**CLIL Lesson plan “Famous Bridges in Slovenia” by Daciu Victoria**

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| Topic/Lesson Title:  CLIL- Culture  Famous bridges in Slovenia |
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| Aims/Goals or SWBATs (Students will be able to......)  Students will be able to describe objects both in writing and in speaking using nominal phrases. |
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| Age group:  15 year olds |
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| Level:intermediate |
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| Time (Lesson duration):50 minutes |
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| Materials:  sheets of paper, OHP,laptop, internet access, pens |
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| Lead-in *What’s going to happen here to introduce your students to the topic?* Time \_\_\_\_\_\_5 minutes  Students are being shown different types of bridges from various countries and asked to mention what they are made from. |
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| *What can students predict or do to get started with the lesson?* Time\_\_\_\_\_\_5 minutes  Students make predictions about the topic: the difference between the past and the present in terms of construction materials. |
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| *What vocabulary could teachers focus on? What needs to be pre-taught?* Time \_\_\_\_\_5 minutes  Teacher hands in a list of the new vocabulary and asks the students to match the image with the materials: asphalt,concrete, reinforced concrete,wood,brick, mud, steel, stone. |
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| *What kinds of texts can students* ***listen*** *to or* ***read*** *to deepen their knowledge?* Time \_\_\_\_\_\_5 minutes  Students are given an excerpt from a tourist guide in which landmarks from Ljubljana are presented.  Students focus on the Dragon Bridge. |
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| *What kinds of questions can students answer from the* ***listening*** *or* ***reading****? How many should they answer? What should they notice or analyze?* Time \_\_\_\_\_5 minutes  Students read the information in the paper by themselves, then fill in the gapped text with the missing words.  They notice the word order in adjectives: the opinion comes first, then the material. |
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| *What will students* ***speak*** *about in pairs or in small groups?* Time 5 minutes \_\_\_\_\_  Students work in pairs to check the way they have filled in the gapped text and then talk about the decision people make when they choose certain materials for building bridges:cost, durability or aesthetics? |
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| *What will students* ***write*** *about during class time or for homework?* Time \_\_\_\_\_20 minutes  Ss are asked to write a descriptive essay: the bridge I want to build using adjectives in the correct order- OSASCOM(opinion, size,age,shape,colour,origin, material) |
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| *What are other follow up (or homework) activities that can be included?*   * Students are asked to present another bridge from another EU country. |
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