvia, on top of the **Palatine hill**, the 21 April 753 B.C.

Another version states that they descend from the hero Hercules.

The twin brothers are left in a basket on the **Tiber River** and grown up by a she-wolf and by a friendly woodpecker.



According to the legend Romulus kills Remus and he becomes the first king of Rome.

He divides his army into legions of 3.300 men.

He calls his 100 most noble men *The Patricians* and the elders of Rome, *the Senate*.

Rome is ruled by kings for the next 240 years.

Over the time the city expands to cover the surrounding hills of *Aventine hill*, *Capitoline Hill*, *Esquiline Hill*, *Quirinal hill* and *Viminal Hill*.

For over 1.000 years Rome would be one of the most powerful cities in the world.

---

### ACCORDING TO THE LEGEND....

Who is the founder of Rome?

When and where is it founded?





# The Roman Social Classes

3 9 49 Ascolta e osserva. Completa i testi con le parole date.

have

are

rich

They

merchants

Rome

artisans

citizens

free

slaves

- 1 These ..... Patricians.  
 ..... are nobles. They are very  
 ..... and they have got a lot  
 of land. They ..... got a lot of  
 privileges.



- 2 These are Plebeians. They are the  
 working class of Ancient .....  
 They are ....., farmers and  
 .....



- 3 These aren't ..... They  
 are ..... They aren't  
 ..... Sometimes they are  
**prisoners** of war. They have got no **rights**.



## CLIL KEY COMPETENCES

Cerca su Internet  
 una carta dell'Impero  
 romano in lingua  
 inglese, stampala  
 e ricalcala.



## Mini glossary

**prisoners:** prigionieri  
**rights:** diritti

In ancient Rome the population is divided into two main groups: patricians and plebeians.

### PATRICIANS



The patricians are the descendants of the most ancient and powerful noble families. They are landowners, live in large houses and they have political power in the Senate. The patricians marry and do business only with people of their own class.

### PLEBEIANS



Plebeians are *artisans* or *peasants* who work the patricians' land; they live in apartments and they have no political rights. They offer their services to receive the protection of the patrician family.

### SOCIETY ORGANIZATION

#### 1. THE EMPEROR

Head of the society and ruler of the Empire

#### 2. SENATORS

Rich Roman nobles who became politicians and help the Emperor to govern his people

#### 3. PATRICIAN FAMILIES

Rich landowning families

#### 4. PLEBEIANS

Working class. Men who work for their living at jobs such as artisans, craftsmen, bakers, etc.

#### 5. SLAVES

Prisoners of war or abandoned children





## The Life of a Patrician

3 Completa con le parole date. Poi collega le frasi alle illustrazioni.

public baths

Forum

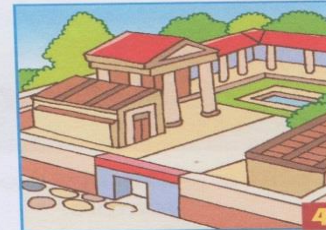
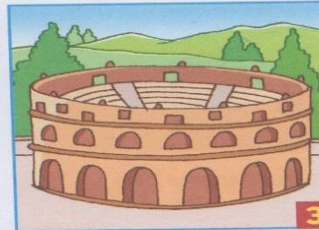
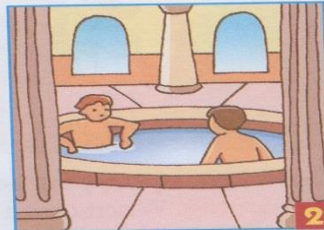
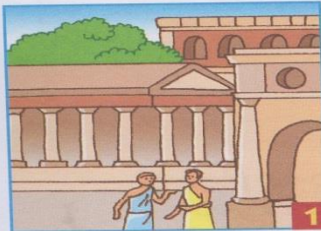
domus

Circus

amphitheatre

Theatre

temple



a. I live in a .....

☐ It is very big. There are a lot of rooms.

b. Every day I go to the .....

☐ I walk and talk with my friends.

c. I wash myself at the .....

☐ There are hot and cold **pools**.

d. Sometimes I go to the .....

☐ I watch the gladiators.

e. I often go to the .....

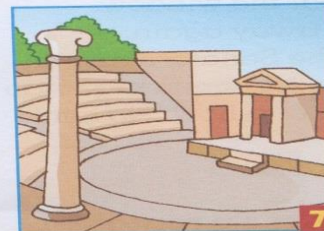
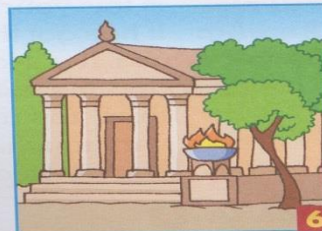
☐ I watch the **chariot** races.

f. I usually go to the .....

☐ I **worship** different gods and goddesses.

g. Sometimes I go to the .....

☐ I watch comedies and tragedies.



### Mini glossary

**pools:** piscine

**chariot:** biga

**worship:** venero

## Major Roman Gods

The Romans believe in many different gods and goddesses. They are **POLYTHEIST**. Some of the main Roman gods are:



Jupiter is the king of the Roman gods. He is the god of thunder and sky.

One of his symbols is the eagle ( which has become a symbol for the Roman Empire.)



Juno is the queen of the gods, wife of Jupiter. She is the goddess of women and marriage.

She is the patron goddess of Rome and the Roman Empire.



Neptune, Jupiter's brother, is the god of the oceans (seas, rivers and springs).

He tames horses, causes earthquakes, storms, and carries a trident.





Neptune, Jupiter's brother, is the god of the oceans (seas, rivers and springs).

He tames horses, causes earthquakes, storms, and carries a trident.



Ceres is the goddess of the harvest. From her name we have the word cereal. She is one of the sisters of Jupiter.

Her symbols are wheat, the cornucopia and bread.



Minerva is the goddess of wisdom, poetry, magic and medicine.

Her main symbol and sacred creature is the wise old owl.

She is believed to be the inventor of numbers and musical instruments.



Pluto is the god of the underworld and judge of the dead.



Vulcan is the god of blacksmiths, fire and volcanoes.



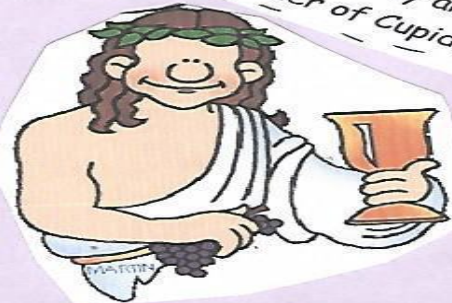
Bacchus is the god of the grape harvest, wine, fertility and theater.



Venus is the Roman goddess of love, beauty, fertility and prosperity. She is the mother of Cupid, the god of love.



Mercury is the messenger of the gods. He is also the god of thieves, travelers, merchants and sport.



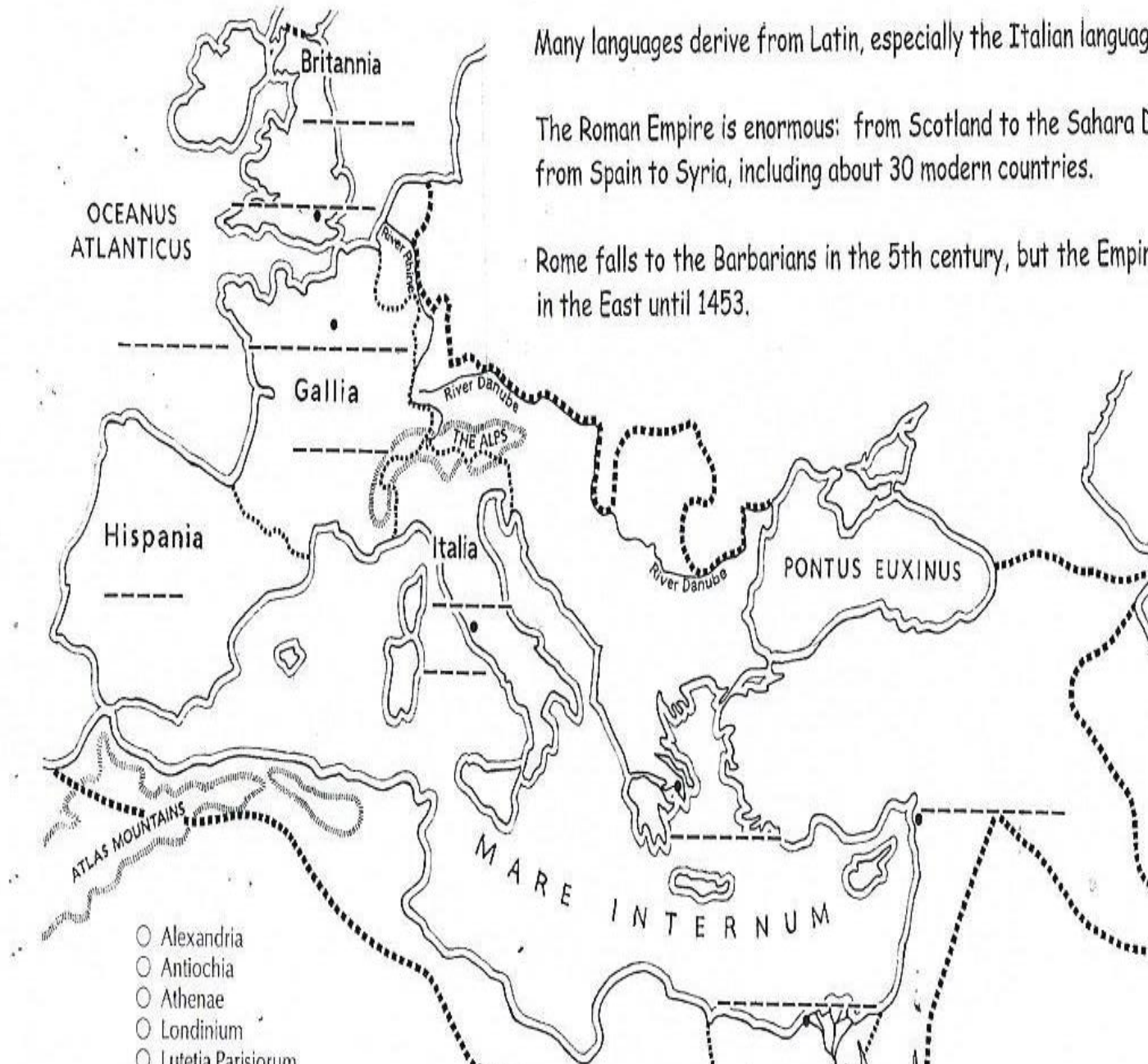


The Romans give to the world roads, laws, plumbing and heating systems but also poets, writers, military leaders, architects and artists.

Many languages derive from Latin, especially the Italian language.

The Roman Empire is enormous: from Scotland to the Sahara Desert and from Spain to Syria, including about 30 modern countries.

Rome falls to the Barbarians in the 5th century, but the Empire survives in the East until 1453.

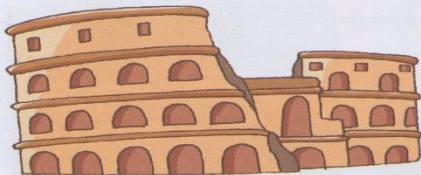


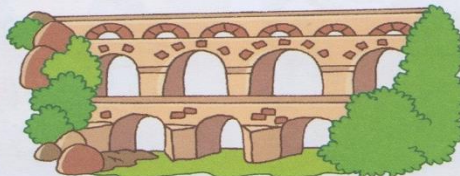


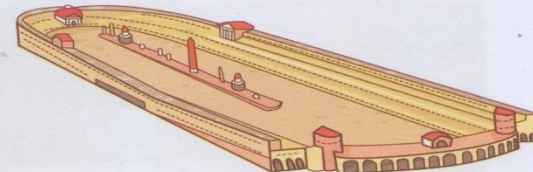
# Roman Architecture

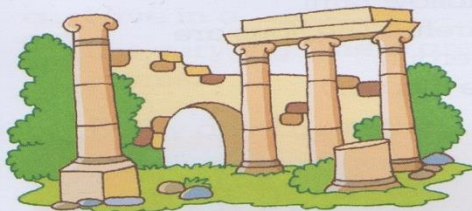
**3 9 51** Ascolta e ripeti. Scrivi sotto i disegni i nomi degli edifici.

- 1** amphitheatre   **2** aqueduct   **3** Circus   **4** Forum  
**5** triumphal arch   **6** temple

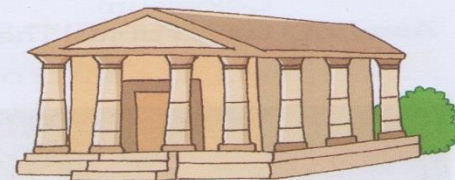













**4 9 52** Leggi e completa con *is* oppure *was*. Poi ascolta e controlla.

The Colosseum is a big amphitheatre in Rome.  
 It ..... the most famous ancient Roman  
 monument in the world. It is 48 metres high,  
 188 metres long and 156 metres wide. Its original  
 name ..... Flavian Amphitheatre.  
 The Romans used the Colosseum for animal combats  
 and contests with gladiators.





## The Romans and Roman Britain

1. Read and name the countries on the map.



An empire is made up of many different countries under a single ruler. Rome was once the capital city of a great empire, the Roman Empire, including countries like Hispania (modern Spain), Gallia (modern France), Britannia (today's Great Britain) and Dacia (corresponding to modern Romania and Moldavia).



2. Imagine we are in Ancient Rome, around 50 BC. Listen and number the following texts using Roman numerals (I, II, III, IV).



### EATING AND DRINKING

Roman people eat very little during the day - bread and water for breakfast and a light snack of bread, cheese and fruit around midday. The main meal is at 4 p.m., when rich people usually have a 3-course dinner, while poor people eat simple food, such as lentil soup.



### GOING TO SCHOOL

Roman boys learn 3 main subjects - Reading, Maths and Public Speaking, while most Roman girls don't go to school. The children of rich families often study at home with a tutor.



### ROMAN FASHION

Clothes vary a lot in ancient Rome, depending on how important you are. Ordinary men and women wear plain white togas, while rich people wear robes made of silk or wool. Women use make up, creams and perfumes.



### ROMAN SOCIETY

Ancient Rome's society is divided into 3 classes: patricians, cavaliers and plebeians. The patricians are part of the aristocracy and have powers and privileges. The cavaliers are often merchants and provincial governors and have large fortunes. The plebeians represent most of the population. They work as teachers, doctors, architects and traders. There are also many slaves, usually former prisoners who work as servants.



3. In pairs, ask and answer the questions.

What is Roman society made up of?

Who are the patricians?

Who are the cavaliers?

Who are the plebeians?

Who are the slaves?

What do ordinary people wear?

What time do most people eat their main meal?

4. Read and label the pictures.

## HOW THE ROMANS CHANGE BRITAIN

The name Britain comes from *Britannia*, the name given to the country by the Romans. They first come to Britain in 55 BC, led by Julius Caesar. They stay for almost 400 years.

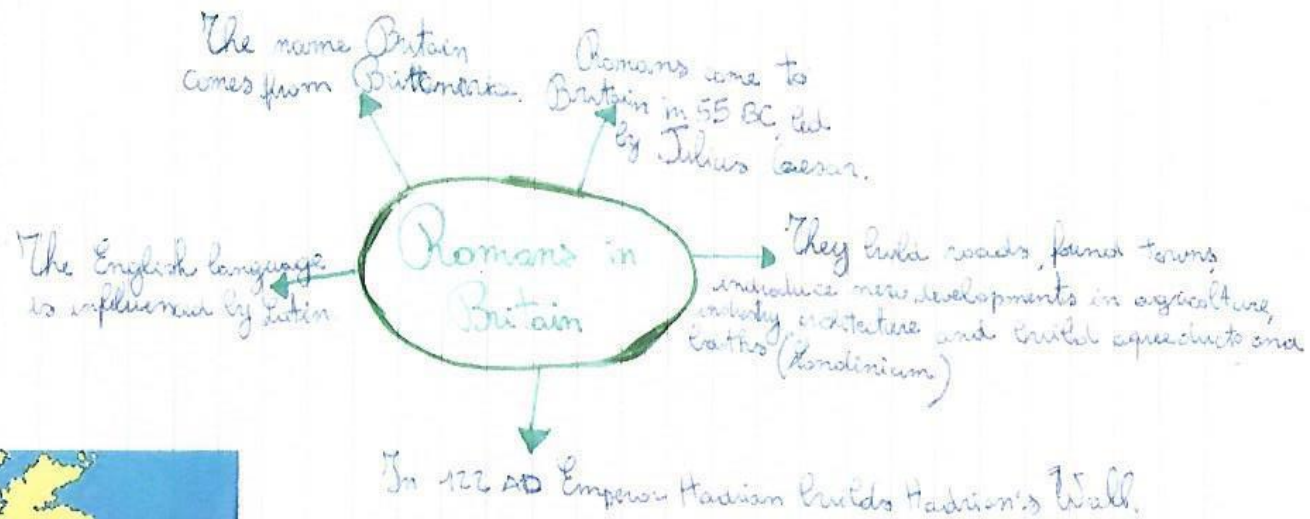
The Romans change the way of life in Britain: they build roads and found towns; names like Chester, Doncaster, Manchester, Chichester are evidence of the presence of a Roman "castrum". In 43 A.D. Emperor Claudius' army build a bridge and a town on the river Thames and call it Londinium.

They introduce new developments in agriculture, industry, architecture and build aqueducts and baths – you can still see the most famous Roman baths in the town of Bath.

In 122 A.D. Emperor Hadrian builds a stone wall, known as Hadrian's Wall, to protect the Roman settlements from Scottish tribes. The English language too is influenced by Latin: many words like *plant*, *school*, *pupil*, *exit* come from the language spoken by Roman soldiers.



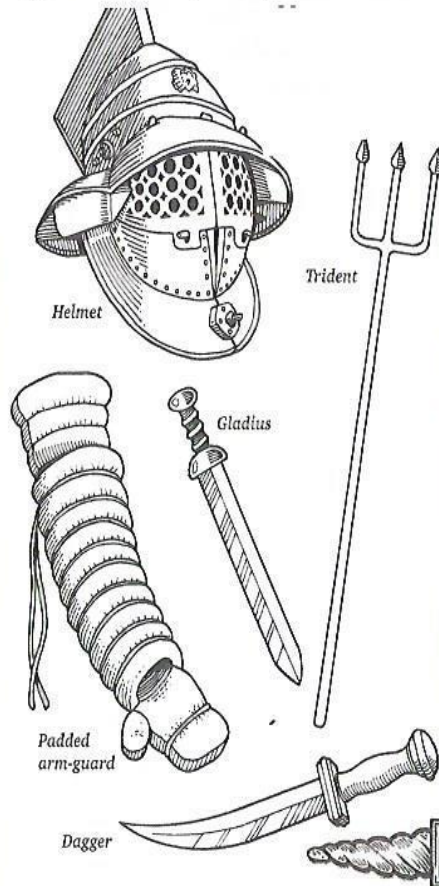




The Colosseum is the biggest and most famous arena of the Roman Empire. It is in Rome. Here the gladiators fight one another and wild animals like lions and leopards. Gladiators are slaves, criminals, prisoners of war and very rarely free volunteers.

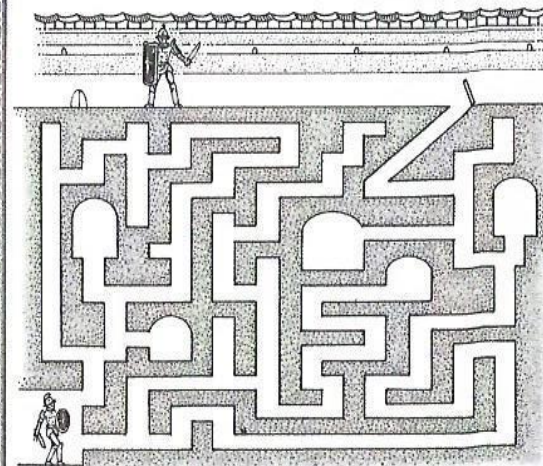
#### DID YOU KNOW?

Roman women thought it was good luck to part their hair on their wedding day with a spear belonging to a dead gladiator.



#### A MAZE MYSTERY

How does the gladiator find his way up to the arena?



VI



The name gladiators comes from  
the "gladius", the sword  
Latin word

The gladiator  
fight with the  
animals

The gladiators fight  
for the entertainment  
of the people

Roman women  
thought it was  
good luck to put  
their hair on  
their wedding day  
with a spear  
belonging to a dead  
gladiator

They fight in the  
Colosseum (famous arena  
of the Roman Empire)

Often the  
gladiators were  
prisoners of war,  
slaves and  
criminals

Their weapons are:  
helmet, padded arm-guard, trident,  
dagger and gladius

# SOLDIER CLOTHES

TRANSVERSE CREST

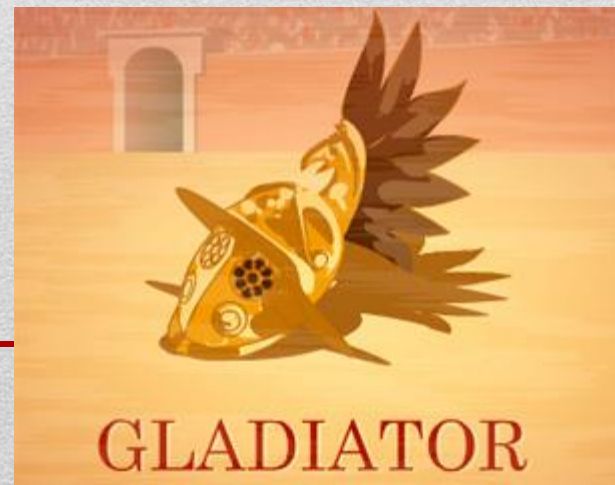




- [https://www.salariya.com/web\\_books/gladiator/index.htm](https://www.salariya.com/web_books/gladiator/index.htm)  
1



- **Gladiator: Dressed to Kill Game**
- Dress a gladiator for battle in the Roman arena of death.
- Your choice of weapons and armour will decide whether or not he is victorious.
- Will the emperor grant your gladiator his freedom, or will he fight badly and lose his honour, or even his life?
- [Launch the game](http://www.bbc.co.uk/history/ancient/romans/launch_gms_gladiator.shtml)
- [http://www.bbc.co.uk/history/ancient/romans/launch\\_gms\\_gladiator.shtml](http://www.bbc.co.uk/history/ancient/romans/launch_gms_gladiator.shtml)





- <http://www.roman-empire.net/children/gods.html>
- <http://www.primaryhomeworkhelp.co.uk/romans/gods.htm>

# Computers speak English

HELLO!



## 1. Read, then complete the diagram.

Computers speak English... well, to be honest computers use the machine language code, a binary numerical system; but many parts of computers have English names, like hardware and software. Computers are made up of hardware and software.

**Hardware** refers to the physical parts of a computer. It is made up of **input devices** and **output devices**.

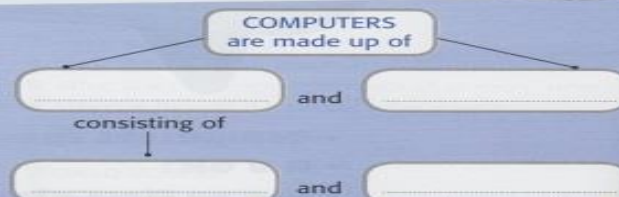
We use input devices to insert information.

The **keyboard**, the **mouse** and the **scanner** are input devices.

We use output devices to send information.

The **screen**, the **printer**, the **tower** or **CPU** and the **modem** are output devices. The modem also receives information.

**Software** refers to the non-physical parts of a computer. It consists of the programs which make the machine work.



## did you know?

CPU = Central Processing Unit

ICT = Information and Communication Technology

## 2. Read again and label the pictures; then match the parts of the computer with their function, as in the example below.



a. \_\_\_\_\_



b. \_\_\_\_\_



c. \_\_\_\_\_



d. \_\_\_\_\_



e. \_\_\_\_\_



f. \_\_\_\_\_



g. \_\_\_\_\_

1. It performs the basic operations in a computer.
2. It connects computers via a phone line.
3. It shows pictures or information.
4. It scans documents and converts them into digital data.
5. It selects operations on a screen.
6. It prints texts or pictures.
7. It enters information into the computer.

*It's the CPU.*



## II LESSON SUPPORTING

### **Background**

Was the background provided effective? Remarks about (level of effectiveness about...)

- links to the past experience:
- vocabulary
- experience provided
- conceptual framework

### **Scaffolding**

Which techniques have effectively been used?

- Instructional scaffolding
- Graphic organizers, pictures
- Verbal scaffolding
- Questioning, paraphrasing, reinforcing definitions
- Procedural scaffolding
  - Explicit teaching
  - Modelling
  - Practicing
  - Applying
- Practice / class management:
  - The whole class (brainstorming)
  - Small groups
  - Partners
  - Individuals (Independent work)

### **Learners' engagement**

How actively engaged were the learners?

- Did they have opportunities to use the target language?
- *Interaction*. Did they interact with the teacher? All of them?
- *Interaction 2*. Did they interact with each other? All of them? In which language (FL or mother tongue?)