

CLIL Module Plan

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School	Liceo Russell Cles				
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 type="radio"/> 4	<input checked="" type="radio"/> 5
Subject	Scienze umane		Topic	Sociology	
CLIL Language	<input checked="" type="radio"/> English			<input type="radio"/> Deutsch	

Personal and social-cultural preconditions of all people involved	<p>Most students will : be able to analyse the modern paradigm of social sector be able to explain the details of the social problem, like “haves and the have nots” in the world be using critical thinking students’ skills: 4 b1, 2 b2, others elementary level. Cultural background: 3 from Romania, 3 from Tunisia (Italian as second language), others are native speakers</p>
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Students' prior knowledge, skills, competencies	Subject	Language
	<p>The students have studied Human Science. Actually, 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 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 didactic. 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 language and the methodology.</p>	<p>In order to develop this module, students used their previous knowledge of language functions such as expressing hypothesis, making comparisons, speculating and deducting, expressing advice and suggestions, 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	© Module	Length 20 - 100 min.
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Description of teaching and learning strategies

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, jig saw) 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 summary or report of the group work. I'm also going to improve their interaction in order to develop speculating 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).

Overall Module Plan

Unit: 1 Unit 1 Unit length: 20	Lesson 1 What is society and how it is separate
	Lesson 2 Methodology of research
	Lesson 3 Social stratification
	Lesson 4 Poverty
	Lesson 5 Social Classes in the United States
	Lesson 6 Social Mobility
	Lesson 7 Social Exclusion
	Lesson 8 Zygmunt Bauman - Liquid Times - Out of Touch Together
	Lesson 9 Welfare State
	Lesson 10 HavesHave nots

CLIL Lesson Plan

Unit number	1	Lesson number	1	Title	What is society and how it is separate
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	10' warm up	Know what society is and improve their knowledge of the topic -how society is divided	t.: refers to daily topic give them the information about procedure for their work t: explains how to build a list of lessial terms Ask and answer questions	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Topic, task, logbook, take note, ask and answer</p> <p>Communicative structures Ask questions wh questions: What, How, When, Where, Which, Who, Why</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"> Lesson 1.pdf on whiteboard - lesson 1	
L	S	R	W								

2	15' core lesson	Ss read text 1, 2 for general information about society	t: explain what the students have to do and help them if they need ss: read text and underline key words	<p>Skills</p> <table border="1" data-bbox="1037 164 1377 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary poverty, index, percentage, wealth, resources, scale</p> <p>Communicative structures to use content-related and scientific vocabulary</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"> • Lesson 1.pdf • GRID - module sociology.pdf 	self assessment - grid 2
L	S	R	W								

3	30' core lesson 10' revision	ss: have to interpret the graphs ss: describe a picture about poverty	t: gives a graphs about poverty in the World ss: work in pair and try to interpret it	<p>Skills</p> <p>L S R W</p> <p>Key vocabulary income, inequality</p> <p>Communicative structures comparative form of adjective present simple of the verb to have e.g.:unemployment rate in UK is higher than working class income was lower than middle class in ... man have to do the same work as women but they are paid more.</p>	<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"> • Lesson 1.pdf • GRID - module sociology.pdf • KEYS - MODULE SOCIOLOGY.pdf <p>Lesson 1 Task 2 authentic test</p>	Self assessment to ask for clarification
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4	20'' core lesson 10' conclusion	ss: Reading text 4 and 5 in order to interpret the following graph t: To sum up the topic, the students and teacher discuss together	ss: can ask questions if they need more clarification Lesson 1 Task 3 pictures chart task 4 - lesson 1	<p>Skills</p> <table border="1" data-bbox="1039 167 1375 215"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary segregation, racial, separated, apartheid, rights, restrictions, townships, gender, discrimination, low-status jobs, protective equipment, global challenges, sustainable development</p> <p>Communicative structures if sentences, first and second type If Mexican government improved the skills of workers, the people could live better. Social inequality might be reduced if richness was spread to all social classes.</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"> • Lesson 1.pdf • GRID - module sociology.pdf • KEYS - MODULE SOCIOLOGY.pdf 	test, word formation exercise assessment Grid 6 writing type 2
L	S	R	W								

CLIL Lesson Plan

Unit number	1	Lesson number	2	Title	Methodology of research
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	10' warm up	ss: Review previous topic to refresh their knowledge	t.: refers to day topic ss: work on logbook Ask and answer questions	<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>Communicative structures Did you remember the reason of social inequality in Bolivia? I wrote that Bolivia had the highest rate in all South America</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"> Lesson 2.pdf on white board 	self assessment
L	S	R	W								

2	60' core lesson	ss: search the web for some information about poverty around the world ss: select different countries ss: compare data with partners	group work - two persons T: gives some instruction, T: checks up/around and helps the students T:observes and fills in the grid Task 1	<p>Skills</p> <table border="1" data-bbox="1070 164 1415 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary unemployment rate Income gender inequality working skills</p> <p>Communicative structures to use content-related and scientific vocabulary present simple comparative forms</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"> • GRID - module sociology.pdf • Lesson 2.pdf <p>Task 1</p>	<p>Self Assessment - grid 2 T. group Assessment - grid 1</p>
L	S	R	W								

3	30' core lesson 10' revision	writing and critical thinking about the poverty around the world Drawing a pie chart	ss:Write a short report of your findings, taking into consideration your previous knowledge, add your personal comment on it. Draw a pie chart of your results and share it with your partner. Task 2	<p>Skills</p> <table border="1" data-bbox="1070 893 1415 941"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary unemployment rate Income gender inequality working skills</p> <p>Communicative structures simple present</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"> • GRID - module sociology.pdf • Lesson 2.pdf <p>Task 2 Grid 6 Type 1</p>	<p>Teacher Ass.: Grid 6 Type 1</p>
L	S	R	W								

CLIL Lesson Plan

Unit number	1	Lesson number	3	Title	Social stratification
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	10' warm up	To refresh their knowledge	t.: refers to day topic ss: explain for building a list of word - logbook	<p>Skills</p> <table border="1"> <tr> <td><input checked="" type="checkbox"/> L</td> <td><input type="checkbox"/> S</td> <td><input type="checkbox"/> R</td> <td><input type="checkbox"/> W</td> </tr> </table> <p>Key vocabulary previous lesson</p> <p>Communicative structures simple past Could you tell me the mining of poverty in the World?</p>	<input checked="" type="checkbox"/> L	<input type="checkbox"/> S	<input type="checkbox"/> R	<input type="checkbox"/> 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"> • GRID - module sociology.pdf • Lesson 3.pdf <p>Task 1 grid self assessment student - group of 4</p>	
<input checked="" type="checkbox"/> L	<input type="checkbox"/> S	<input type="checkbox"/> R	<input type="checkbox"/> W								

2	90' core lesson	<p>ss read the text underline new words, try to guess the meaning/look up the dictionary, answer the questions below the text, discuss and summarise the content of each piece, share information and conclusion with the other groups (oral), summarize the content of the other groups.</p>	<p>Jigsaw activity T: explain how ss can work in a jigsaw</p>	<p>Skills</p> <table border="1" data-bbox="1070 167 1415 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary stratification system, social inequality, individual characteristics, unequal, lifelong status, exogamy, endogamy, higher/lower status, inherited, caste, talent, capitalist society, profit, proletariat, property, prestige, power, wealth, family background.</p> <p>Communicative structures to use content-related and scientific vocabulary simple present, simple past, I agree/disagree collocation such as: capitalist society, social inequality, life long status, stratification system</p>	L	S	R	W	<p><input 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"> • GRID - module sociology.pdf • Lesson 3.pdf <p>Lesson 3 Task 1 Task 2 authentic test adapted from- "Sociology" - Holt McDougal - LaVerne Thomas - 2011</p>	<p>Assessment grid by teacher Grid 1 Self assessment student Grid 2</p>
L	S	R	W								

CLIL Lesson Plan

Unit number	1	Lesson number	4	Title	Poverty
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	30' warm up	Reviewing ideas and vocabulary about Poverty Answer questions -write some notes	t.: refers to day topic ss: explain for building a list of word Ask and answer questions Compare and Contrast: how caste systems are similar to/ different from class systems? Evaluate which of the three dimensions of social stratification - wealth, power, and prestige - should have the most weight in determining social 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 class system, social stratification - wealth, power, prestige, social inequality</p> <p>Communicative structures simple past if close</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"> Lesson 4.pdf topic on the whiteboard - lesson 4 On poster Lesson 4 task 1	Self assessment to ask for clarification
L	S	R	W								

2	10' core lesson	ss: focus on the topic, listening	watch a video	<p>Skills</p> <table border="1" data-bbox="1070 164 1415 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary peace, president, war, deputy, human rate, civil war, ethnic conflict, vandal attack, export oil.</p> <p>Communicative structures simple past</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"> • Lesson 4.pdf Task 2 - lesson 4	
L	S	R	W								

3	20' core lesson	ss:read the article underline the key words in the text	reading and focusing on topic ss: have the article to read about rural poverty adapted from LaVerne Thomas Sociology 2010	<p>Skills</p> <table border="1" data-bbox="1070 167 1415 215"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary rural poverty, poverty rate, national average, social-welfare office, communities, urban area, primary-care physician, automation</p> <p>Communicative structures present perfect, might /should</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"> • GRID - module sociology.pdf • Lesson 4.pdf <p>Tasl 3 lesson 4</p>	<p>Self assessment student - to ask for clarification T. Grid 6 type 1</p>
L	S	R	W								

4	30'' core lesson 5' conclusion	<p>ss: examine in detail and find evidence to support generalisations</p> <p>The "invisibility" of rural poverty intensifies the problem.</p>	<p>ss:Answer questions alone then work in pair, share your answer and decide what is the best answer for everyone</p> <p>ss:paste the answers on a poster in the classroom</p>	<p>Skills</p> <table border="1" data-bbox="1070 167 1415 215"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary</p> <p>Communicative structures</p> <p>I agree/disagree might/could/should What do you think? How are the characteristics of urban poverty? What steps would you take to bring this issue to the public's attention?</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 checked="" type="checkbox"/> Individual work</p>	<ul style="list-style-type: none"> • GRID - module sociology.pdf • Lesson 4.pdf <p>lesson 4 task 4 task 5 Poster</p>	T: grid 5
L	S	R	W								

CLIL Lesson Plan

Unit number	1	Lesson number	5	Title	Social Classes in the United States		
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
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1	15'' warm up	focus on - social classes system in USA t: prepare a list	t.: explain for building a list of word work on logbook	<p>Skills</p> <table border="1" data-bbox="1037 167 1377 215"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary lower-level managers, skilled workers, supervisors factory workers, clerical workers, lower-level salespeople, laborers, service workers such as gardeners and house cleaners undesirable, low-paying jobs, unemployed, on welfare upper class, upper middle class, lower middle class, working class, working poor, underclass</p> <p>Communicative structures</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"> • Lesson 5.pdf Task 1 - lesson 5 -	
L	S	R	W								

2	45' core lesson	<p>ss: search the web for some information about the theory (Marx and Weber) of having equal access to the resources needed for social advancement. Than select all different types of Social Classes, compare and contrast them on certain specific items.</p>	<p>T: checks up/around and helps the students T:observes and fills in the grid ss: work in pairs to find right information about Social Classes</p>	<p>Skills</p> <table border="1" data-bbox="1037 164 1377 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary using vocabulary that they found previously</p> <p>Communicative structures</p>	L	S	R	W	<p><input type="checkbox"/> Whole class <input type="checkbox"/> Group work <input checked="" type="checkbox"/> Pair work <input type="checkbox"/> Individual work</p>	<ul style="list-style-type: none"> • GRID - module sociology.pdf • Lesson 5.pdf <p>lesson 5 task 2 using a laptop</p>	<p>Teacher grid -1 Self student grid - 2</p>
L	S	R	W								

3	10'' core lesson	writing text	<p>ss: answer What are the general characteristics of the six social classes in the USA?</p>	<p>Skills</p> <table border="1" data-bbox="1037 916 1377 963"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary focus on poverty - work classes words</p> <p>Communicative structures simple present passive form</p>	L	S	R	W	<p><input type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work</p>	<ul style="list-style-type: none"> • KEYS - MODULE SOCIOLOGY.pdf • Lesson 5.pdf <p>Task 3 - lesson 5</p>	<p>Self assessment ss: can ask for clarification</p>
L	S	R	W								

4	20' conclusion	to rank on a table	<p>ss: Answer taking into consideration your previous knowledge: each student integrates a personal chart, each student evaluates if there is a relationship between occupational achievement and social class.</p>	<p>Skills</p> <table border="1" data-bbox="1037 164 1377 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary references where the people live social influence population, education, occupation</p> <p>Communicative structures simple present if sentences modals</p>	L	S	R	W	<p><input type="checkbox"/> Whole class</p> <p><input type="checkbox"/> Group work</p> <p><input type="checkbox"/> Pair work</p> <p><input checked="" type="checkbox"/> Individual work</p>	<ul style="list-style-type: none"> • GRID - module sociology.pdf • Lesson 5.pdf <p>Task 4 - lesson 5 draw a chart using web program</p>	Teacher grid 3- chart
L	S	R	W								

CLIL Lesson Plan

Unit number	1	Lesson number	6	Title	Social Mobility
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	10' warm up	Reviewing ideas and vocabulary about social classes Answer questions write some notes	t.: refers to day topic ss: explain to build a list of word Ask and answer questions	Skills <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> Key vocabulary Communicative structures collocation	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"> Lesson 6.pdf on whiteboard - lesson 6 - each student have the article about social mobility	self assessment student
L	S	R	W								

2	30' core lesson	find information about social mobility and demonstrate to know how the social mobility is.	ss: read the text underline new words try to guess the meaning/look up the dictionary write some notes share information and conclusion with the other students in plenary	<p>Skills</p> <table border="1" data-bbox="1070 167 1420 215"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary intergenerational mobility, hierarchy, stratification, horizontal mobility, managerial position, vertical mobility, wealthy businessman</p> <p>Communicative structures make use of content-related and scientific vocabulary collocation</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"> • GRID - module sociology.pdf • Lesson 6.pdf <p>laptop task 2 - lesson 6</p>	Teacher grid - 4
L	S	R	W								

3	30' core lesson	to use in a new situation the content about social classes	ss: write an essay and than read it out in class	Skills	<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"> Lesson 6.pdf task 3 - lesson 6	Self assessment to ask for clarification
				L S R W			
				Key vocabulary			
				Communicative structures			
				simple present, simple past,			

4	20' working on topic 10' conclusion	make judgements about horizontal mobility and vertical mobility a report	ss: to use critical thinking and make a report	Skills	<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"> GRID - module sociology.pdf Lesson 6.pdf task 3 - lesson 6	Teacher grid - 6 Type 2
				L S R W			
				Key vocabulary			
				Communicative structures			
				hypothetical sentences if close/ might/ could/ should			

CLIL Lesson Plan

Unit number	1	Lesson number	7	Title	Social Exclusion
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	10' warm up	focus on topic - listening	t.: refers to day topic ss: explain for building a list of word Ask and answer questions	<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>Communicative structures should/ could/ might</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"> Lesson 7.pdf on whiteboard - lesson 7	
L	S	R	W								

2	20' core lesson	ss:find information about social exclusion and demonstrate to know how the social exclusion is.	ss:read the text, underline new words, to guess the meaning/look up the dictionary, answer the questions below the text, share information and conclusion with the other students in plenary	<p>Skills</p> <table border="1" data-bbox="1010 165 1377 213"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary alienation,unemployment, poor skills, low incomes, poor housing, high crime, bad health, family breakdown, social recognition, social value, equal opportunity, marginalisation, conflict and insecurity, social protection, job opportunities, networks, housing</p> <p>Communicative structures to use content-related and scientific vocabulary collocation</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"> • KEYS - MODULE SOCIOLOGY.pdf • Lesson 7.pdf <p>Task 1 - lesson 7</p>	
L	S	R	W								

3	15' core lesson	ss:Answer question	T: asks question and answers	Skills	<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"> KEYS - MODULE SOCIOLOGY.pdf Lesson 7.pdf Task 2 - lesson 7	self student assessment				
				<table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table>				L	S	R	W
				L				S	R	W	
Key vocabulary exclusion, poverty, society											
				Communicative structures What is social exclusion? What happens to a person who is excluded from society? Why is social exclusion often linked to crime?							

4	40' core lesson 20' conclusion'	ss: plan a social program based on prediction of needs	T: checks up/around and helps the students T:observes and fills in the grid	Skills	<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"> GRID - module sociology.pdf KEYS - MODULE SOCIOLOGY.pdf Lesson 7.pdf lesson 7 task 3 task 4	Teacher grid - 3				
				<table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table>				L	S	R	W
				L				S	R	W	
Key vocabulary											
				Communicative structures							

CLIL Lesson Plan

Unit number	1	Lesson number	8	Title	Zygmunt Bauman - Liquid Times - Out of Touch Together
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	10' warm up	focusing on topic - listening	t.: refers to day topic ss: explain for building a list of word Ask and answer questions	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Inhabited, urban, high density, incubated, human interaction, incentive, boundary, order, wilderness, peace, warfare</p> <p>Communicative structures</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"> Lesson 8 first part.pdf Lesson 8 second part.pdf <p>on whiteboard lesson 8 T. gives the part of text to each group</p>	
L	S	R	W								

2	90'' core lesson	read the text underline new words try to guess the meaning/look up the dictionary discuss and summarise the content of each piece share your information and	ss: jigsaw	<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 type="checkbox"/> Whole class <input checked="" type="checkbox"/> Group work <input type="checkbox"/> Pair work	<ul style="list-style-type: none"> GRID - module sociology.pdf Lesson 8 first part.pdf Lesson 8 	Teacher grid n. 1 during a work group and n. 4 during student
L	S	R	W								

conclusion with the other groups (orally) summarize the content of the other groups knowledge about Bauman's Theory

Key vocabulary

Inhabited, urban, high density, incubated, human interaction, incentive, boundary, order, wilderness, peace, warfare the rule of terror, fear, enemies, battlefields, impassable approaches, cityscape, waste products, extraterritoriality, virtual connectedness, commonplace, regional purity, policy of zero tolerance

Individual work

second part.pdf

different part of the original Bauman's text

exposition
Self student assessment grid n. 2

				<p>Communicative structures to use content-related and scientific vocabulary to use the language of speculation and cause & effect to use collocation What judgement would you make about..? What information would you use to support the view...? What data could we use to make the conclusion? How would you prove...? How could you determine ..?</p>		
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3	10' revision	ss: each group briefly summarize the main content of their analysis T: summarizes on the blackboard the most significant points	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary to use content-related and scientific vocabulary</p> <p>Communicative structures The main ideas related to the topic are... what facts/ ideas can explain 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"> • Lesson 8 first part.pdf • Lesson 8 second part.pdf personal work sheet	self assessment
L	S	R	W							

CLIL Lesson Plan

Unit number	1	Lesson number	9	Title	Welfare State
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	10' warm up	T: sums up to have a connection with past lessons	t.: refers to day topic ss: explain to build a list of words Ask and answer questions	<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>Communicative structures Ask questions wh questions: What, How, When, Where, Which, Who, Why</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"> Lesson 9.pdf on whiteboard - lesson 9	
L	S	R	W								

2	50' core lesson	ss: search the web for some information about Welfare state and Health care in United Kingdom. ss:make a comparison between US and UK	work group - research	<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 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"> GRID - module sociology.pdf Lesson 9.pdf laptop - Task 1 - lesson 9	Teacher grid n. 1
L	S	R	W								

welfare

Key vocabulary

welfare state, health care, charity, public welfare programs, stock market crash, Great Depression, Social Security Act, Work opportunity, deficit reduction, promote work and support children, provided job training, minimum wage

Communicative structures

to use content-related and scientific vocabulary to use the language of speculation and cause & effect modal verbs UK should promote Welfare programs and support family with children more. Government should define a minimum wage for unemployment.

3	20' core lesson 10'	ss: make a comparison between US and UK welfare	ss: Write the comparison on a table ss:paste the sheet with the comparison on the blackboard ss: share the content in plenary section	<p>Skills</p> <p>L S R W</p> <p>Key vocabulary specific vocabulary of topic</p> <p>Communicative structures simple present modal verbs if close</p>	<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"> • GRID - module sociology.pdf • KEYS - MODULE SOCIOLOGY.pdf • Lesson 9.pdf <p>Teacher sheet task 2 lesson 9</p>	Grid Self assessment to ask for clarification T: gives at students a serf grid assessment (grid 5)
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4	10' conclusion	T:examines in detail new knowledge of shared worksheet	T: rearranges the sheets with similar contents on the blackboard and gives further explanation	<p>Skills</p> <p>L S R W</p> <p>Key vocabulary</p> <p>Communicative structures could/should you could this/you should have done this way....</p>	<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"> • Lesson 9.pdf <p>Using bluetack paist your sheet with the comparison on the blackboard share the content in plenary</p>	
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CLIL Lesson Plan

Unit number	1	Lesson number	10	Title	HavesHave nots
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	5' warm up	T: sums up to have a connection with past lessons	t.: refers to day topic ss: explain to build a list of word Ask and answer questions	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 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"> Lesson 10.pdf on whiteboard lesson 10	
L	S	R	W								
2	35' core lesson	ss: Describe how the cartoonist has chosen to visually represent social stratification	discussion in group work - making judgements about human right and poverty interpreting a theory	Skills <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table>	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"> Lesson 10.pdf Task 1 - lesson 10	self assessment
L	S	R	W								

Key vocabulary

inequality, global, employment, salary, unpaid, income, unequal, segregation, gender, percentage, wealth, index, scale, graph, development, police, taxes, racial segregation, apartheid, ancestry, townships, issue, discrimination, underrepresented, government, careers, inferior, sift, examine, screen, sustainable.

Communicative structures

hypothetical sentences
If the wealthy do not help the poor the gap will get wider and the bridge will collapse
If the poor want to get more skills they have to demand it.
If the government do not satisfy their needs they will not vote them anymore.

3	20' core lesson	ss: Analyze what is the meaning of the crumbling bridge.	Describe how the cartoonist has chosen to visually represent social stratification Analyze what the significance is of the fact that the bridge is crumbling Judge who you think the intended audience for this cartoon can be.	<p>Skills</p> <table border="1" data-bbox="1070 167 1415 215"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary</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 type="checkbox"/> Individual work	<ul style="list-style-type: none"> Lesson 10.pdf <p>Task 2 lesson 10</p>	
L	S	R	W								

4	20' conclusion 20' feed back	ss:Write a report	ss: write a report t: corrects and takes the report into account with a specific evaluation grid T: gives them feedback about their evaluation	<p>Skills</p> <p>L S R W</p> <p>Key vocabulary hases, have nots, global communication, infrastructures, skills, wealth, poverty, human values, human rights, dignity, welfare, unemployment, minimum wage, redistribution of income, income</p> <p>Communicative structures to use content-related and scientific vocabulary simple present simple past I agree/disagree may/might</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"> • GRID - module sociology.pdf • Lesson 10.pdf 	Assessment presenting and defending opinions students have to write a report on poverty in the world Grid 6 Type 1
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