

CLIL Module Plan

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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 type="radio"/> 3	<input checked="" type="radio"/> 4	<input type="radio"/> 5
Subject	Storia	Topic	THE FIRST INDUSTRIAL REVOLUTION		
CLIL Language	<input checked="" type="radio"/> English			<input type="radio"/> Deutsch	

Personal and social-cultural preconditions of all people involved	<p>The module was taught in a 4th class of the Liceo delle Scienze umane. The class consists of 14 students, all of them are girls. Two students are attending the 4th class for the second time. One of the students is not following lessons due to health problems. She is able to follow some lessons over the Internet (Skype conferences). Five students have a migratory background: all of them were born in Italy from foreign parents (Albania, Moldavia, India). One of these students has been included in the class group at the beginning of this year but she was not well received. Students' relationships are not always easy. It can happen that some girls show hostile attitudes to each other. More specifically, two students have shown aggressive behaviour towards a classmate. Generally speaking, students do not show enough autonomy about their study skills. Consequently, the performances are not really satisfactory. A small group of students achieve good performances. On the other hand, students are quite willing to learn and they accomplish their duties. Moreover they are creative and they trust their teachers. They are not used to non-traditional teaching methodology, the majority of the lessons are proposed with a traditional method. As a result, they feel safer when the teacher explains the topics in plenary.</p> <p>TEACHING TEAM PROFILE: The teaching team was composed by two teachers: the curricular Philosophy and History teacher who has no English competences and the CLIL teacher who is a Philosophy and History teacher too. Materials were evaluated and shared by both teachers, in order to check their scientific level.</p> <p>STUDENT GROUP PROFILE: Students' average CEFR Level is A2-B1. Two students have a B2.</p>
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Students' prior knowledge, skills, competencies	Subject	Language
	<p>The CLIL module has been included into the L1 History program. Learners have acquired history knowledge and competencies as Identifying cause and effect; putting historical events on a timeline using a specific L1 language They have never worked with CLIL methodology. They have no confidence with historical documents. They are quite willing to learn history.</p>	<p>Students' prior linguistic skills are based on everyday, less formal language in L2, and they do not possess the subject specific language. As they are A2-B1, they find doing history in English too demanding. The English teacher has worked on most of the grammatical structures: past and passive verb forms; Conditionals. To sum up they can: -understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment); -communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters; -Describe in simple terms aspects of their background, immediate environment and matters in areas of immediate need. -Produce simple connected text on topics that are familiar or of personal interest. - Describe experiences and events, dreams, hopes.</p>

Timetable fit	© Module	Length Lesson length 50 minutes
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Description of teaching and learning strategies

Following the CLIL educational approach, my first purpose is involving students into the lessons giving them motivation and strategies to be aware of their own abilities. Every lesson provides a good learning environment and activities in order to meet most of Bloom's Taxonomy steps, as learners can achieve high level thinking skills working their way from knowledge to creation. Cooperative learning and, more often, work in pairs, are the natural allies during classes: students improve their social ability and create the basis for educational dialogue. Lessons must be learner-centered and give students different learning experiences. Students can develop mutual aid to overcome their weaknesses. Every student has to get a specific role so everyone can be involved. In comparison with a traditional history lesson in L1, teaching in L2 gives the opportunity to stimulate every cognitive style. It is necessary to use images, videos, listening, maps, etc. Because CLIL is "content and language integrated learning", it is necessary to give students key words and chunks of language: scaffolding is one of the basic steps to support students to allow them to understand new content. So I will break down tasks into small steps, use visuals and realia during the lessons, give lists of new words or glossaries and give sample texts for writing. Assessment is dramatically important to build learners' competences. The teacher will not assess knowledge but give students the tools to check their progress. As a result, students become aware of their improvements. Comments, not marks, will be used in assessment. The teacher has to be a guide not the leader in the classroom. I would like to support tasks development encouraging discussion and challenging students to stimulate their learning autonomy.

Overall Module Plan

<p>Unit: 1</p> <p>WHAT IS THE INDUSTRIAL REVOLUTION?</p> <p>Unit length: 3</p>	<p>Lesson 1</p> <p>Today's life and the Industrial Revolution</p> <p>Lesson 2</p> <p>An introduction to the Industrial Revolution</p> <p>Lesson 3</p> <p>A definition of the Industrial Revolution</p>
<p>Unit: 2</p> <p>CAUSES AND EFFECTS OF THE INDUSTRIAL REVOLUTION</p> <p>Unit length: 5</p>	<p>Lesson 1</p> <p>Rural and Urban landscape before the Industrial Revolution</p> <p>Lesson 2</p> <p>The Industrial Revolution: turning points 1</p> <p>Lesson 3</p> <p>The Industrial Revolution: turning points 2</p> <p>Lesson 4</p> <p>Causes of the Industrial Revolution</p> <p>Lesson 5</p> <p>Effects of the Industrial Revolution</p>
<p>Unit: 3</p> <p>THE DRAWBACKS OF INDUSTRIALISATION</p> <p>Unit length: 4</p>	<p>Lesson 1</p> <p>Life in the Victorian age</p> <p>Lesson 2</p> <p>Children's exploitation 1</p> <p>Lesson 3</p> <p>Children's exploitation 2</p> <p>Lesson 4</p> <p>Children's condition today</p>

Unit: 4 HISTORY LAB Unit length: 4	Lesson 1 Historical sources 1
	Lesson 2 Historical sources 2
	Lesson 3 Create a newspaper
	Lesson 4 Editing

Unit: 5 FINAL ASSESSMENT Unit length: 1	Lesson 1 Final test
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CLIL Lesson Plan

Unit number	1	Lesson number	1	Title	Today's life and the Industrial Revolution
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	10 minutes	Learners develop the following low level thinking skills: KNOWLEDGE - They are able to recognise an object out of its ordinary use. - They are able to locate an object in a timeline guessing when it was invented - They can memorise a list of words -They are able to naming something COMPREHENSION -They will produce a timeline -They are able to discuss showing	Warming up Students have to check some every-day objects, which are represented in flash cards; they have to guess when they were invented. In the meantime, they have to manage a timeline from oldest to newest inventions. The flash cards will be on their desks. CLIL Teacher gives chunks of language to express opinion. Curricular teacher observes the activity and stimulates students to speak in English	Skills <table border="1" style="width: 100%; text-align: center;"> <tr> <td>L</td> <td style="background-color: black; color: white;">S</td> <td>R</td> <td>W</td> </tr> </table> Key vocabulary Students can learn an amount of every-day objects name. (BICS). Lights-bulb Trainers Washing machine Railroad Gramophone Ballpoint pen Steam engine	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"> • U1.pdf • U1_L1_all1_flash cards.pdf • U1_L1_all2_give an opinion.pdf Flash cards: U1_L1_All1_flash cards Scaffolding: List of useful chunks to give an opinion: U1_L1_all2_give an opinion	on-going and developmental assessment. Students need to cooperate and to compare their own opinions. There are no right or wrong answers, just ideas.
L	S	R	W								

		discuss, showing and telling their ideas.	to speak in English using scaffolding	<p>Communicative structures</p> <p>Students use these structures to communicate their ideas: -When was it invented? -Was it invented before or after the other? Then they have to express their opinion: -I guess.... -In my view..... -I believe -As far as I'm concerned -As far as I know</p>		
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2	20 minutes	<p>Learners can hold a group discussion practicing their social skills. COMPREHENSION They have to be aware of their mistakes and correct them using easy language structures. They could show and tell, summarise information. APPLICATIONS: They focus on the main issues; they</p>	<p>Firstly, learners (one per group) can move around the room to check their timeline hypothesis on the posters the teacher has stuck on the wall. In the posters, they can find some information about objects they have managed on the timeline, including when they were invented. After acquiring information, they</p>	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary</p> <p>Students come across new words. They are subject-specific (CALP)</p> <p>Plimsoll Sources Combustion engine Undergarment Mine Environment Steam engine Demand for goods Patent Fee Steam locomotive Steam power Ancient times Monopoly</p>	L	S	R	W	<p><input checked="" type="checkbox"/> Whole class <input checked="" type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work</p>	<ul style="list-style-type: none"> • U1.pdf • U1_L1_all3_The greatest inventions.pdf • SELF ASSESSMENT GRID.pdf <p>Text-Posters with a short inventions' history: U1_L1_all3_The greatest inventions SELF ASSESSMENT GRID Teacher writes down new words on the blackboard.</p>	<p>Self-assessment: using a simple grid, learners monitor their own progress, they decide how well they have done their work.</p>
L	S	R	W								

		are ready to refer results to their classmates. They can select information and work on their mistakes.	have to summarise the contents to other group members and discuss what kind of mistakes they made. They have to take some notes and be ready to report to the whole class. The CLIL teacher helps students to find the information they need on the posters. She writes down new words on the blackboard, if necessary. The curricular teacher helps learners to manage their time line and he supervises students corrections.	<p>Communicative structures</p> <p>Students can use the following structure to assess their timeline and to record their mistakes: What elements would you choose to change...? What fact would you select to show...? Would you replace the meaning of..? Would you summarize? Why did we make this mistake?</p>		
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3	20 minutes	<p>ANALYSIS</p> <p>Students can work on mistakes by applying acquired knowledge. Moreover they can examine information and</p>	<p>Students are involved in a feedback activity. Each group chooses a speaker who will report their observations to the classmates. Teachers assess</p>	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table>	L	S	R	W	<input checked="" 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"> • U1.pdf • SPEAKING GRID.pdf <p>Unit1_Lesson1_Speaking_ass_grid</p>	<p>Peer assessment: Learners provide feedback to their classmates on their work, guided by</p>
L	S	R	W								

make inferences. The activity focuses on causes and effects in order to understand how these inventions changed the way of life.

the speech with a grid. The CLIL teacher asks learners some questions about what they were surprised to discover. She also asks to analyse data and discriminate how it would have been living before and after the 18th century. Students make their hypotheses. The curricular teacher records students rank lists. Last but not least, teachers ask to summarise in a word this extraordinary life-changing event Should we call it REVOLUTION? The teachers allow students to check on their mobiles the word REVOLUTION. They can only look up the meaning in a monolingual English dictionary

Key vocabulary

BICS: Firstly, learners use everyday less formal language, which encourages them to speak. CALP Secondly, they start to use the content specific language they have started to learn below, they are able to understand the subject and communicate ideas

Communicative structures

They need these structures to explain their view: How do you solveusing what you have learned? What would happen if...? Why do you think...? What is the reason why? What inference can you make....?

explicit assessment criteria (speaking grid) The teacher, while passing by, will become aware of the degree of comprehension of her students It can be useful to record a value in a speaking assessment grid

		(Oxford or Cambridge or Macmillan). Finally, students share their results.				
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CLIL Lesson Plan

Unit number	1	Lesson number	2	Title	An introduction to the Industrial Revolution
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	10 minutes	Remembering what they have already studied Listing facts and locations They also improve social abilities such as: Contributing with useful ideas; Encouraging each other; Cooperating.	Working in pairs, students have to remember knowledge about the Industrial Revolution answering three questions. They need to collocate it in time and space; They have to identify connections with their pre-knowledge. The teachers ask to write the answers down on a post-it. Finally the teachers collect and stick them on the wall, in order to check answers when lesson is ending.	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary They can use their pre-knowledge</p> <p>Communicative structures They use the everyday less formal language: Could you remember...? What do you believe...? When did it happen? ...</p>	L	S	R	W	<input 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"> • U1.pdf U1 worksheet	Ongoing assessment: the teachers circle and monitor as students work.
L	S	R	W								

2	20 minutes	Students are able to focus on the text finding	Students read an article by a famous history writer	<p>Skills</p>	<input type="checkbox"/> Whole class	<ul style="list-style-type: none"> • U1.pdf • U1_keys.pdf 	Self-assessment : using a
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key words.

(adapted). They have to underline new words and pay attention to the words in bold. They also have a visual glossary.

L S **R** W

Key vocabulary

Learners are ready to work on CALP. They need to realise it's not necessary to understand every word in depth; they know the meaning of the new words but they have to get it from the context. Key words are: Steam Canals, factories, Textile production Unsophisticated, Spinner, Weaver, Dyer, Cottage industry, New techniques, Ever-growing, population Surplus, Poverty, Unemployment, Countryside, Factory system.

- Group work
- Pair work
- Individual work

- U1_L2_all2_visual glossay.pdf
- SELF ASSESSMENT GRID.pdf

An adaptation from Matthew White's article, British library online Scaffolding: Words in bold; Visual Glossary: U1_L2_all2_visual glossary U1 worksheet Exercise: Find the words

simple grid, learners monitor their own progress, they decide how well they have done their work.

				<p>Communicative structures</p> <p>In order to encourage dialogue with the learners, the teachers have to develop their questioning skills: learners need time to think and to consider what the answers could be before they ask each other. See activity 2 for sample questions.</p>			
3	20 minutes	<p>Comprehension: students become aware of their mistakes; they can also compare their knowledge, associate words to the context, select information.</p>	<p>After reading the article, students have to find the suitable words giving a definition. A list of words is given. Subsequently, they read the article again in order to check their comprehension. At the end of this activity, learners answer the previous questions again and check the answers, highlighting if something has changed.</p>	<p>Skills</p> <p>Which kind of document are they reading, what is the main purpose of the writer, what is the fundamental message, what facts or ideas show..</p> <p>Key vocabulary</p> <p>Surplus, Cottage industry, unsophisticated, steam factory system, ever-growing population</p> <p>Communicative structures</p> <p>questioning skills: learners need time to think and to consider what the answers could be before they ask each other. See activity 2 for sample questions.</p>	<p><input type="checkbox"/> Whole class</p> <p><input type="checkbox"/> Group work</p> <p><input checked="" type="checkbox"/> Pair work</p> <p><input type="checkbox"/> Individual work</p>	<p>• U1.pdf</p> <p>U1 Worksheet activity 3</p>	<p>Students recognize their missing information and can correct it by themselves simply comparing the answers.</p>

CLIL Lesson Plan

Unit number	1	Lesson number	3	Title	A definition of the Industrial Revolution
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	30 min	Remember what they have already studied Be able to highlight and summarise key concepts Understand the social meaning of the Industrial Revolution with its consequences: revolution in terms of social change, not in terms of war conflict.	Working in pairs, students have to choose the appropriate definition of Industrial Revolution among the choices given. Once they've chosen their own definition, they have to discuss and motivate their choice Then they have to write down their ideas using at least five new words they've just learnt Afterwards they have to share it with the class.	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Monarchy War Political system Society</p> <p>Communicative structures They use the everyday less formal language: Could you explain what is happening...? How would you rephrase the meaning...? What is the main idea of...?</p>	L	S	R	W	<input 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"> • U1.pdf • U1_keys.pdf • U1_L1_all2_give an opinion.pdf <p>U1 (worksheet_Multiple choice definition)</p>	Ongoing assessment: the teachers circle and monitor as students work.
L	S	R	W								

2	20 minutes	Organize and rework ideas; Reflect on their own learning attitudes	Students have to write five new words each on a different sheet and put it in a box the teacher has prepared. Then, the teachers give to the students a summary sheet, in order to reflect and clarify the contents of the topic discussed. Furthermore students have the opportunity to review what worked and what didn't in previous lessons	<p>Skills</p> <table border="1" data-bbox="1025 165 1370 213"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary everyday knowledge and vocabulary</p> <p>Communicative structures structures: they use the everyday less formal language</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"> • U1.pdf • U1_L3_all2_DIRT page.pdf <p>U1_L3_ALL1_DIRT page</p>	Self-assessment : using the DIRT page they can check their own abilities
L	S	R	W								

CLIL Lesson Plan

Unit number	2	Lesson number	1	Title	Rural and Urban landscape before the Industrial Revolution
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	30 minutes	Students will be able to cooperate, to listen to each other's opinion, to discuss and to judge if an answer is appropriate based on their knowledge; they have to convince, to defend, to debate.	Warming up activity: in groups of max. 4 students, they ask each other multiple choice questions that the teacher gave them The teams interact two by two comparing each other's answers and keeping a score: 1 point if both sides agree, 0 if they	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Previous key words</p> <p>Communicative structures Use linking words such as: in addition moreover due to the fact furthermore firstly, secondly,... on the other hand Use "useful debate vocabulary" for instance: As far as we are concerned.., we guess.., Sorry if we don't agree...</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"> • DEBATE GRID.pdf • TEAMWORK_TEACHER__grid.pdf • U2.pdf • U2_Keys.pdf • U2_L1_all1_linking words.pdf • U2_L1_All2_Debate words.pdf <p>U2 worksheet (multiple choice questions) Debate grid linking words Useful debate vocabulary team work evaluation teacher grid U2_keys</p>	Students can compare their score with the solution sheet that the teachers hand out The teachers complete the "speaking grid"
L	S	R	W								

Or if they don't. Afterwards the groups have a few minutes to revise their ideas and then they have to argue in order to persuade the antagonist of the appropriate answer. The team that does so gets 2 points (both antagonist teams), otherwise zero. The Clil Teacher gives specialist aid if needed, encourages to use words in order to present a formal debate,

			keeps the voices tone on a reasonable volume.			
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2	20 minutes	Observation skills. Be able to recognize and label the context with appropriate language.	The students are given two pictures which represent the landscape before and after the revolution. The assignment is to compare and then describe the main differences between these two pictures. The teachers write down (on the blackboard) all the words that 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 Observe, name, put data in a table, describe, infer, notice. fences enclosures private property land-owner docs factories to breed and farm steam engine canals pollution urbanization</p> <p>Communicative structures The students are invited to observe and check differences. They use questions like: How would you describe..? what are the differences..? What can we notice...?</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"> • U2.pdf • U2_L1_all3_pictures.pdf <p>Landscape pictures</p>	Ongoing assessment: the teachers circle and monitor as students work.
L	S	R	W								

		<p>students come up with after the comparison of the two pictures. Then, individually, each student has to gather the notions about the social structures and classes before the revolution and answer the questions given. The teacher is available for consultation.</p>			
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CLIL Lesson Plan

Unit number	2	Lesson number	2	Title	The Industrial Revolution: turning points 1		
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
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1	10 minutes	Guess and check, match, select, identify.	Students have to complete a sheet by matching specific words with the right definition. This is a pre-listening activity The teachers are available for consultation	<p>Skills</p> <table border="1" data-bbox="965 164 1310 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Field, Aristocratic, Steam, coal, hand tools, factories, Fuel, to hire, pollution, urban slums, proletariat, exploitation, demand of goods, lack of housing, profit, financial game, manufacture, employ.</p> <p>Communicative structures Students activate low order thinking skills in order to understand the following listening activity. Could you select..? Who was...? What were the main...? What is this..?</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"> • U2.pdf • U2_Keys.pdf <p>U2 worksheet (Matching table) U2_KEYS Matching table keys</p>	Self-assessment: checklist with keys given by the teachers
L	S	R	W								

40 minutes

Listen carefully for the important details and note taking. Guess from the contest. Remember and write. Share and collaborate

The teachers will show a video. The first time students have to see it without the audio, and by looking at the images they have to guess and take notes. The second time with the audio, the students have to complete some sentences given by the teachers. Once the video is finished, each student can compare their answers with the classmate to the right and help each other when needed. The teacher assigns homework: students have to complete a table in which they'll describe positive and negative effects of the Industrial era, according to the video.

Skills

L	S	R	W
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Key vocabulary

fields aristocrats
servants automation
capitalism competition
cotton gin invention
labor manufacturer
wealth middle class
mass production profits
exploitation social gap

Communicative structures

They need grammatical structures like past and passive tenses
reporting speech
language
communicative structures like: What facts or ideas show...? Which is the best answer..? What did you understand...?

- Whole class
- Group work
- Pair work
- Individual work

- U2.pdf
- U2_Keys.pdf
- U2_L2_all1_video Transcription.pdf

Link Video:
www.youtube.com/watch?v=3Efq-aNBkvc
U2_L2_AL1_video transcription U2 worksheet (Fill in the blank exercise); Positive and negative effects table

peer-assessment: students correct each other exchanging notes

CLIL Lesson Plan

Unit number	2	Lesson number	3	Title	The Industrial Revolution: turning points 2
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	20 minutes	<p>Guessing from the context</p> <p>Cooperating with others</p> <p>Organising information</p>	<p>In pairs, students compare their homework and then answer two easy questions. Then they have to do an exercise in which students have to rank the social classes mentioned in the video, from the richest to the poorest.</p>	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Pre-knowledge words. Also: Industrialists Aristocrats Farmers Proletariat High-middle-low classes workers</p>	L	S	R	W	<p><input type="checkbox"/> Whole class</p> <p><input 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"> • U2.pdf • U2_Keys.pdf • U2_L1_All2_Debate words.pdf <p>U2 worksheet: Ranking list; Ranking list keys</p>	<p>Students can compare their ideas with the solution sheet that the teachers hand out</p>
L	S	R	W								

Communicative structures

To manage a raking list they are encouraged to use structures like: "I guess..." "I reckon..." "I believe..." "From this point of view..." In order to support their own ideas, they develop high level thinking skills like integrate, debate, deduce and defend.

2	30 minutes	Students get to know the turning points of the Industrial Revolution in depth. They transfer what they are listening to into a question in order to focus on the relevant point. They make associations through concepts	Students are shown a presentation about a specific topic and have to take notes. Then with these notes they have to write a question about the topic and put it in a box prepared by the teacher. The teacher explains the presentation (PowerPoint) and highlights the essential concepts. In pairs, they will do a word-search puzzle	<p>Skills</p> <p>L S R W</p> <p>Key vocabulary fences enclosures private property landowner docs factories to breed and farm steam engine canals pollution urbanization drawbacks word powers railway machinery</p> <p>Communicative structures What inference can you make..? What is the main focus points..? What is the function of...?</p>	<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"> • U2.pdf • U2_L3_all1_PowerPoint.pdf • U2_L3_All2_words search puzzle.pdf <p>U2 worksheet U2_L3_all1_PowerPoint presentation U2_L3_all2_WordSearch puzzles</p>	Ongoing assessment: the teachers circle and monitor as students work.
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CLIL Lesson Plan

Unit number	2	Lesson number	4	Title	Causes of the Industrial Revolution
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
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1	20 minutes	Social interaction with a person using appropriate language Elaborate and be able to formulate a coherent speech	Students have to pick out of the box a question from the previous lesson, making sure it is not their own question. Then each student has to answer someone else's question. The teachers asses the output and the ability to expose facts	<p>Skills</p> <table border="1" data-bbox="808 164 1149 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary They can use their pre-knowledge</p> <p>Communicative structures Linking words and sentences like: "what example can you find to...?" Do you remember when...? Which is the best answer...? As a grammatical focus, they have to use the past tense, the passive form, the adjective.</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"> • DEBATE GRID.pdf <p>Box with previous questions</p>	See the debate grid
L	S	R	W								

2	30 minutes	Analysis skills like: Analyse, breakdown, abstract, Focus on cause and effect, Make an inference.	Students are divided into four groups. Each group has a document that explains the main causes	<p>Skills</p> <table border="1" data-bbox="808 1193 1149 1241"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Glossary with specific vocabulary related to the document</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"> • Criteria for group work presentations.pdf • SELF ASSESSMENT GRID.pdf • TEAMWORK_TEACHER_grid.pdf • U2.pdf • U2_Keys.pdf • U2_L4_ALL1_CAUSES.pdf • U2_L4_All1_CAUSES_Keys.pdf • U2_L4_all2_Role cards.pdf 	work group teacher grid self assessment grid
L	S	R	W								

They also have to cooperate, respect every opinion.

of the Industrial Revolution. Once they've analyzed it, they have some simple questions to answer and some tables to complete. In the groups, each student has a specific role and job assigned by the teacher through a role card. In addition to the document there is a glossary with some useful vocabulary and keywords. The teachers are both available to

Communicative structures

"How is this related to...?" "what theme...?"
"What inference can you make?" "What is the relationship between...?"

U2_L4_all1_causes and glossary
U2_L4_all2_role cards work group
grid criteria for the group work

		give specialist aid and encourage the cooperative work. The CLIL teacher reminds the students the criteria for the group work.				
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CLIL Lesson Plan

Unit number	2	Lesson number	5	Title	Effects of the Industrial Revolution
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	50 minutes	Students improve their high level thinking skills to create something new, combining knowledge in a new pattern. They compile information together in a different way by combining elements in a new pattern or proposing alternative solutions. They build relationships between	Jigsaw activity: students work in a computer lab. Students set up four new working groups: each component comes from a different previous group so everyone has a different background about the topic. Then, using computers	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary All keywords from previous lessons. In addition, they need words like: causes and effects, conceptual map, relationships.</p>	L	S	R	W	<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"> • SPEAKING GRID.pdf • TEAMWORK_TEACHER__grid.pdf • U2.pdf <p>Unit 2 worksheet work group teacher grid notes, pictures, computers.</p>	work group teacher grid
L	S	R	W								

between different causes, they integrate each other's information according to their previous work on a specific phenomenon, they plan a diagram. Moreover, they are able to collaborate and to exchange information.

computers or tablets, they must create a concept map which represents relationships between concepts and events. Every concept has to be related with one another using linking words. Creativity is welcome: it is possible to use pictures, storyboards and Powerpoints, students' notes and materials. At the end of the lesson, each group presents their work and the teacher evaluates it

Communicative structures

The very useful communicative structures are linked to students' abilities to share information. They need to use questions like: How would you adapt to create something new? How would you design... What facts can you compile..? They also need linking words (due to, in order to, owing to that...)

		through a grid.				
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CLIL Lesson Plan

Unit number	3	Lesson number	1	Title	Life in the Victorian age
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	30 minutes	Students will be able to: - classify and compare data - interpret and refer to the context	The teacher presents a Powerpoint about the drawbacks of Industrialisation. Students have to listen carefully and take notes highlighting the negative effects of the industrial process, in particular about children's exploitation. Moreover, during the presentation, graphs and tables will be shown and students will	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary exploitation poverty wages labour urbanisation discipline middle-class housing epidemic Luddism employed</p>	L	S	R	W	<input checked="" 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"> • U3.pdf • U3_L1_all1_drawbacksPower Point.pdf U3 worksheet U3_L1_all1_drawbacksPower point Quizlet set online: link	Students play with "a Quizlet set" in order to improve the vocabulary.
L	S	R	W								

Students will have to analyse and understand the data together with the teacher.

Communicative structures

Can you explain what is happening...? How would you classify the type of...? How would you summarise...? Could you state or interpret in your own words...? What question would you ask in an interview with...?

2	20 minutes	Students will be able to: - justify a choice - illustrate - transfer and show - carrying out other people's choices	Each student has to choose a picture from the gallery on the teacher's desk. The choice has to be justified thoroughly and in a written statement. Then, in pairs, the students have to ask each other questions about their respective pictures. Students have to listen carefully to what their classmate is telling them because the teacher could randomly choose one student to make them explain out loud the picture description.	<p>Skills</p> <table border="1" data-bbox="857 167 1198 215"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Pre-knowledge vocabulary</p> <p>Communicative structures Why did you choose...? What does it represent...? Why do you think it is related to the topic?</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"> • SPEAKING GRID.pdf • U3.pdf • U3_L1_all3_picture gallery.pdf <p>U3 worksheet U3_L1_all3_Pictures gallery</p>	See speaking grid
L	S	R	W								

CLIL Lesson Plan

Unit number	3	Lesson number	2	Title	Children's exploitation 1
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
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1	50 minutes	Students will be able to: - predict information they're going to listen to - listen carefully - walk into someone else's shoes, try to understand a different perspective	This activity will take two periods. The first part will consist in dividing the class into 4 working groups and it will take place in the computer lab. Each group has to look up the website BBC Learning School Radio on the computers, where they will find a list of episodes related to the topic and select the one they prefer. For each episode there are three audio tracks available (5-6 minutes top). Before listening, the students have to read the instructions and focus on the key questions.	<p>Skills</p> <table border="1" data-bbox="922 165 1267 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Victorian age glossary previously learned: trapper chimney-sweeps working in service maids street children</p> <p>Communicative structures We are learning to... We are looking for... What would it be like to be...?</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"> • U3.pdf • U3_L2_all1_group1.pdf • U3_L2_all2_group2.pdf • U3_L2_all3_group3.pdf • U3_L2_all4_group 4.pdf • U3_L2_Key.pdf <p>U3 worksheet link U3_L2-3_All1_group1_worksheet U3_L2-3_All2_group2_worksheet U3_L2-3_All3_group3_worksheet U3_L2-3_All4_group4_worksheet U3_L2-3_keys</p>	Ongoing assessment: the teachers check understanding of the episodes.
L	S	R	W								

CLIL Lesson Plan

Unit number	3	Lesson number	3	Title	Children's exploitation 2
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	50 minutes	While creating and developing their works students will be able to: - arrange and assemble - compose and express - collaborate and share	Continuing the group activity in the computer lab. The teacher hands out a sheet with criteria for work group presentations and feedback in order to help the students. Each group has a different activity to develop, for example making a drawing or creating a	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Pre-knowledge vocabulary and Victorian age glossary</p> <p>Communicative structures Why did you choose this idea to...? How would you express the concept...? What do you want to explain to the class?</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"> • TEAMWORK_TEACHER_grid.pdf • U3.pdf • U3_L2_all1_group1.pdf • U3_L2_all2_group2.pdf • U3_L2_all3_group3.pdf • U3_L2_all4_group 4.pdf • U3_L2_Key.pdf <p>U3 worksheet link U3_L2-3_All1_group1_worksheet U3_L2-3_All2_group2_worksheet U3_L2-3_All3_group3_worksheet U3_L2-3_All4_group4_worksheet U3_L2-3_Keys</p>	Groupwork teacher grid
L	S	R	W								

		<p>creating a drama act. Once the work is done, each group has to show it to the rest of the class and the teacher will assess it with a groupwork grid.</p>				
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CLIL Lesson Plan

Unit number	3	Lesson number	4	Title	Children's condition today
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
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1	50 minutes	Students will be able to: - argue, consider and evaluate the topic - compare the differences between two different historical periods, the past and the present - be aware of the problems of the contemporary world	In the computer lab, students have to connect to the website www.antislavery.org The teacher will help the class to explore the website in order to collect as much information as possible about slavery in the contemporary world. Then, students will share the information collected and answer the teacher's questions. As homework, there will be an individual assignment. Write an essay of 150-200 words that answers the following question: "How can modern children's slavery be connected to the children's exploitation during the Industrial Revolution?"	<p>Skills</p> <table border="1" data-bbox="1048 167 1386 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary human trafficking forced labour children labour slavery in supply chains threat penalty</p> <p>Communicative structures What is your opinion of...? How would you evaluate...? What judgement would you make...? What information would you use to support the view...?</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"> • WRITING GRID.pdf • U3.pdf <p>link U3 worksheet: Lesson 4 questions GUIDELINE_WRITING writing_grid</p>	Writing assessment grid
L	S	R	W								

CLIL Lesson Plan

Unit number	4	Lesson number	1	Title	Historical sources 1
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
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1	20 minutes	Students will be able to: - communicate and interact with another person - express their opinion clearly - remember information about the topic	Warming-up activity. Students find a card on their seat, which it says to write down two questions about the work they've done so far. Then, all of them have to line up in two rows, facing each other. The aim of the activity is to communicate with other classmates by asking the questions they have written and waiting for the answer. Once the exchange is finished, the student can step to their right and restart with another classmate. The teacher monitors and checks content and language output.	<p>Skills</p> <table border="1" data-bbox="936 164 1281 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Pre-knowledge vocabulary</p> <p>Communicative structures Low level thinking skills but great communication impact. They will use questions like: Do you remember...? What were the main causes...? When was X done? When/Where did X happen?</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"> • SPEAKING GRID.pdf • U4.pdf • U4_L1_all1_nice to meet you.pdf <p>U4_L1_all1_Nice to meet you</p>	See speaking grid
L	S	R	W								

2	30 minutes	Learners become aware of what	This activity needs one more period to be carried out (see	<p>Skills</p> <table border="1" data-bbox="936 1434 1281 1482"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table>	L	S	R	W	<input type="checkbox"/> Whole class	<ul style="list-style-type: none"> • SELF ASSESSMENT GRID.pdf • U4.pdf 	Students assess their own work using the self
L	S	R	W								

historians do. They perform a role play, putting themselves in the historians' shoes. They carry out a survey based on original sources. They focus their attention on the main content looking for specific information. They also learn how to skim a text without wasting time in unwanted literal translations.

Historical sources 2). It is a cooperative learning work which wants to show what historians do. The Clil teacher asks students to imagine they are a group of historians. How do historians work? What are their tools? Historians focus on sources. They come across written, visual, material, landscape sources, and so on. The teachers explain the main steps of a historian's job. Firstly, they select and analyse sources in order to enlighten as many facts as possible about the topic. Secondly, they classify sources asking "what type of document is it?, When was it created?, Who is

Key vocabulary
sources, historian, dossier and the specific words they come across in the dossier.

Communicative structures
Students need the following communicative structures: What is the main theme...? How would you classify..? How would you categorise...? What is the function of...?

- Group work
- Pair work
- Individual work

- U4_L1_all2_table.pdf
- U4_L1_all4_Role cards.pdf
- U4_L1_all3_dossier.pdf

U4_L1_all2_historian's table
U4_L1_all3_dossier role cards
Self assessment grid

assessment grid.

the author?..."
Finally they can compare data and infer their own interpretations. This is what students are going to experiment. They will work in groups. The teachers give the groups an historical-source dossier. Skimming the texts - in order to understand the topic - they will select two texts and scan them to complete a table (the groups are given the table).

CLIL Lesson Plan

Unit number	4	Lesson number	2	Title	Historical sources 2
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	50 minutes	Students, managing and inferring the historical sources, would be able to select information, formulate hypotheses, dispute and defend their conclusions. They also have to create a team work based on mutual respect and cooperation.	This lesson is needed to complete the previous students' works. After skimming and scanning the historical sources, they highlight the key words and create a glossary with the words they don't already know. An English monolingual dictionary is allowed. Meanwhile they complete the table. Eventually, in groups, they focus on the topic and share their ideas in order to create a report they will present to the classmates orally: the groups' speakers will have three minutes each. The teachers are available to aid and give specialistic information. The Clil teacher summarises 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 All words learners pick up in the text</p>	L	S	R	W	<input checked="" type="checkbox"/> Whole class <input checked="" type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	U4_L1_all3_dossier speaking grid	Both curricular and clil teachers asses the presentations with the speaking grid
L	S	R	W								

teacher summarizes the criteria for the speech presentation

Communicative structures

In order to share their inferences about the text and cooperate to create the speech, students ask each other: What is your opinion..? What would we recommend..? What would we quote to defend the actions...? Based on what we know, how would we explain..? What data was used to draw this conclusion..?

CLIL Lesson Plan

Unit number	4	Lesson number	3	Title	Create a newspaper
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	50 minutes	Students will be able to: - create something by themselves while cooperating together - be responsible in following the assignments - assemble, arrange, design, invent, organise - role play	The activity will take two lessons' time. The aim is to draft a newspaper's front page. Students have to immerse themselves in the 19th century: they are the press staff working in a newsroom. The class is divided into 5 groups with different assignments: -staff 1 Managers --> they have to create the newspaper's name, manage the lay-out and select the main content of the front page - staff 2 Journalists --> they have to write at least 5 articles about different topics, such as women miner's petitions, the conditions of the working class, industrialisation and pollution, an inquiry about children's exploitation,... - staff 3 photo-journalists -->	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Pre knowledge vocabulary Specific journalistic words : headline human interest photojournalism backstory cover newsroom edit press embed</p>	L	S	R	W	<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"> • SELF ASSESSMENT GRID.pdf • U4.pdf <p>U4 worksheet All previous materials newspaper room teams and aims Website: link</p>	Self-assessment: how did we work?
L	S	R	W								

staff 3 photo journalists -> they have to cooperate with other staff and find the pictures which best represent the contents of the articles. They also help in uploading everything on the web - staff 4 Advertising --> they have to invent some commercial or personal advertisements in order to create something funny - staff 5 Science and innovation technology --> they have to announce a new tool or machinery related to the industrialisation All articles, photos, advertisements have to be referred to a specific source.

Communicative structures

How can it be managed...? How would you create/invent/write...? Which is the suitable...? How can we express this concept...?

CLIL Lesson Plan

Unit number	4	Lesson number	4	Title	Editing
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
1	50 minutes	Cooperating and collaborating, students apply their knowledge in order to complete the job, combine their products, integrate information and abilities, negotiate others' point of view, role play with historical situations, design a newspaper front page.	Continuing the newspaper work. Using all the materials they've collected and arranged, the class starts the second part: editing and uploading. They should use a free internet app and make and print a newspaper easily. Otherwise they should use a simple poster and stick the articles, the advertisements	<p>Skills</p> <p>L S R W</p> <p>Key vocabulary Pre-knowledge vocabulary</p> <p>Communicative structures Higher level thinking skills are necessary to create something new. They will use communicative structures like: How should we adapt...? What is the better way to combine ..? Would we modify...?</p>	<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"> • SELF ASSESSMENT GRID.pdf • TEAMWORK_TEACHER_grid.pdf • U4.pdf <p>U4 worksheet Website: link All students' articles, advertisements and photos.</p>	Workgroup teacher grid Teachers provide feedback

advertisements
and the photos
on it. The final
product will be
delivered to
other forth-
year classes of
the school. The
teachers help
students to
create the lay-
out and make
the copies.

CLIL Lesson Plan

Unit number	5	Lesson number	1	Title	Final test
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	50 minutes	Verify their own knowledge Be able to cope with a stressful situation	Students are submitted a final test: multiple choice questions, matching words with definitions, fill-in blank spaces.	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Everything they've learnt</p> <p>Communicative structures ----</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"> • final test CLIL.pdf • final test CLIL_Keys.pdf <p>U5_L1_all1_final test U5_L1_all2_final test_keys</p>	Final test
L	S	R	W								