

# CLIL

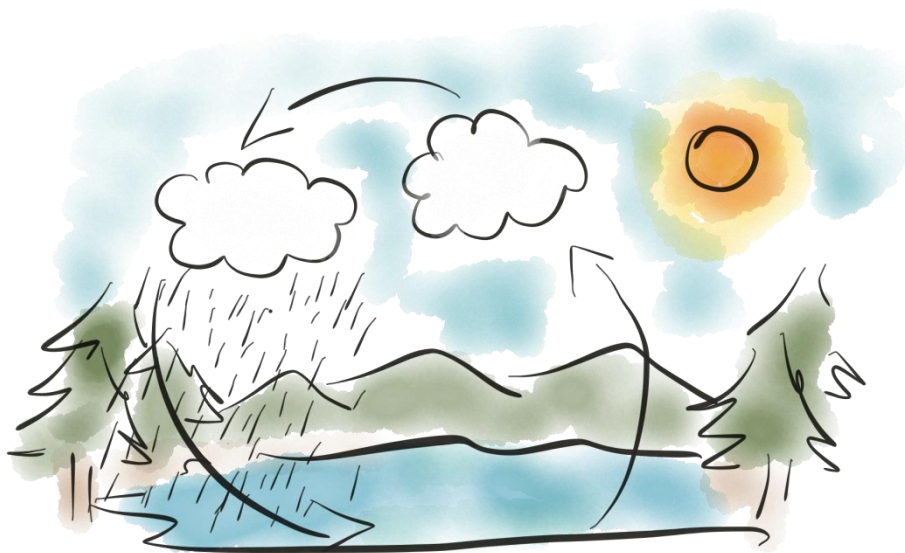
**MATERIA:** Scienze

**AUTORE:** Angela Renzi

**Consulente:** Paola Stellati

**I.C. COMO-LORA-LIPOMO**

**The Water**



## The water

**Destinatari:** SCUOLA SECONDARIA

Classe prima

## Learning Unit

<b>Title</b>	WATER		
<b>Class</b>	1 <sup>st</sup>		
<b>Subjects involved</b>	SCIENCE		
<b>Number of lessons</b>	10 h		
<b>TEACHING AIMS</b> Including		<b>LEARNING OUTCOMES</b>	
<ul style="list-style-type: none"> <li>• Culture</li> <li>• Language</li> <li>• Communication</li> <li>• cognition</li> </ul>	What learners will know by the end of the unit	What learners will be able to do by the end of the unit	What learners will be aware of by the end of the unit
	Learners will know the concept of water, recycling process of water, different state of water, water cycle, cloud, state of matters solid liquid and gas, changing of state, salt water and spring water, ground water, aquifer and artesian, hydrosphere.	Learners will be able to identify and classify salt and spring water, different state of matter, changing of state.	Learners will be aware of the importance water in everyday life. They will be aware of the need to keep water resources clean.
<b>Content</b>	Concept of , water cycle, cloud, state of matters solid liquid and gas, changing of state, salt water and spring water, ground water, aquifer and artesian, hydrosphere , evaporation, transpiration, sublimation.		
<b>Communication</b>	Oral interaction, oral and written comprehension, written production.		
<b>Language of learning</b>	Vocabulary related to the topic. Definition of evaporation, transpiration, sublimation, precipitation, salt water, spring water, state of materials. Structures: Preposition of place, adverbs, adjectives, vocabulary related to causes and effects: create, cause, result from...	<b>Language for learning</b>	Describing effects of temperature on the water and recycling process Connectors: that's why, this is why, therefore, so that.
<b>Cognition</b>	Understanding concepts (water, recycling process of water, different state of water, water cycle, clouds.) and knowing how to recognize and classify them. Comparing the different state of matters, recognize and classify them.		
<b>Culture</b>	The students are aware of the importance of water in everyday life		
<b>Materials and resources</b>	Computer, interactive whiteboard.		

## LEARNING UNIT STEPS

### TEACHING/LEARNING ACTIVITIES WITH TASKS SUBDIVIDED IN SINGLE LESSONS

LESSON 1

Title: The three states of matter

Time: 1 hour

#### 1. WARM UP OF THE UNIT - Elicitation

The teacher begins the lesson by addressing the pupils the following question, 'How can water be observed?'

The teacher shows the pictures of the water in form of ice, liquid and vapour: "What are the three states of matter called?"

- **NEW INPUT / FIND OUT TASKS:**

- The teacher shows the students some pictures of ice, water and vapour. The students have to match the pictures with the right words and complete a multiple choice exercise.
- The teacher shows some pictures of the particles in gas, liquid and solid. The students have to focus on the main characteristics of the three states of matter a multiple choice exercise .

*Patterns: whole class, pair work*

- **INPUT PROCESSING / SORT OUT TASKS:**

- worksheet n.1 (pair work) The students have a paper with three pictures and they have to match them with the correct words and to do a multiple choice exercise.

*Patterns: pair work*

- **OUTPUT**

- (General discussion) the teacher resumes the three states of matter and highlights the main characteristics of each one of them.

- **ENDING EACH LESSON** (*time to think about new words, structures, map to be completed, etc.*)

## LEARNING UNIT STEPS

**TEACHING/LEARNING ACTIVITIES WITH TASKS SUBDIVIDED IN SINGLE LESSONS**

LESSON 2

Title: The changes of states

Time: 2 hours

**2. WARM UP OF THE UNIT - Elicitation**

The teacher shows some pictures and a map about the changes of states and she addresses the students the following questions:

1. Do you think that materials can be changed from one state to another? How?

**• NEW INPUT / FIND OUT TASKS:**

- The teacher shows the students a video. The students will have to do true or false choice and multiple choice exercises.
- The teacher shows the students the map and focuses on the characteristics of the changes of states.

*Patterns: pair work, whole class.*

**• INPUT PROCESSING / SORT OUT TASKS:**

- Worksheet n.1 (pair work) The students focus on the changes of states and do matching and true or false choice exercises.

*Patterns: pair work*

**• OUTPUT**

- (general discussion) The teacher resumes the changes of states through the mind map.

- ENDING EACH LESSON (*time to think about new words, structures, map to be completed, etc.*) The teacher will focus on the vocabulary and some structures used during the lesson

**LEARNING UNIT STEPS****TEACHING/LEARNING ACTIVITIES WITH TASKS SUBDIVIDED IN SINGLE LESSONS**

LESSON 3

Title: What is water?

Time: 2 hours	
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### 3. WARM UP OF THE UNIT - Elicitation

The teacher shows some pictures of water, vapour and ice and addresses the students the following questions:

1. *Is water useful for life?*
2. *What do you think is the difference between salty water and fresh water?*
3. *Have you ever tried dissolve a substance like salt, into water?*
4. *Where can we find fresh water and salty water?*

- **NEW INPUT / FIND OUT TASKS: ACTIVITY 1**

1. The teacher shows a video about the hydrosphere and the students have to do true or false and multiple choice exercises.
2. the teacher show the pictures focusing on the main characteristics of water as a solvent and as a compound.

*Patterns: whole class, pair work.*

- **INPUT PROCESSING / SORT OUT TASKS: ACTIVITY 1**

- Worksheet n.1 (pair work). General questions and multiple choice exercise .

*Patterns: pair work*

- **OUTPUT**

- The teacher will resume the main characteristics of water.

- **ENDING EACH LESSON** (*time to think about new words, structures, map to be completed, etc.*)

## LEARNING UNIT STEPS

### TEACHING/LEARNING ACTIVITIES WITH TASKS SUBDIVIDED IN SINGLE LESSONS

LESSON 4	Title: Water cycle
Time: 2 hours	

#### 4. WARM UP OF THE UNIT - Elicitation

The teacher will begin the lesson by addressing the pupils the following question: 'Does water move around the environment?'

The teacher will show a video focusing on the water cycle.

- **NEW INPUT / FIND OUT TASKS:**

- The teacher shows the students a map. The teacher shows the students the steps of water cycle.
- The students will have to match the definitions with the right words. The students will have to focus on the main steps of the water cycle.

*Patterns: whole class, pair work.*

- **INPUT PROCESSING / SORT OUT TASKS:**

- worksheet n.1 (pair work) The students have a paper with some pictures and they have to: match the picture with the correct word and do a multiple choice exercise.

*Patterns: pair work*

- **OUTPUT**

- (General discussion) the teacher shows a mind map and highlights the main steps of the water cycle.

- **ENDING EACH LESSON** (*time to think about new words, structures, map to be completed, etc.*)

#### LEARNING UNIT STEPS

##### TEACHING/LEARNING ACTIVITIES WITH TASKS SUBDIVIDED IN SINGLE LESSONS

LESSON 5

Time: 2 hours

Title: Water in the atmosphere and on earth

## 5. WARM UP OF THE UNIT - Elicitation

The teacher shows some pictures of different clouds and she addresses the students the following questions:

3. How many types of clouds do you know?
4. How do you think clouds are formed?
5. What are the main forms of precipitation?

- **NEW INPUT / FIND OUT TASKS:**

6. The teacher shows a video. The students will have to match the words with the right definitions.

*Patterns: whole class, pair work.*

- **INPUT PROCESSING / SORT OUT TASKS:**

- Worksheet n.1 (pair work) multiple choice and true or false choice and matching exercises.

*Patterns: pair work*

- **OUTPUT**

- At the end of the activity the teacher will resume the lesson focusing on the different types of clouds and precipitation.

- **ENDING EACH LESSON** (*time to think about new words, structures, map to be completed, etc.*)

## D. Assessment Criteria

We assess content and language.

- Content is a dominant objective
- Content knowledge should be assessed using the simplest form of language: Graph and text, multiple choice (Qs and As), gap fill, full sentence answers, sequence texts, match textual and visual, texts sentences and terms.
- Language should be assessed in a real context: accuracy and communicative competence