

CLIL Skype Lesson: Greek Trireme

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Timing: 90' (The lesson may be realized in two separate sessions with steps 1-4 on the first and steps 5-7 on the second)

Students' level: A2-A2+

Context and Prior Knowledge: The learners of both classes have already been taught about the Persian wars

Lesson Steps

1. 15'	Warm up game- Familiarization of the learners of the Greek and Italian class: After both Ts introduce their classes to each other, the T delivering the lesson gives a couple of PASSWORD game words to the learners to guess, so they understand the rules of the game. (The PASSWORD GAME follows the rules of the TABOO board game. 5 min are given to the learners of both classes to prepare their PASSWORD words, 10 min to play: the two classes against their two teachers (see PASSWORD GAME PERSIAN WARS ppt).
2. 10'	Lead in and Connection to previous learning: Learners are asked to play a Quizlet game (https://quizlet.com/196774023/flashcards) to ensure they know vocabulary that could help them understand the video they are going to watch during the lesson. The game is also meant to be an enjoyable experience the learners of the two classes can share.
3. 5'	Learners are introduced to the topic of the lesson. <i>During your latest History lessons, you've been talking about the Persian Wars and we have mentioned that one important factor in favor of the Greeks in the Battle of Salamis was the characteristics of the Greek warships. Does anybody remember the name of these ships? (triremes)</i>
4. 15'	15 mins – Learners carry out a True/False task while watching a video on the Greek trireme (https://study.com/academy/lesson/greek-trireme-definition-facts-diagram.html). Both classes watch at the same time the video (up to 2:40 mins) with pauses and do the relevant True/False task created to check comprehension. (see 'Worksheet One' for the learners' questions and 'Worksheet One: Teacher's Key' for the time the video should be paused and the correct answers). Discussion-Feedback
5. 25'	The learners of the two classes are divided in groups of 5-6. They are asked to make a poster with a title, a paragraph and at least one picture of a trireme and present it to everybody. If access to computers in class is impossible, the learners may use pictures the teachers can provide (see pdf 'Greek trireme pics').
6.	The learners of the two classes present their posters to their classmates and the partner class. Peer

20'	feedback and discussion
7.	Suggested extension: The learners may be asked to further work on the Greek trireme topic at home and come up with answers to questions such as: What happened to the Greek trireme? How long did it remain in use –how did it change through time?