

PROJECT WORK

Title	THE RIVER: A SOURCE OF LIFE
Module	Geography, Science, Technology
Target classes	second year middle school

Assumptions
<ul style="list-style-type: none"> - most students are A1/A2 - 1 disabled student - 3 students with SEN

LEARNING OUTCOMES		
Knowledge	Skills	Competences
<p>Vocabulary</p> <ol style="list-style-type: none"> 1. River structure 2. River uses 3. Gold digging <p>Functions</p> <ol style="list-style-type: none"> 1. Describing pictures and drawings 2. Talking about the different parts of a river 3. Asking and answering questions about a river and its uses 4. Describing a process 	<p>The students:</p> <ul style="list-style-type: none"> - Can describe what they see in a drawing, a picture or a map - Are able to talk about the different uses of a river - Can explain a mind map or a visual organizer using their own words and linking the different pieces of information using the appropriate linkers - Are able to explain the different steps of a process - Can give information about what someone is doing - Can look for information surfing the net 	<p>The students:</p> <ul style="list-style-type: none"> - Are aware of what a river is and of its importance for human beings - Analyze a process - Build a river basin model and explain it - Describe the 3D river model they have built to a first year middle school class (first year SS of lower secondary school)

ACTIVITIES/ PROCEDURES	RESOURCES	TIMING (.....lessons)	INTERACTION T-S, S-S (pair work), S-S (group work), flipped learning
<p>What suggested below goes hand in hand with the corresponding PPT and 'the River: a source of life' in doc.</p> <p>Lesson 1 From slide 1 to 12</p> <ul style="list-style-type: none"> To arouse curiosity and increase SS' motivation T uses some REALIA. She puts some river sand and stones, photos, some glitter to represent gold.... inside a box and starts eliciting what SS already know about a river with the help of this magic box, writing their answers on the IWB. T Introduces river vocabulary using PPT Listening. T makes SS listen to river vocabulary (Using a tablet T prepares an audio file before the activity). SS listen and repeat. Oral activity. To check pronunciation T splits class into 5 groups. In turn each member of each group reads a definition loud and the classmate next to him answers. <p>Homework: SS study vocabulary and definitions.</p> <p>Websearch: For each of the following rivers SS have to find out if their mouth is a delta or an</p>	<p>Realia</p> <p>PPT " The River: a source of life"</p> <p>Audio file containing vocabulary</p> <p>https://www.youtube.com/watch?v=t8FrY4tGgnY</p>	<p>8/10 mins</p> <p>20 mins</p> <p>5 mins</p> <p>15 mins</p>	<p>T-S</p> <p>T-S</p> <p>T-S</p> <p>S-S in groups</p>

<p>estuary: the Elbe, the Rhone, the Po, the Thames, the Dnepr, the Rhine, the Seine, the Volga, the Danube, the Severn.</p> <p>SS look at the video and complete the grid (See river vocabulary homework Sheet)</p> <p>Lesson 2</p> <p>T checks homework and SS complete the grid in case.</p> <p>To reinforce vocabulary T can use the following activities:</p> <ul style="list-style-type: none"> • River vocabulary: Activity Sheet 1 • River vocabulary: Activity Sheet 2 • River vocabulary: Activity Sheet 3 • Speaking. To reinforce speaking a game is proposed: T creates a set of cards concerning river vocabulary and puts them into a box. SS are lined up in two teams. In turn, the front student picks up the paper, reads the word and gives the definition.. The winner draws Xs or Os on the IWB . The team that fills a row of squares with either Xs or Os is the winner. • If T considers worthwhile, SS can be tested using the sheet : River vocabulary – Test <p>Homework (Writing) SS describe the drawing in slide 5 without captions and send their work using Edmodo or Google Class.</p> <p>Lesson 3</p> <p>Brainstorming: T writes questions on the IWB as prompts: - In what ways do people or animals use rivers?</p>	<p>River Vocabulary homework sheet</p> <p>Photocopies of the activities proposed</p> <p>River vocabulary-Test</p> <p>Edmodo/ Google Class</p>	<p>1 hour</p>	<p>T-S</p> <p>S-S in pairs</p> <p>S-S in groups</p> <p>T-S</p>
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<p>- Which human activities affect the river? - What could happen when the water level rise?</p> <p>After watching the video SS try to answer questions. T writes their suggestions on the IWB and push their thinking further.</p> <p>Then T introduces river uses making use of the PPT (from slide 13 to 24)</p> <p>At the end two activities are proposed:</p> <ul style="list-style-type: none"> • SS can compare what presented with their suggestions • or, as an alternative, SS can play 'last lesson I learned..... Give them little coloured cardboards and let them write what they learned on the last English lesson.. Then put all the cardboards in a box and write them on the IWB (T completes their answers if necessary). Ask them to write in their notebooks. <p>Homework: SS study what presented using the slides and the mind maps uploaded on Edmodo or Google Class. To reinforce the content SS do the exercise using the copy: River uses Activity Sheet 1</p> <p>Lesson 4</p> <ul style="list-style-type: none"> • Chalk Talk: to revise and to include weak SS, T writes the topic on the IWB, in this case 'RIVER USES', then T invites SS to answer with definitions, quotations, questions and even pictures. They go to the IWB and <i>silently</i> write. When they are back in their seats, T invites them to reflect and comment on what they have made. T can ask questions such as: 	<p>https://www.youtube.com/watch?v=l-znrVgVyck</p> <p>PPT 'The River: a source of life'</p> <p>Visual organiser Mind map</p> <p>Photocopy of River uses: Activity Sheet 1</p>	<p>10 mins</p> <p>30 min</p> <p>10/15 mins</p> <p>15 mins</p>	<p>S-S</p> <p>T-S</p>
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<p>What do you see that you like? What do you notice? What did you add?...</p> <p>(Instead or maybe in addition to the activity 'CHALK TALK' T could organize an activity called HOT SEATS which consists in splitting the class up into three groups by leaving one student out. The three groups prepare questions to ask the student who is the protagonist of the activity. Then they ask him/her these questions. It would be useful if the T writes down every single question and answer and gives them to the class on the following lesson.... This could be done in an hour. It's a motivating student-centered activity.)</p> <p>To reinforce and assess what they have studied T introduces as follows:</p> <ul style="list-style-type: none"> • Speaking: Game River puzzle Activity Sheet 2 Each pair of SS cut the handout along the lines, gather them and flip them over on the desk. In turn they pick up a card and describe what's happening and what they see. Then they relate the puzzle piece to the corresponding river use and explain it.. The same activity is then proposed to the class, split into two groups. • Speaking: Importance of a river Activity Sheet 3 T shows the organizer on the IWB and invites SS to reflect on the chronological order of the activities linked to the river. <p>Homework (writing) SS write a paragraph about the importance of a river using notes taken in class.. They send it using</p>	<p>Photocopy of 'River uses: Activity Sheet 2'</p> <p>Photocopy of 'River uses: Activity Sheet 3'</p> <p>Edmodo/Google Class</p>	<p>20 mins</p> <p>20 mins</p>	<p>S-S in pairs and then in groups</p> <p>Class discussion</p>
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<p>Edmodo or Google Class.</p> <p>Lesson 5</p> <p>Warm up: T writes 'the Ticino' on the IWB and asks SS to come up with three words they associate with the new topic. They write them in their notebook.</p> <p>T introduces 'The Ticino' using slides from 25 to 29</p> <p>Websearch: SS have to find out the names of the Italian hydroelectric plants along the Ticino. (This would be good for weak learners)</p> <p>Speaking. T splits class up into 2 groups. Each of them prepares a list of questions concerning the Ticino and in turn each member asks someone in the other group. If the answer is correct the teams gets a point.</p> <p>Final Activity T splits class up into 4 groups. Each of them has to build a 3D River basin model (Final Activity Sheet) When models are ready members of each group describe it and then groups compare their models scoring them.</p> <p>Final Lesson</p> <p>SS present and explain their models (thus using river vocabulary and describing its uses) to the first middle school class. As learners of first middle school class have studied 'River Vocabulary' they can interact as well. While a group is explaining, another is invited to make a video.</p>	<p>PPT "The River: a source of life"</p> <p>http://www.idrotourlombardia.it/includes/pdf/4_Map_Tour_Centrali_Idroelettriche.pdf</p>	<p>5 min</p> <p>20/25 mins</p> <p>45 mins</p>	<p>T-S</p> <p>S-S in pairs</p> <p>S-S in pairs</p> <p>S-S in pair</p> <p>Flipped class</p>
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