

CLIL Module Plan

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School	Liceo Russell				
School Grade	<input type="radio"/> Primary		<input type="radio"/> Middle		<input checked="" type="radio"/> High
School Year	<input type="radio"/> 1	<input type="radio"/> 2	<input checked="" type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
Subject	Filosofia	Topic		Ancient philosophy	
CLIL Language	<input checked="" type="radio"/> English			<input type="radio"/> Deutsch	

Personal and social-cultural preconditions of all people involved	The class is composed of 14 students, 5 males and 9 females. Moreover a student from Turkey is present having her gap year with Intercultura. Students are B1/ B2 level.
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Students' prior knowledge, skills, competencies	
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	Subject	Language
	<p>The students have never studied philosophy which is a new subject that is developed in the third year. So they need to acquire the specific subject language and the argumentative skills. However they have competences to reach the module aims and they have motivation towards the new discipline. They will be accompanied step by step to enter the new discipline by reflecting on their daily experience. They will be able to compare their common sense on philosophical questions with the reasons given by the first philosophers. Since students have no previous experience in Clil methodology, the teacher will be a facilitator of the learning process, working especially on motivation and interaction among students, helping them to become confident with the new discipline, the</p>	<p>In order to develop this module, students exploited their previous knowledge of language functions such as expressing hypothesis, making comparisons, speculating and deducting, expressing advice and suggestion, reporting. Moreover they have already worked with their language teacher on conditionals, the passive, the relative clauses, the phrasal verbs and word formation.</p>
Timetable fit	Language and the methodology	Length 25 hours
Description of teaching and learning strategies	<p>I'm going to use cooperative learning and task based learning. I will be focusing on communication through warm up activities (analysis of images, brainstorming, charts to fill in) and discussion activities (such as a video followed by questions). I'm going to engage students in a group discussion where each students has to contribute with relevant ideas. Scaffolding will be provided for shy students or students that are not willing to talk. Every group activity will be followed by teacher's feedback given on their speaking and report of the group work. I'm also going to improve their interaction in order to develop speculative skills, which are cognitively demanding. We will work on the 4 skills because my input will be written (texts, charts, documents, reports) and oral (videos, talks). At the end of the module, students will have a final course test to assess the overall achievements of the course objectives. They will also have continuous assessment because the teacher will help them by giving feedback and providing information about learner's understanding. Learners will also monitor their progress through group self-assessment.</p>	

Overall Module Plan

Unit: 1 Introduction to philosophy Unit length: 3 hours	Lesson 1 Introduction: from common sense to philosophy
	Lesson 2 Introduction to philosophy 2
	Lesson 3 The birth of Philosophy
Unit: 2 What is "archè"? Unit length: 5 hours	Lesson 1 Thales of Miletus
	Lesson 2 The principle of water
	Lesson 3 Anaximens and Anaximander
	Lesson 4 Pythagoras
Unit: 3 Heraclitus, Parmenides and Democritus Unit length: 6 hours	Lesson 1 How is the being?
	Lesson 2 Democritus
Unit: 4 Socrates and the Sophists Unit length: 5 hours	Lesson 1 The new intellectuals called sophists
	Lesson 2 Socrates the "gadfly"

Unit: 5

Plato and Love

Unit length: 6

Lesson 1

Plato and the polis

Lesson 2

Love in Plato

Lesson 3

Final test

CLIL Lesson Plan

Unit number	1	Lesson number	1	Title	Introduction: from common sense to philosophy
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	1 hour	Students are expected to express their opinion on what philosophy is and if it is worth studying it, providing evidence, making the hypothesis and report them in plenary. They will learn how to work in a team; furthermore they will work on critical thinking coherence and creativity in communication.	Teacher's role The teacher draws a brainstorming cloud on the board. At the centre of the circle, the T. puts the word Philosophy and guides Ss to express their opinions, ideas on what philosophy is. Teacher hands out worksheet 1 and asks Ss to put the words into the right category. Teacher gives feedback on the Ss work and makes them summarize the main differences. Students role SS express their thoughts; after that in pairs SS categorize in a grid the different terms in 3 different lists (science, philosophy, religion) in order to recognize the	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary dogma, reason, logical thinking, philosophy.</p>	L	S	R	W	<input type="checkbox"/> Whole class <input checked="" type="checkbox"/> Group work <input checked="" type="checkbox"/> Pair work <input type="checkbox"/> Individual work	<ul style="list-style-type: none"> • Lesson 1 activity 1.png • Assessment grid for language.jpg 	Self assessment: Ss check their answers following the assessment grid for language
L	S	R	W								

order to recognize the differences between the 3 sciences. Then in small groups, they will summarize the main differences with the help of the T. See handout 1 (philosophy introduction) for details

Communicative structures

Each pair and small group will realize they have understood the topic because they will be able to report to others and distinguish opinions from facts
Language for interaction and collaboration, such as:
What do you think..? Do you agree or disagree..? What are the major points...?
What are the differences between..?

CLIL Lesson Plan

Unit number	1	Lesson number	2	Title	Introduction to philosophy 2
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	1 hour	Ss will be able to make inferences among their life and philosophy in order to try to define what philosophy is. Ss will be able to rank and classify different philosophical mottos according to the importance that these have in student's life. Ss will deeply analyse the meaning of the word philosophy.	T gives instruction to the Ss in order to answer task 2. Teacher hands out the worksheet 2 and asks Ss to rank the quotes Teacher gives feedback on the Ss work and makes them reflect on others'. Ss will rank some philosophical quotes according to the importance in their life. They will work individually first, then they compare their answers in pairs, lastly in plenary. See handout 2 for details	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary complexity, dialogue, phrasal verbs (get on well, to dump, to take it easy)</p> <p>Communicative structures Ss will be able to present a personal point of view/ opinion and support it with examples. See file (expressing opinion)</p>	L	S	R	W	<input type="checkbox"/> Whole class <input checked="" type="checkbox"/> Group work <input type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work	<ul style="list-style-type: none"> Lesson 1 Activity 2.jpeg expressing opinion.jpg <p>Rank the philosophical quotes</p>	Ongoing assessment: T monitors as students work.
L	S	R	W								

CLIL Lesson Plan

Unit number	1	Lesson number	3	Title	The birth of Philosophy
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	1 hour	Comprehension of the basic information on the place where philosophy was born. Ss will know the environment where philosophy came into being and they will be able to label the blank map according to the document provided by the T. They will be able to use the document to list the ancient philosophers and be able to compare their work with the other students.	T. will provide a blank map of ancient Greece and Asia Minor and ask Ss. to label the places of action of the main ancient philosophers. T. will also provide handout n. 3 (see worksheet n. 3 for details) Step 1: In pairs Ss read the text and put the name of the main philosophers on their blank map Step 2: Ss indicate their place of origin on the map Step 3: Ss compare their map with the others.	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Names of the ancient philosophers, places where they come from in Asia Minor and Greece.</p> <p>Communicative structures Ss will learn the places and names of the ancient philosophers and be able to indicate them on the map. This will allow them to find later relevant information quickly. They will be able to use preposition of place</p>	L	S	R	W	<input type="checkbox"/> Whole class <input checked="" type="checkbox"/> Group work <input checked="" type="checkbox"/> Pair work <input type="checkbox"/> Individual work	<ul style="list-style-type: none"> Unit 1 Lesson 3- worksheet 3.pdf GROUP SELF ASSESSMENT GRiD.docx.pdf <p>Worksheet 3</p>	Self evaluation rubric for pair evaluation (see grid 2)
L	S	R	W								

CLIL Lesson Plan

Unit number	2	Lesson number	1	Title	Thales of Miletus
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	30 minutes	Students are guided to reflect on the problem of archè as the "beginning" and if the concept of archè is different from the concept of nature. SS will be able to do an online webquest and find relevant information from scientific sites. They will be able to write clear definitions. Teacher guides the class discussion on the "beginning" of the world. T. explains the meaning of archè both as substance and of law which explains the birth of everything. T helps the Ss in their web quest.	After the whole class warm up on the problem of archè, in pairs Ss make a web search on Thales of Miletus' life and they note down the main events of his life. SS will be able to do an online webquest and find relevant information from scientific sites, evaluating the reliability of each site.	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary archè, monism, pantheism</p> <p>Communicative structures Ss will be able to use factual language, chronology and to paraphrase what they have found. Using chronological and logical connectors (firstly, consequently, eventually, in the end, because of, due to, owing to, as a result, consequently)</p>	L	S	R	W	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input checked="" type="checkbox"/> Pair work <input type="checkbox"/> Individual work	<ul style="list-style-type: none"> 8 Ways to Determine Website Reliability.pdf <p>8 ways to determinethe website reliability</p>	On going assessment. Teacher goes around and gives suggestions if Ss are working on unreliable sites.
L	S	R	W								

2	30 minutes	<p>SS will be able to make research notes in an organized way that allows them to find relevant information quickly and report it in a clear manner. They will also be able to support their opinion with clear explanations. Ss will also learn to negotiate with other students.</p>	<p>Each pair shares and compares notes with a second pair: each pair has to explain the reason why they have considered some events particularly relevant .</p>	<p>Skills</p> <table border="1" data-bbox="1059 167 1400 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary astronomer, mathematician, eclipse</p> <p>Communicative structures past tenses and passive structures. This is the reason why... As a consequence... I have chosen these events since...</p>	L	S	R	W	<p><input type="checkbox"/> Whole class</p> <p><input checked="" type="checkbox"/> Group work</p> <p><input checked="" type="checkbox"/> Pair work</p> <p><input type="checkbox"/> Individual work</p>	<ul style="list-style-type: none"> • GROUP SELF ASSESSMENT GRiD.docx.pdf 	<p>Each student assesses their work; then they work in pairs. Next, each group (composed by two pairs) works on the group self assessment grid</p>
L	S	R	W								

CLIL Lesson Plan

Unit number	2	Lesson number	2	Title	The principle of water
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	1 hour	Ss will apply their understanding implementing their writing skills and they will produce something (an image, a chart, a drawing, a letter, a media advertisement)	In small groups, SS look at the following web site link and build up a chart, an image, a drawing, a letter to a friend, a media advertisement, in which they will focus on: The primary principle of water The earth floats on water Thales's spherical earth	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary nurture, moist, semina, earthquakes</p> <p>Communicative structures To identify and state the main ideas in a text and to maintain a precise use of terminology in their written work. The main idea of the text is... What is essential in this text is... It is important to underline....</p>	L	S	R	W	<input type="checkbox"/> Whole class <input checked="" type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	<ul style="list-style-type: none"> written assessment clil.pdf <p>link (updated 7/6/2018)</p>	written assessment rubric
L	S	R	W								

CLIL Lesson Plan

Unit number	2	Lesson number	3	Title	Anaximenes and Anaximander
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	1 hour	Ss will find and examine the main features of the archè focusing on the comparison between Anaximenes, Anaximander and Thales	In group Ss will cross out the incorrect words and fill the gaps. They will also discuss a fragment by Anaximander and do a comprehension exercise listing the reasons given by the philosopher.	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary moisture, primary substance, supernatural, genesis, plural, origin</p>	L	S	R	W	<input type="checkbox"/> Whole class <input checked="" type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	<ul style="list-style-type: none"> Anaximenes and Anaximander lesson 3 def.pdf <p>Anaximenes and Anaximander tasks</p>	Ongoing assessment. T. moves around and observes/ checks the execution of the tasks
L	S	R	W								

Communicative structures

Why did philosophy begin in Greece and Greek Ionia? What are the main features of archè? Can you identify the differences between the first philosophers? What would you recommend to your colleagues that are going to study philosophy for the first time?

CLIL Lesson Plan

Unit number	2	Lesson number	4	Title	Pythagoras
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	1 hour	Firstly Ss will match the philosophers with their primary principle, then they will reorder the text cut in different strips and answer the check questions. Ss will be able to reorganize the material, compare the ideas of the different philosophers then check in their groups their understanding.	The teacher cuts the text below (in 4 copies) in strips and puts them in 4 different envelopes. She/He also adds 3 check questions. In class he/she gives Ss (split in 4 groups) the 4 envelopes and asks them to put the sentences in the correct order then answer to the question.	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary reincarnation, metempsychosis, ass, tetractys, vegetarianism</p> <p>Communicative structures What is the function of number? Which is the holiest number?</p>	L	S	R	W	<input type="checkbox"/> Whole class <input checked="" type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	<ul style="list-style-type: none"> Pythagoras - Lesson 4.pdf <p>See the worksheet Phytagoras lesson 4</p>	On going monitoring of the development of the group work by the teacher
L	S	R	W								

2	1 hour	Ss will be able to work out the main principles and thoughts of the philosopher and validate them through a graphic organizer written on the interactive board.	T. starts with a warming up about the previous lesson: at the beginning he/she checks the answer to the question given in the last lesson, after that he/she asks the Ss to complete the statements written on the board. In conclusion he/she asks to write exit slips in order to gain deeper insight on what all students think and know.	<p>Skills</p> <table border="1" data-bbox="1059 165 1400 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary unlimited/limited, dualism, transmigration, odd numbers</p> <p>Communicative structures What can you say about the controversial figure of Pythagoras? What is the meaning of the statement "All is number"? What idea justifies it? Based on what you know, how would you explain the problem of dualism?</p>	L	S	R	W	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	<ul style="list-style-type: none"> • PYTHAGORAS - Lesson 5 - activity 2 def.pdf • GROUP SELF ASSESSMENT GRiD.docx.pdf <p>See worksheet Pythagoras lesson 5</p>	Final group assessment in class while at home as homework Ss should write a summary on Pythagoras thought
L	S	R	W								

CLIL Lesson Plan

Unit number	3	Lesson number	1	Title	How is the being?
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	1 hour	Ss will learn the doctrine of the continuous change and unity of opposites and they will be able to evaluate Heraclitus' fragments.	In small groups SS will analyse Heraclitus' fragments and discuss in depth focusing on their personal experience of the opposites.	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary unity of opposites</p> <p>Communicative structures What is your opinion of the principle "all is a flux"? How would you justify that humankind is sleepwalking?</p>	L	S	R	W	<input type="checkbox"/> Whole class <input checked="" type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	<ul style="list-style-type: none"> Heraclitus Unit 3 Activity 1 def.pdf Heraclitus unit 3, activity 1	Ongoing assessment: T circles and monitors as students work.
L	S	R	W								

2	1 hour	Ss will watch a video on Heraclitus and understand his philosophy in depth in order to combine his quotes with their personal experience	Ss watch the video and answer the questions	<p>Skills</p> <p>L S R W</p> <p>Key vocabulary Heraclitus' most famous quotes</p> <p>Communicative structures What information would you use to support Heraclitus' view? Do you agree or disagree with his quotes? How would you prove your ideas?</p>	<input type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work	<ul style="list-style-type: none"> • HERACLITUS - UNIT 3- ACTIVITY 2 def.pdf • expressing opinion.jpg • Assessment grid for language.jpg <p>See Heraclitus Unit 3 activity 2 worksheet and see expressing opinion</p>	Speaking assessment: T. evaluates the Ss' statements and their ability to support their explanations
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3	1 hour	Ss will be introduced to Metaphysics and its specific language, they will be able to know the difference between dualism and monism.	Ss will reassemble a scrambled text from Parmenides, after that, they will focus on philosophical language and key concepts by doing a matching exercise. Successively, they will complete the sentences given to self-assess their understanding.	<p>Skills</p> <table border="1" data-bbox="1077 165 1413 213"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary monism, presocratic, metaphysics, doxa, paradox</p> <p>Communicative structures How would you classify Parmenides' philosophy? Can you identify the differences with Heraclitus? Suppose you could be a disciple, who would you follow and why?</p>	L	S	R	W	<input type="checkbox"/> Whole class <input checked="" type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	<ul style="list-style-type: none"> • Parmenides ACTIVITY 1 + keys.pdf <p>See worksheet Parmenides activity 1 plus keys</p>	On going assessment
L	S	R	W								

4	1 hour	Ss will enter in depth in Parmenides' thoughts and into Metaphysics. They will watch a video (3.07 minutes) on the author and will be able to fill in the gaps.	Ss will watch a video (up to 3 minutes) on the author and fill in the gaps.	<p>Skills</p> <table border="1" data-bbox="1077 984 1413 1032"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary beign, unborn, unperishable</p> <p>Communicative structures What is the main theme of Parmenides' metaphysics?</p>	L	S	R	W	<input type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work	<ul style="list-style-type: none"> • PARMENIDES - ACTIVITY 2 + KEYS.pdf <p>See Parmeindes activity 2 with its keys</p>	Listening assessment: T evaluates the filling in exercise
L	S	R	W								

CLIL Lesson Plan

Unit number	3	Lesson number	2	Title	Democritus
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
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1	2 hours	<p>Ss will be able to acquire specific subject language and they will be able to explain their meaning doing a taboo game in class which is a great tool to improve English speaking and thinking skills.</p>	<p>Ss will make a revision of the previous contents through a warm up activity (see worksheet Democritus - activity 1); after that they will receive the terms definition worksheet (Democritus - Activity 2) and they will have to explain them to the other group in a taboo game. Taboo game Taboo is a word guessing game. There are 2 groups in the class. The T. has prepared the strips with the terms listed in worksheet (Democritus - activity 2): each group chooses some strips; then they have to make the other groups guess the word without saying the "taboo" word. For example, someone may have to make the other groups guess the word "atomism" without saying the words "atom".</p>	<p>Skills</p> <table border="1" data-bbox="1070 164 1411 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary atoms, atomism, pluralism, compounds, mechanicism</p> <p>Communicative structures Ss will be able to use the terminology for this unit and to paraphrase it in order to play the taboo game</p>	L	S	R	W	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Whole class <input checked="" type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work 	<ul style="list-style-type: none"> • _Democritus WARM UP+ KEYS def.pdf • Democritus Activity 2.pdf <p>See Democritus warm up + keys and Democritus activity 2</p>	<p>Teacher will provide feedback in order to help students to take greater responsibility for improving their learning. Feedback will be focused on the following statements: Keep going! You did very well Good try but not quite right. Do you want to try again? Could you say a bit more about this term/concept? See if you could try to expand your explanation</p>
L	S	R	W								

CLIL Lesson Plan

Unit number	4	Lesson number	1	Title	The new intellectuals called sophists
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	1 hour	Ss will be able to read and understand the new role of the intellectual in the polis. They will be able to analyse the text, rephrase the words in bold and solve the questions.	In pairs Ss will read the text and rephrase the words in bold, after that they will answer the questions given. Finally they will compare their answers with another pair.	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary sophists, relativity, pragmatism, wisdom</p> <p>Communicative structures SS will use a rich diversity of terms and they will describe to others what they have learnt. Explain who the sophists were... Why do you think... What is the meaning of...? Whom does the term "man" refer to?</p>	L	S	R	W	<input type="checkbox"/> Whole class <input checked="" type="checkbox"/> Group work <input checked="" type="checkbox"/> Pair work <input type="checkbox"/> Individual work	<ul style="list-style-type: none"> Sophists Activity 1.def.pdf See Sophists activity 1	T. gives feedback to the Ss
L	S	R	W								

2	1 hour	<p>Ss will revise contents on Democritus and Protagoras and they will share and transfer their knowledge into a quiz.</p>	<p>Ss create a mini quiz to test their classmates on what they already know about Democritus and Protagoras. They will work in groups and they will have to write at least 5 questions to challenge the other groups. They should structure questions whose answer could be True or False. Procedure Ss will be divided into four groups. Each student will be provided with two cards: a green one for True (with the letter T on it) and a red one for False (with the letter F on it). Once each group has developed 5 questions, the T. starts the Quiz and she/ he asks each group to alternately read their questions. When one group is reading its questions, the other classmates put up the true or false card and T. counts the total number of true and false. Then T gives a feedback which shows evidence of students knowledge or lack of it.</p>	<p>Skills</p> <p>L S R W</p> <p>Key vocabulary relativism</p> <p>Communicative structures Ss will be able to write concise questions and simulate a quiz.</p>	<p><input checked="" type="checkbox"/> Whole class</p> <p><input checked="" type="checkbox"/> Group work</p> <p><input type="checkbox"/> Pair work</p> <p><input type="checkbox"/> Individual work</p>	<p>Teacher provides feedback on contents</p>
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CLIL Lesson Plan

Unit number	4	Lesson number	2	Title	Socrates the "gadfly"
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	1 hour	Ss will be able to understand, order information, classify and analyse the new contents on Socrates. After that they will discuss comparing the different maps and they will negotiate on a final version of the map for the whole class.	Ss will listen to an introduction audio on Socrates. They will look up for new words, secondly they will complete a spider map to outline the information from the audio. They will listen to the audio twice. Ss will work in pairs, after that each pair is going to present its work and T with the whole class is going to discuss a complete final version of the map.	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary wisdom, gadfly, rhetoric, dialogue, stonecutter, trial, to drift around</p> <p>Communicative structures to explain a new content in a well structured logical sequence, map, visual organiser.</p>	L	S	R	W	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input checked="" type="checkbox"/> Pair work <input type="checkbox"/> Individual work	<ul style="list-style-type: none"> • Socrates Activity one - Listening.pdf • grid 3 self listening evaluation evaluation tables .png <p>link for the listening activity link</p>	See listening self-assessment grid
L	S	R	W								

2	1 hour	SS will be able to assess their understanding, they will discuss with the others in order to prove their explications.	In pairs Ss will read a part of the previous audio, they will check their understanding through a True of False exercise; finally in a group of four they will answer the questions given on the worksheet.	<p>Skills</p> <table border="1" data-bbox="1077 165 1417 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary wisdom, dialogue, rhetoric, wisdom</p> <p>Communicative structures SS will be able to explain the quotes "All I know is I know nothing" and " The unexamined life is not worth living"</p>	L	S	R	W	<input type="checkbox"/> Whole class <input checked="" type="checkbox"/> Group work <input checked="" type="checkbox"/> Pair work <input type="checkbox"/> Individual work	<ul style="list-style-type: none"> • Socrates activity 3.pdf <p>See Socrates activity 3</p>	T. supervises the activity and gives feedback on the answers
L	S	R	W								

3	1 hour	To be able to use graphic organisers independently. To understand and compare ideas. To improve SS ideas and language through dialogue.	Learners will complete a target image with ideas related to Socrates' wisdom. The teacher gives out a target image. In the middle of the target image, learners write the chosen topic, then in other circles they note down how it affects themselves (me), their town (my town), their country (my country) and the world. See worksheet target practice. Then, in pairs, learners compare their answers and improve their own, in terms of both ideas and language.	<p>Skills</p> <table border="1" data-bbox="1077 169 1417 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary critical thinking</p> <p>Communicative structures To agree or disagree politely with other students; to challenge other student's ideas. I completely agree with /totally disagree with... I agree with you but... I appreciate your position, nevertheless... Sorry to butt in but... On the one hand, on the other hand... In conclusion ... I would rather say that.. I would add that.. I reckon that..</p>	L	S	R	W	<input type="checkbox"/> Whole class <input checked="" type="checkbox"/> Group work <input checked="" type="checkbox"/> Pair work <input type="checkbox"/> Individual work	<ul style="list-style-type: none"> • SPEAKING GRID.pdf • Target practice.pdf <p>see target image</p>	Speaking assessment, see speaking grid
L	S	R	W								

CLIL Lesson Plan

Unit number	5	Lesson number	1	Title	Plato and the polis
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	1 hour	Ss will listen and understand the main features of Plato's doctrine. They will be able to organise information using a graphic organiser.	Ss will watch the video individually then answer the questions in pairs. They will use an online graphic organiser (see free online timeline link) to reorder information.	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary fulfilment, doxa, episteme, guardians, democracy</p> <p>Communicative structures to write chronologically ordered information. Firstly Secondly Thirdly Lastly Previous to.. Before After that Afterwards Finally In between In the space of centuries, years.. In the long run.. In a short period of time</p>	L	S	R	W	<input type="checkbox"/> Whole class <input type="checkbox"/> Group work <input checked="" type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work	<ul style="list-style-type: none"> • PLATO'S INTRODUCTION listening and timeline.pdf • expressing opinion.jpg <p>See Plato's introduction listening and see the online tool: link</p>	Ongoing assessment: T circles and monitors as students work.
L	S	R	W								

2	1 hour	SS will be able to use an online tool to discuss and improve their critical thinking.	The rulers in The Republic have no money—they are denied all luxuries. Why are those with money ineligible to rule? Starting from this question, SS should individually express their opinion and give reasons through an online classroom app where they will upload short videos of their individual activity, using their smartphones (link).	<p>Skills</p> <table border="1" data-bbox="1016 165 1359 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Republic, rulers, private property</p> <p>Communicative structures SS will be able to use expression of agreement/disagreement (see language structures in Lesson 1)</p>	L	S	R	W	<input type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work	<ul style="list-style-type: none"> expressing opinion.jpg grid 4 criteria for group work presentation.png <p>(link) see expression opinion worksheet</p>	T. will assess the critical thinking and the evidence of each position, the persuasive and effective language, the ability to maintain the audience's attention (see grid 4)
L	S	R	W								

3	1 hour	To know the reason why Plato chose the dialogue form. To be able to understand authentic material from a British site.	Ss will read the excerpt from the British site and will answer the questions in small groups (see reading activity worksheet)	<p>Skills</p> <table border="1" data-bbox="1016 858 1359 904"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary dialogues, Apologia</p> <p>Communicative structures past tenses</p>	L	S	R	W	<input type="checkbox"/> Whole class <input checked="" type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	<ul style="list-style-type: none"> PLATO READING ACTIVITY.pdf <p>see worksheet on Plato's reading activity</p>	T. checks the answers in plenary
L	S	R	W								

CLIL Lesson Plan

Unit number	5	Lesson number	2	Title	Love in Plato
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	1 hour	To be able to elicit different meanings of a word. To compare philosophical thoughts with the Ss' personal experiences.	T. will ask Ss to do a brainstorming activity on the word "love". T will ask SS to elicit the different meanings of love and philia. After that SS will fill in the gaps and check their understanding.	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary philia, patriotism, affinity, selfless</p> <p>Communicative structures See expression opinion file</p>	L	S	R	W	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	<ul style="list-style-type: none"> • Love Plato activity one.pdf • expressing opinion.jpg <p>See worksheet Love Plato activity 1</p>	Ongoing assessment: T circles and monitors as students work.
L	S	R	W								

2	1 hour	Ss will be able to differentiate between eros and philia. They will acquire knowledge of two very well-known allegories of love.	In small groups, Ss watch a brief video and say if it talks about philia or eros and why. Secondly they will watch a second short video and answer the questions. The third step involves reading a short extract and checking their understanding through a true or false exercise.	<p>Skills</p> <table border="1" data-bbox="1104 167 1444 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Symposium, common love and heavenly love, beggars androgynous.</p> <p>Communicative structures see expression opinion grid</p>	L	S	R	W	<input type="checkbox"/> Whole class <input checked="" type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	<ul style="list-style-type: none"> • SPEAKING GRID.pdf • Love Plato activity 2.pdf • expressing opinion.jpg <p>See worksheet "Love Plato" activity 2 and expressing opinion grid</p>	Speaking assessment by the T. See speaking grid
L	S	R	W								

CLIL Lesson Plan

Unit number	5	Lesson number	3	Title	Final test
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	1 hour	Summative assessment. SS are expected to be able to answer the questions.	Ss will take their final test	Skills <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> Key vocabulary Communicative structures	L	S	R	W	<input type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work	<ul style="list-style-type: none"> Final test on philosophy .pdf See final test	Summative assessment
L	S	R	W								