

MODULE Title Cultural Biodiversity Introducing language prerequisites for non-linguistic Units	
Lesson n. 1 Reading, decoding and understanding a text (B1-B2)	
Date: October – November 2012	
OBJECTIVES: Being able to read, decode and understand a variety of texts pertaining non-linguistic subjects and topics	
CONTENT	<i>Non-fiction texts (also films and documentaries are a possibility)</i>
LANGUAGE	Vocabulary pertaining non-linguistic units (e.g. natural and human environment, etc.)
STUDYING SKILL AND STRATEGY	<i>Being able to read and comprehend a variety of non-fiction texts of various types, to read for general understanding and to spot details, keywords, to read texts transversally and to catch similarities/differences, to write shortlists including key concepts</i>
<p>Activity 1: Explain students that they will read a couple of texts about various topics. Aim of Activity 1 is to introduce reading strategies: reading to look for specific information, and reading to understand general meaning, outline keywords, find out new specific vocabulary which will be useful for CLIL Units.</p> <p>Tools: Internet and IWB (Interactive White Board)</p> <p>Text: “Recycling vs. Upcycling”, by Melanie J. Martin, <i>National Geographic Online</i> (http://greenliving.nationalgeographic.com/recycling-vs-upcycling-20221.html)</p> <p>Materials: text to be viewed on the IWB (you can highlight keywords, etc...), photocopies for each student, grid handout for students (e.g. keywords, key concepts, vocabulary)</p> <p>Explain that the activity will be carried out in pairs, that they will practice in class and then will be given homework as follow-up, and eventually they will be tested on it</p> <p>Ask students to sit in pairs (a good idea could be to choose them ahead in order to have linguistically balanced pairs)</p> <p>Introduce a non-fiction text made into teaching material (e.g. open questions to check comprehension, cloze, true/false comprehension task, giving paragraphs a title, etc...)</p> <p>Read first paragraph, highlight keywords and all necessary information (e.g. What is it about ? Key concepts ? Could you give this paragraph a title ?)</p> <p>Pairs in turn will then do the same on each following paragraph</p> <p>Each student should write their own shortlist (grid handout) including keywords and concepts, and new vocabulary</p>	
<p>Activity 2: Sharing and comparing: students in IWB room. It will work like preceding lesson on text given for homework (see Working at Home), this time you will only listen, eliciting comments or helping out in case of need.</p> <p>Encourage pairs and write down progress and problems</p>	

WORKING AT HOME	Assign students a text (same for all), same working process, pair work using grid handout. They will prepare lesson for Activity 2