

**CLIL EXCELLENCE for PRIMARY SCHOOLS**

**LEARNING UNIT FORMAT**

**Subject Area: Geography**

**Topic: Milan City Tour**

**Class Fifth**

**Number of lessons: 6**

**WALT - We are Learning To:-**

During the learning unit

Children will be able to know:

- ✓ cardinal points
- ✓ terrestrial coordinates
- ✓ Milan's most important monuments and places.

Children will be able to do:

- ✓ use a map
- ✓ identify and locate points on a map
- ✓ arrange for a tour

Children will be able to be aware of :

- ✓ Milan, not only the economic capital of Italy but an art and culture centre, too.

Each Learning unit will be divided in single lessons. The steps to follow during the learning unit are the following:

- ACTIVATION
- CORE ACTIVITIES DIVIDED IN
  - FIND OUT (INPUT PHASE)
  - SORT OUT (INPUT PROCESSING PHASE)
  - OUTPUT (SPEAKING AND WRITING PRESENTING A PERSONAL OR GROUP PRODUCT)
- Final ASSESSMENT

## LESSON 1

Steps	Lesson description	CONTENT OBJECTIVES	LANGUAGE OBJECTIVES	RESOURCES	TYPE of INTERACTION*	TIMING
<b>ACTIVATION of the learning unit</b>	Activity 1: The teacher gives each child a simple map of Milan. (worksheet 1) Then the teacher asks to find the monuments and places they know	To capture children's interest. To know Milan's artistic treasures.	To use classroom language. To review known structures ( Who knows.....? Do you remember....? Who visited.....?)	Map	W	30 min.

\*Type of interaction:: I- Individual;; P- Pair Group; G- Group; W- WHOLE CLASS

## LESSON 2

Steps	Lesson description	CONTENT OBJECTIVES	LANGUAGE OBJECTIVES	RESOURCES	TYPE of INTERACTION*	TIMING
<b>CORE ACTIVITIES FIND OUT</b>	Activity 2:	To reinforce the use of coordinates.	To review known structures (What is it?	Map on the iwb (See attachment 1 by Italy for Kids)	W	30 min.

	The teacher asks to find the monuments/places named on the map, using the coordinates.		It's.....; Where is it? It's.....) To carry out directions.			
	Activity 3: The teacher shows pictures about some monuments/ places of Milan. Students observe the pictures and find the names on the map.	To reinforce the names of the main artistic treasures in Milan.	To answer simple questions (What is it? What's his name?...)	Pictures on the IWB	W	30 min.
	Activity 4: The teacher gives each student a short description about seven monuments/places. (worksheet 2) Students match the right description with the right picture and the right name. (assessment 1) The teacher listens to the students and corrects/ gratifies them. Then teacher and students read the short descriptions about monuments/places and they prepare a glossary.	To identify some of the most important Milan's artistic treasures. To read and understand the meaning of simple descriptions.	To read new words And to produce simple sentences (This is a monument....; it is a church....; this is a castle.....) To prepare a Glossary.	Photocopies Pictures	P	1 hour

**\*Type of interaction::** I- Individual;; P- Pair Group; G- Group; W- WHOLE CLASS

### LESSON 3

Steps	Lesson description	CONTENT OBJECTIVES	LANGUAGE OBJECTIVES	RESOURCES	TYPE of INTERACTION*	TIMING
<b>Warm up of the lesson:</b>	Activity 5: The teacher asks to remember the monuments/ places and to locate them on the map, using the cardinal points.	To start up again children interest. To reinforce the use of cardinal points. To remember the monuments/ places presented.	To understand and practice classroom language. To improve specific language.	Map Glossary	W	15 min.
<b>CORE ACTIVITIES:</b> FIND OUT  SORT OUT	Activity 6: game "Guess who" The students are divided into seven groups. Groups draw a monument/ place.	To practice the specific language. To memorize the characteristics of monuments/ places.	To understand and practice classroom language To repeat new words with a correct pronunciation. To improve new terminology.	Pictures on the IWB Paper sheets Notebooks	G	1 hour
OUTPUT	Each group must describe the monuments/ place to others without revealing its name. The other groups must guess the monument/ place. (worksheet 2)		To organize a simple drama. To practice asking and answering.			30 min.

\*Type of interaction:: I- Individual;; P- Pair Group; G- Group; W- WHOLE CLASS

## LESSON 4

Steps	Lesson description	CONTENT OBJECTIVES	LANGUAGE OBJECTIVES	RESOURCES	TYPE of INTERACTION*	TIMING
<b>Warm up of the lesson:</b>	Activity 7: The teacher asks to remember the monuments/places .(Check questions)	To remember the characteristics of the monuments/places presented.	To understand and practice classroom language. To improve specific language.	Glossary		15 min.
<b>CORE ACTIVITIES: FIND OUT</b>	Activity 8: "True, False, Not given" The teacher prepares a quiz about monuments/ places presented, with "True, False, Not given" answers. (assessment 2)	To read and understand the meaning of sentences.	To understand specific language. To answer simple questions.	Photocopies.	P	30 min.
	Activity 9: "Fill in the chart". The students watch a video about tourism in Milan (twice). The teacher gives each student a photocopy of the text of the video with some gaps inside. (worksheet 3) Students watch the video again and they must find the correct words to complete the chart.	To listen a video. To understand the video.	To understand specific language.	Video: <a href="http://www.ricksteves.com/watch-read-listen/video/tv-show/milan-and-lake-come">www.ricksteves.com/watch-read-listen/video/tv-show/milan-and-lake-come</a> Photocopies.	P	30 min.
<b>SORT OUT</b>	Activity 10: The students read the text about the video. The teacher listens to the students and corrects/ gratifies them.	To read and understand the meaning of sentences.			W	15 min.

\*Type of interaction:: **I**- Individual;; **P**- Pair Group; **G**- Group; **W**- WHOLE CLASS

## LESSON 5

Steps	Lesson description	CONTENT OBJECTIVES	LANGUAGE OBJECTIVES	RESOURCES	TYPE of INTERACTION*	TIMING
<b>Warm up of the lesson:</b>	Activity 11: The teacher asks students about the monuments/places seen in the video.	To start up again children's interest.	To understand and practice classroom language.		W	10 min.
<b>CORE ACTIVITIES: OUTPUT</b>	Activity 12: The teacher asks students to prepare a tour in Milan for some foreign friends. The teacher gives each group some instructions about the tour. The teacher gives some articles about Milan taken from tourist magazines, guides and material found on the internet.	To read and understand the indications. To read and understand various articles. To organize the tour following the indications. To use internet to obtain the necessary information. To make a simple map with monuments/places that the group will visit.	To read new words and to find the meanings. To increase the glossary. To write sentences about the tour.	Internet Touristic material about Milan. Sheets of paper Crayons / Felt-tip pens Notebooks	G	2 hours
OUTPUT	Activity 13: Each group presents the work to the whole class.	To present the group product.			G	30 min.

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## LESSON 6

Steps	Lesson description	CONTENT OBJECTIVES	LANGUAGE OBJECTIVES	RESOURCES	TYPE of INTERACTION*	TIMING
<i>Warm up of the lesson:</i>						
<b>CORE ACTIVITIES/ ASSESSMENT</b>	Activity14: Designing of a leaflet about the tour in Milan, to invite foreign friends. (see attachment 2- example of leaflet)	To create a charming leaflet, using creativity, entering the main information of the tour.	To write sentences about the tour.	Crayons / Felt-tip pens Notebooks Sheet of paper	G	2 hours
	Activity15: Realize a tourist book about Milan, with <b>Story Jumper</b> , a site for creating story books. (see our story book)			<a href="http://www.storyjumper.com">www.storyjumper.com</a>		

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ASSESSMENT
<p><b>FORMATIVE ASSESSMENT (on going process):</b>  <b>Activity 4:</b> Students match the right description with the right picture and the right name. (assessment 1)  <b>Activity 8:</b> True, False, Not given. (assessment 2)</p> <p><b>SUMMATIVE ASSESSMENT (written and oral tests / resources/):</b>  <b>Activity 14:</b> Designing of a leaflet about the tour in Milan.</p>