

CLIL LESSON PLAN
 AIR & ATMOSPHERE
 TOPIC: Air

AIMS

- To define what air is.
- To identify main air properties.
- To carry out simple experiences to check that air occupies space and weights.
- To locate and describe the atmosphere.

TEACHING OBJECTIVES	LEARNING OUTCOMES
CONTENT	CONTENT
<ul style="list-style-type: none"> • Air: definition • Air properties: air occupies space and weighs. • Atmosphere: characteristics and functions 	Learners will be able to: <ul style="list-style-type: none"> • Identify important information • Share information found • Recognize the air properties in experiments. • Identify the layers of the atmosphere. • Remember the events that happen in the atmosphere.
COGNITION	COGNITION
<ul style="list-style-type: none"> • Introduce air gases and properties. • Experiment some air properties. • Observe atmosphere layers and events in them. 	<ul style="list-style-type: none"> • Report information from a text. • Reach a common agreement.

COMMUNICATION

Language of learning key vocabulary needed: Nitrogen, oxygen, argon, carbon dioxide, water vapour, troposphere, stratosphere, mesosphere and thermosphere. Key structures needed: I think it is...	Language for learning Reading skills. Extracting specific information. Classroom language. Following instructions. Locating Doing an oral presentation	Language through learning Questions that come across to the lessons
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CULTURE

Curiosity for the beginning of ballooning in France.
 Interest in Benjamin Franklin, the lightning rod and other inventions.

CLIL LESSON PLAN
 AIR & ATMOSPHERE
 TOPIC: Wind

AIMS

- To recognise that wind is air on the move.
- To classify kinds of wind according to their speed.
- To value the importance of wind force to use it in human activities.

TEACHING OBJECTIVES	LEARNING OUTCOMES
CONTENT	CONTENT
<ul style="list-style-type: none"> • The wind, air in motion. • Different kinds of wind • Wind uses 	Learners will be able to: <ul style="list-style-type: none"> • Recognize breeze, gale and hurricane winds. • Define what wind is.
COGNITION	COGNITION
<ul style="list-style-type: none"> • Understand concepts and apply them • Make choices about winds • Justify decision-making 	<ul style="list-style-type: none"> • Memorize definitions and apply them. • Classify wind into breeze, gale and hurricane. • Understand classification

COMMUNICATION

Language of learning Key phrases needed: I think it a ... Because it's ... The wind blows and ... It is (not) true because ... Key vocabulary: breeze, gale, hurricane, windmill, wind turbine, wind farm.	Language for learning How to define Learning how to learn: The language for requesting Understanding instructions. How to deal with lack of understanding.	Language through learning Use of dictionaries for vocabulary extension.
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CULTURE

Curiosity about the Beaufort scale of winds Interest in local winds that affect other country. Interest in wind energy around the world.
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CLIL LESSON PLAN
 AIR & ATMOSPHERE
 TOPIC: Air & Life

AIMS

- To value the importance of the atmosphere existence for living things.
- To relate air with living thing breathing: animals and plants.
- To identify the photosynthesis process in plants.

TEACHING OBJECTIVES	LEARNING OUTCOMES
CONTENT	CONTENT
<ul style="list-style-type: none"> • Air is necessary to breathe. • Plants need air: photosynthesis. • Combustion needs air. 	Learners will be able to: <ul style="list-style-type: none"> • Recognize the atmosphere characteristics. • Value the atmosphere in the existence of life in the Earth. • Identify places where humans need special equipment to breathe normally.
COGNITION	COGNITION
<ul style="list-style-type: none"> • Understand the importance of air for animal and plants • Understand the importance of CO₂ for animals and plants. • Relate the photosynthesis with CO₂ absorption and oxygen production. 	<ul style="list-style-type: none"> • Identify the living things that need air. • Relate the importance of CO₂ with life. • Analyze the importance of plants in the oxygen renewable process.

COMMUNICATION

Language of learning Key phrases needed: They need air/CO ₂ to ... It comes from ... CO ₂ /Air provides ... They breathe with... Key vocabulary: gills, choral, cricket, bacteria, yeasts, alpinist, astronaut, vehicle.	Language for learning Following instructions Language for predictions	Language through learning Internet search about: Yeasts uses Air compressed bottles inventor.
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CULTURE

Respect for all living things.

CLIL LESSON PLAN
 AIR & ATMOSPHERE
 TOPIC: Air pollution

AIMS

- To recognize the importance of air for live.
- To identify the polluting human activities for the atmosphere.
- To become responsible with the use of resources.

TEACHING OBJECTIVES	LEARNING OUTCOMES
CONTENT	CONTENT
<ul style="list-style-type: none"> • Air pollution • Increase of green house effect. • Actions against pollution 	Learners will be able to: <ul style="list-style-type: none"> • Identify green house gases. • Analyze the relation between material life and pollution • Judge the effects of pollution.
COGNITION	COGNITION
<ul style="list-style-type: none"> • Observe pollution world maps • Locate the most polluting countries. • Remember how of beating pollution 	<ul style="list-style-type: none"> • Interpret and compare maps • Create a poster promoting the use of public transport • Memorise ways of pollute less

COMMUNICATION

Language of learning Key phrases needed: I think we should ... If pollution continues increasing ... Saving electricity is good because ... Recycling is good because ... Key vocabulary needed: Harmful, fossil fuels, industry, power station, factory, tax.	Language for learning Expressing cause-effect. Expressing similarities and differences. Language for discussion Language for making hypothesis	Language through learning Questions that come across to the lessons Use of dictionary for vocabulary extension
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CULTURE

Curiosity in car taxes according to their CO₂ emissions.
 Interest in hybrid cars.