

# CLIL Module Plan

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<b>School</b>	Liceo Galileo Galilei				
<b>School Grade</b>	<input type="radio"/> Primary		<input type="radio"/> Middle		<input checked="" type="radio"/> High
<b>School Year</b>	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input checked="" type="radio"/> 4	<input type="radio"/> 5
<b>Subject</b>	Filosofia	<b>Topic</b>		The British Empiricism	
<b>CLIL Language</b>	<input checked="" type="radio"/> English			<input type="radio"/> Deutsch	

<b>Personal and social-cultural preconditions of all people involved</b>	No personal or social-cultural preconditions are required: The module is designed for students attending the fourth class of liceo: students have usually an Average CEFR Level: B1, B2, and they usually have developed an adequate philosophical approach and have cumulated the necessary notions and vocabulary to face the issues of this module.
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<b>Students' prior knowledge, skills, competencies</b>	<b>Subject</b>	<b>Language</b>
	The students should know and be able to recall the main concepts of ancient philosophy, scientific revolution, cartesian philosophy and rationalist philosophy. They also should have argumentation skills, analysis and synthesis skills, research skills, critical thought. They should be able to read and comprehend a philosophical written or spoken text, express and argue their opinions.	Students should be able to : • express opinions • argue opinions • ask questions • compose an essay or an article • debate an argument • watch and comprehend a video with English subtitles • read an English philosophical text

<b>Timetable fit</b>	<input checked="" type="radio"/> Module	Length 20
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**Description of teaching and learning strategies**

The main goal of this Module is to lead the students to think and reflect on the modern problem of knowledge, through the deepening of the thought of the three main philosophers of the British Empiricism. The last unit of the Module, in particular, is conceived to show how a specific way to think reality and knowledge may influence and ground a specific way to think society, morality and politics. The module is centered on two main methodological principles, which are a direct relationship with the words of philosophers and a continuous, open, constructive dialog among pairs and between students and teacher. That's why lessons are built of different activities as observing things and processes, reading texts, working in group, learning individually, discussing and debating, watching videos, writing short texts, brainstorming, asking and answering, using multimedia resources, web searching. Some pieces of frontal lesson are also necessary. Cooperation with the language teacher is recommended to adapt the module's materials to the effective language skills of the students. All materials used for this module are available on the blog [nowxhere.wordpress.com](https://nowxhere.wordpress.com), on this page: <https://nowxhere.wordpress.com/2016/05/08/the-british-empiricism-locke-berkeley-and-hume/> The keynote presentation «The British empiricism: Locke, Berkeley and Hume», can be totally or partially projected and/or even printed and distributed to the students. All texts, images and videos used for this module are free-licensed.

# Overall Module Plan

<p><b>Unit: 1</b></p> <p>1. The problem of knowledge</p> <p><b>Unit length: 2</b></p>	<p><b>Lesson 1</b></p> <p>1.1. The problem of Knowledge and its origins</p> <hr/> <p><b>Lesson 2</b></p> <p>1.2. The modern problem of knowledge and its solutions</p>
<p><b>Unit: 2</b></p> <p>2. John Locke</p> <p><b>Unit length: 4</b></p>	<p><b>Lesson 1</b></p> <p>2.1. Introducing the Empiricism of John Locke. Experience, sensation, simple ideas, complex ideas.</p> <hr/> <p><b>Lesson 2</b></p> <p>2.2. John Locke: primary and secondary qualities.</p> <hr/> <p><b>Lesson 3</b></p> <p>2.3. Locke: a dangerous contradiction. About the idea of substance and that of God.</p> <hr/> <p><b>Lesson 4</b></p> <p>2.4. Locke: Towards the question on existence</p>
<p><b>Unit: 3</b></p> <p>3. George Berkeley</p> <p><b>Unit length: 3</b></p>	<p><b>Lesson 1</b></p> <p>3.1. George Berkeley: esse est percipi</p> <hr/> <p><b>Lesson 2</b></p> <p>3.2. George Berkeley: about ideas and their causes</p> <hr/> <p><b>Lesson 3</b></p> <p>3.3. Berkeley on trial</p>

<p><b>Unit: 4</b></p> <p>4. David Hume</p> <p><b>Unit length: 7</b></p>	<p><b>Lesson 1</b></p> <p>4.1. Introducing Hume's theory of perceptions</p>
	<p><b>Lesson 2</b></p> <p>4.2. Hume: Habitude and Imagination. Time is not a perception</p>
	<p><b>Lesson 3</b></p> <p>4.3. Hume: there is no substance and mind is a leap of perception</p>
	<p><b>Lesson 4</b></p> <p>4.4. Hume: «self» is a fiction.</p>
	<p><b>Lesson 5</b></p> <p>4.5. Hume: why do we believe in our «self»</p>
	<p><b>Lesson 6</b></p> <p>4.6. Hume: on causation</p>
	<p><b>Lesson 7</b></p> <p>4.7. Science on trial</p>

<p><b>Unit: 5</b></p> <p>5. Epistemology, metaphysics and ethics</p> <p><b>Unit length: 4</b></p>	<p><b>Lesson 1</b></p> <p>5.1. Why shall we think about reality and knowledge</p>
	<p><b>Lesson 2</b></p> <p>5.2. Locke's political theory</p>
	<p><b>Lesson 3</b></p> <p>5.3. Berkeley's social idealism</p>
	<p><b>Lesson 4</b></p> <p>5.4. Hume's defence of common sense</p>

# CLIL Lesson Plan

<b>Unit number</b>	1	<b>Lesson number</b>	1	<b>Title</b>	1.1. The problem of Knowledge and its origins
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<b>Activity</b>	<b>Timing</b>	<b>Learning Outcomes</b>	<b>Activity Procedure</b>	<b>Language</b>	<b>Interaction</b>	<b>Materials</b>	<b>Assessment</b>
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1	20'	<p>Describe and analyze an object (landscape, buildings, trees...)  Describe and analyze a process (action, reaction, movement,...)  Identify and define the kind of knowledge (opinion, science, evidence...) Identify and define the structure of knowledge (narration, argumentation, demonstration...)  Identify and define the basis (or grounding) of knowledge (senses, authorities, logic...)  Compare different hypothesis Argue opinions</p>	<p>T(Teacher) asks the S(Students) to look out of the window and answer the following questions: What do you see (hear, smell....)?  Are you sure that what you see is what truly exists out there?  What do You know about it?  How do you know? What makes you sure of it?</p>	<p><b>Skills</b></p> <table border="1" data-bbox="1041 167 1379 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b>  proof, senses, reason, knowledge, truth, certainty, experience, reality, thought...</p> <p><b>Communicative structures</b>  description, question and answer express opinions argue opinions</p>	L	S	R	W	<p><input checked="" 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"> <li>• The British Empiricism Locke, Berkeley and Hume (by nicola zuin).pdf</li> <li>• evaluation grid (example).docx</li> </ul> <p>module presentation: slide n.2 window blackboard copybook</p>	<p>T observes the S while they describe an object or a process, ask questions, give answers, reflect on the emerged ideas, take notes, find connections with other subjects or areas of interest, interact with each other etc., taking notes using an evaluation grid (see example).</p>
L	S	R	W								

2	5'	recognize the problem of knowledge	T drives the S to identify the terms of the «problem of knowledge», asking questions like (i.e.): "what is the world?","how do we know it's real?", "which problems do we come up against?"... S propose ideas and discuss them.	<p><b>Skills</b></p> <table border="1" data-bbox="1041 167 1382 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b> object, subject, proof, senses, reason, knowledge, truth, certainty, experience, reality, though, appearances...</p> <p><b>Communicative structures</b> concept definition, description, question and answer, argumentation</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"> <li>• The British Empiricism Locke, Berkeley and Hume (by nicola zuin).pdf</li> <li>• evaluation grid (example).docx</li> </ul> <p>module presentation: slide n.2</p>	T observes the S while they describe an object, ask questions, give answers, reflect on the emerged ideas, take notes, find connections with other subjects or areas of interest, interact with each other etc., taking notes using an evaluation grid (see example).
L	S	R	W								

3	5'	arrange concepts, select words formulate definitions	T divides the S into groups of four and asks to each group to write a definition of the problem of knowledge.	<p><b>Skills</b></p> <p><b>L</b> <b>S</b> <b>R</b> <b>W</b></p> <p><b>Key vocabulary</b> object, subject, proof, senses, reason, knowledge, truth, certainty, experience, reality, though, appearances</p> <p><b>Communicative structures</b> concept definition</p>	<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"> <li>• The British Empiricism Locke, Berkeley and Hume (by nicola zuin).pdf</li> <li>• evaluation grid (example).docx</li> </ul> <p>module presentation: slide n.2 notebook</p>	Formalise the problem of knowledge. (T can evaluate the S individually while they work in group using an evaluation grid)
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4	5'	analyze hypothesis compare and evaluate solutions negotiate common positions	T lets each group read their definitions and asks the entire class to comment on and discuss it. T observes, takes notes and leads the S to design a common definition, helping the S to identify and select the opportune elements.	<p><b>Skills</b></p> <table border="1" data-bbox="1041 167 1382 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b> proof, senses, reason, knowledge, truth, certainty, experience, reality, thought, language, experiments, ...</p> <p><b>Communicative structures</b> concept definition, question, answer, express opinions, argumentation,</p>	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"> <li>• The British Empiricism Locke, Berkeley and Hume (by nicola zuin).pdf</li> <li>• evaluation grid (example).docx</li> </ul> <p>blackboard notebook</p>	Formalise the problem of knowledge, ask questions, give answers, express opinions, negotiate, reflect on the emerged ideas, take notes, find connections with other subjects or areas of interest T observes the S while they work, taking notes using an evaluation grid (see example).
L	S	R	W								

5	15	<p>analyze texts recognize concepts and problems interpret images analyze hypothesis compare and evaluate solutions negotiate common positions</p>	<p>T presents some quotations and ask the S to discuss on this hypothesis: - «is the problem of knowledge, the problem of philosophy itself?»</p>	<p><b>Skills</b></p> <table border="1" data-bbox="1041 167 1379 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b> proof, senses, reason, knowledge, truth, certainty, experience, reality, thought, ideas, categories, logic, ontology, gnoseology, things, ...</p> <p><b>Communicative structures</b> concept definition, question, answer, opinion expression, argumentation, storytelling, description, ...</p>	L	S	R	W	<p><input checked="" 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"> <li>• The British Empiricism Locke, Berkeley and Hume (by nicola zuin).pdf</li> <li>• evaluation grid (example).docx</li> </ul> <p>module presentation: slide n.3 notebook blackboard</p>	<p>HW. (homework): Build a synthetic mind-map of all the different answers to the problem of knowledge given by the philosophers you already know</p>
L	S	R	W								

# CLIL Lesson Plan

<b>Unit number</b>	1	<b>Lesson number</b>	2	<b>Title</b>	1.2. The modern problem of knowledge and its solutions
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	15'	Recall and reorganize previous knowledge (express opinions, argue hypothesis, criticize opinions, compare and evaluate, revise mistakes...)	T checks S's HW and asks some S to present their maps. S discuss, modify and integrate them	<p><b>Skills</b></p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b> proof, senses, reason, knowledge, truth, certainty, experience, reality, thought, ideas, categories, logic, ontology, gnoseology, things, ...</p> <p><b>Communicative structures</b> concept definition, ask question, give answer, express opinions, argumentation, storytelling, description...</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"> <li>The British Empiricism Locke, Berkeley and Hume (by nicola zuin).pdf</li> <li>evaluation grid (example).docx</li> </ul> <p>module presentation: slide n.3 blackboard notebook</p>	T evaluates S's HW and observes the S while they work (presentation, brainstorming, discussion, take notes, ask questions, give answer), taking notes using an evaluation grid (see example).
L	S	R	W								

2	5'	Identify the terms and the specificity of the Modern problem of knowledge (recognize, associate, distinguish, ...)	T shows the first part (2' 50'') of the video Locke, Berkeley, & Empiricism: Crash Course Philosophy #6 ( <a href="#">link</a> ) (eventually reducing the reproduction speed, and/or setting on subtitles, and or dividing it into smaller fragments) S watch the video and take notes	<p><b>Skills</b></p> <p>L S R W</p> <p><b>Key vocabulary</b> proof, senses, reason, knowledge, truth, certainty, experience, doubt, res extensa, res cogitans, reality, though, rationalism, empiricism, skepticism, induction, deduction</p> <p><b>Communicative structures</b> description, question and answer, discussion</p>	<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"> <li>• The British Empiricism Locke, Berkeley and Hume (by nicola zuin).pdf</li> <li>• evaluation grid (example).docx</li> </ul> <p>video: Locke, Berkeley, &amp; Empiricism: Crash Course Philosophy #6 (<a href="#">link</a>)</p>	watch the video take notes
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3	10'	Identify the terms and the specificity of the Modern problem of knowledge (collaborate, generalize, formulate, reorganise, systematize...)	T asks to explain the video, evidentiating the terms of the modern version of the problem of knowledge, beginning with Descartes contribution	<p><b>Skills</b></p> <table border="1" data-bbox="1014 167 1352 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b> proof, senses, reason, knowledge, truth, certainty, experience, doubt, res extensa, res cogitans, reality, though, rationalism, empiricism, skepticism, induction, deduction</p> <p><b>Communicative structures</b> express opinions, describe objects, define concepts, ask questions, give answers, argue hypothesis, criticize ...</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"> <li>• The British Empiricism Locke, Berkeley and Hume (by nicola zuin).pdf</li> <li>• evaluation grid (example).docx</li> </ul> <p>module presentation: slide n.4 blackboard notebook</p>	T evaluates S's HW and observes the S while they work (brainstorming, discussion, take notes, ask questions, give answer), taking notes using an evaluation grid (see example).
L	S	R	W								

4	15	Be aware of the main concepts of the cartesian philosophy (recall, define, recognize, identify, summarise, organize, illustrate, order, compose, revise, map	S all together help to build a common mind map on the blackboard	<p><b>Skills</b></p> <table border="1" data-bbox="1014 167 1352 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b> proof, senses, reason, knowledge, truth, certainty, experience, doubt, res extensa, res cogitans, reality, though, induction, deduction, God, infinite, perfection, method, geometry</p> <p><b>Communicative structures</b> express opinions, describe objects, define concepts, ask questions, give answers, argue hypothesis, criticize, differentiate, propose, ...</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"> <li>• The British Empiricism Locke, Berkeley and Hume (by nicola zuin).pdf</li> <li>• evaluation grid (example).docx</li> </ul> <p>module presentation: slide n.4 blackboard, student's notes, text book</p>	T evaluates S's HW and observes the S while they work (build a common mind map, brainstorming, discussion, take notes, ask questions, give answers), taking notes using an evaluation grid (see example).
L	S	R	W								

5	5'	<p>be aware of the three main answer to the problem of knowledge: skepticism, rationalism, and empiricism (recall, order, specify, summarise, compare...)</p>	<p>T present and clarify the three main answer to the problem of knowledge: skepticism, rationalism, and empiricism S take notes, ask questions, discuss</p>	<p><b>Skills</b></p> <table border="1" data-bbox="1014 169 1352 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b>  reality, lanaguage, knowledge, source, senses, reason, logic, experience, science, subject, object, apriori, a posteriori,</p> <p><b>Communicative structures</b>  express opinions, describe objects, define concepts, ask questions, give answers, argue hypothesis, criticize ...</p>	L	S	R	W	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Whole class</li> <li><input type="checkbox"/> Group work</li> <li><input type="checkbox"/> Pair work</li> <li><input checked="" type="checkbox"/> Individual work</li> </ul>	<p>module presentation: slide n.5 students notes, text book</p>	<p>discussion, take notes, ask questions HW.: review the main concepts of rationalist philosophy in Descartes, Spinoza and Leibniz</p>
L	S	R	W								

# CLIL Lesson Plan

<b>Unit number</b>	2	<b>Lesson number</b>	1	<b>Title</b>	2.1. Introducing the Empiricism of John Locke. Experience, sensation, simple ideas, complex ideas.
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	20'	Deepen and develop confidence with important concepts and question of rationalism (identify, organize, develop, connect, distinguish, generalize, integrate, map, value...	T checks if S have done HW, asking some S a few questions about rationalist philosophy (i.e.: who are the main rationalist thinkers? what are the principles of rationalism? how do these philosophers conceive Reason? etc. T asks if there is any further question about rationalism, rationalists philosophers and their main concepts S cooperate asking and answering questions, discussing, taking notes	<p><b>Skills</b></p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b> thought, substance, logic, deduction, reasoning, a priori, idea, geometry,</p> <p><b>Communicative structures</b> express opinions, describe objects, define concepts, ask questions, give answers, argue hypothesis, criticize ...</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"> <li>The British Empiricism Locke, Berkeley and Hume (by nicola zuin).pdf</li> <li>evaluation grid (example).docx</li> </ul> <p>blackboard, student's notes, text book</p>	discussion, take notes, ask questions, answer questions T observes and takes notes using an evaluation grid (see example)
L	S	R	W								



2	5'	Have a first contact with John Locke (associate, define, list, memorize, identify)	T briefly introduces British Empiricism and the figure of John Locke with the help of the relative slides. S cooperate asking and answering questions, taking notes	<p><b>Skills</b></p> <p><b>L</b> <b>S</b> <b>R</b> <b>W</b></p> <p><b>Key vocabulary</b> empiricism, criticism, Enlightenment, liberalism, epistemology, social contract,</p> <p><b>Communicative structures</b> express opinions, describe objects, define concepts, ask questions, give answers, storytelling, list,</p>	<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"> <li>• The British Empiricism Locke, Berkeley and Hume (by nicola zuin).pdf</li> <li>• evaluation grid (example).docx</li> </ul> <p>module presentation: slide n.6-7 blackboard, student's notes, text book</p>	take notes, ask questions give answer
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3	5'	Identify the grounding concepts of Locke's philosophy	T shows the first part (0 - 2'33'') of the video: Locke Berkeley Hume, by Sharon Anne Thomas ( <a href="#">link</a> ) eventually reducing the reproduction speed, and/or setting on subtitles, and/or dividing it into smaller fragments) S watch the video and take notes	<p><b>Skills</b></p> <p><b>L</b> <b>S</b> <b>R</b> <b>W</b></p> <p><b>Key vocabulary</b> ideas, reason, experience, thought, innate ideas, experience, law of non-contradiction, tabula rasa, mind, consciousness, sensation, inner and outer world...</p> <p><b>Communicative structures</b> describe objects, define concepts, distinguish, organize, map, storytelling...</p>	<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"> <li>• The British Empiricism Locke, Berkeley and Hume (by nicola zuin).pdf</li> </ul> <p>video: Locke Berkeley Hume, by Sharon Anne Thomas ( <a href="#">link</a> ) notebook</p>	watch video take notes, ask questions give answers
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4	20'	comprehend, be aware of- and use the concepts of tabula rasa, law of non contradiction, perception, reflection, simple ideas, complex ideas (associate, classify, differentiate, express, summarize, develop, illustrate, connect, map, argue, value...)	T asks to explain and define the following concepts: - tabula rasa - law of non contradiction - perception - reflection - simple ideas - complex ideas S cooperate asking and answering questions, taking notes T clarifies and develops once again the main contents of the video with the help of the presentation (slides 7 - 12) S cooperate asking and answering questions, taking notes	<p><b>Skills</b></p> <table border="1" data-bbox="1041 167 1379 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b> tabula rasa, law of non contradiction, perception, reflection, simple ideas, complex ideas</p> <p><b>Communicative structures</b> concept definition, question, answer, demonstration, storytelling, argue, compare, ...</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"> <li>• The British Empiricism Locke, Berkeley and Hume (by nicola zuin).pdf</li> <li>• evaluation grid (example).docx</li> </ul> <p>module presentation: slides n. 7-12 blackboard, student's notes, text book</p>	<p>take notes, discussion ask questions give answers T observes and takes notes using an evaluation grid (see example) HW.: Watch again the videos. Complete and integrate your notes. Identify eventually problematic concepts. Try to find solutions in your textbook.</p>
L	S	R	W								

# CLIL Lesson Plan

<b>Unit number</b>	2	<b>Lesson number</b>	2	<b>Title</b>	2.2. John Locke: primary and secondary qualities.
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	5'	Recall and clarify previous knowledge	T check if the students have done HW, asking them some questions about the concepts of tabula rasa, law of non contradiction, perception, reflection, simple ideas, complex ideas and helps to answer eventually further questions about the previous lessons. S ask questions, give answers, cooperate and discuss. T help to answer eventually further questions about the previous lessons. S ask questions, give answers, cooperate and discuss.	<p><b>Skills</b></p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b> tabula rasa, law of non contradiction, perception, reflection, simple ideas, complex ideas</p> <p><b>Communicative structures</b> describe, define, explain, express opinions, argue, criticize, ask question and give answers</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"> <li>The British Empiricism Locke, Berkeley and Hume (by nicola zuin).pdf</li> <li>evaluation grid (example).docx</li> </ul> <p>module presentation: slide n.7-12 blackboard, student's notes, text book</p>	take notes, discussion ask questions give answers T eventually evaluates and grades the S's work.
L	S	R	W								

2	5'	introduce the distinction between primary and secondary qualities (define, comprehend, distinguish)	T shows the second part (2'40''- 5'35) of the video: Locke, Berkeley, & Empiricism: Crash Course Philosophy #6 ( <a href="#">link</a> ) eventually reducing the reproduction speed, and/or setting on subtitles, and or dividing it into smaller fragments) S watch the video and take notes	<p><b>Skills</b></p> <table border="1" data-bbox="1041 167 1382 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b> reason, senses, reliability, primary and secondary qualities, objective, subjective, extension, figure, colour, taste,...</p> <p><b>Communicative structures</b> distinction, differentiation,, exemplification, concept definition, question, answer, demonstration, storytelling</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	video: Locke, Berkeley, & Empiricism: Crash Course Philosophy #6: second part (2'40''- 5'35) ( <a href="#">link</a> ) notebook	watch, understand, take notes, ask questions give answers
L	S	R	W								

3	20'	comprehend the concepts of qualities, objective, subjective (comprehend the concepts of qualities, objective, subjective (classify, describe, distinguish, generalize, recognise, ...))	T drive students to a complete comprehension of the recalled concepts and introduces some more clarification with the help of the module presentation S ask questions, give answers, cooperate and discuss.	<p><b>Skills</b></p> <table border="1" data-bbox="1041 167 1382 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b> primary and secondary qualities, cause, solidity, figure, dimension, extension, motion, number, texture, taste, sound color, temperature, smell, objective, subjective,</p> <p><b>Communicative structures</b> concept definition, question, answer, demonstration, description, storytelling</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	module presentation: slide n.13 blackboard, student's notes, text book	discussion, take notes, ask questions
L	S	R	W								

4	10'	comprehend and apply Locke's classification of qualities (apply, choose, illustrate, map, analyze, categorize, discriminate, relate, combine, recognise...)	T divide the class into groups of four students each T asks each group to describe an object following the Locke's distinction between primary and secondary qualities. S choose a real object and write down the description	<p><b>Skills</b></p> <table border="1" data-bbox="1041 167 1382 215"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b> primary and secondary qualities, cause, solidity, figure, dimension, extension, motion, number, texture, taste, sound color, temperature, smell, objective, subjective,</p> <p><b>Communicative structures</b> concept definition, question, answer, demonstration, description, storytelling</p>	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"> <li>• The British Empiricism Locke, Berkeley and Hume (by nicola zuin).pdf</li> <li>• evaluation grid (example).docx</li> </ul> <p>module presentation: slide n.13 blackboard, student's notes, text book</p>	work in group describe objects discuss, take notes, ask questions answer questions T observes, evaluates and eventually grades S's work, using an evaluation grid (see example).
L	S	R	W								

5	10'	Synthesize and summarise concepts involved in Locke's classification of qualities (apply, use, criticize, distinguish, point out, map, revise, value...)	T lets the groups read their works and eventually asks the S to rectify mistakes or inaccuracies	<p><b>Skills</b></p> <table border="1" data-bbox="1041 167 1382 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b> primary and secondary qualities, cause, solidity, figure, dimension, extension, motion, number, texture, taste, sound color, temperature, smell, objective,</p> <p><b>Communicative structures</b> express opinions, define concepts, argue, demonstrate, question, answer, demonstration, description, storytelling</p>	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"> <li>• The British Empiricism Locke, Berkeley and Hume (by nicola zuin).pdf</li> <li>• evaluation grid (example).docx</li> </ul> <p>module presentation: slide n.13 blackboard, student's notes, text book second part (2'30'' - 3'20'') of the video: Locke Berkeley Hume, by Sharon Anne Thomas ( <a href="#">link</a> )</p>	<p>discussion, take notes, ask questions answer questions describe objects rectify mistakes HW: watch the second part (2'30'' - 3'20'') of the video: Locke Berkeley Hume, by Sharon Anne Thomas ( <a href="#">link</a> ) and complete and integrate your notes.</p>
L	S	R	W								



# CLIL Lesson Plan

<b>Unit number</b>	2	<b>Lesson number</b>	3	<b>Title</b>	2.3. Locke: a dangerous contradiction. About the idea of substance and that of God.
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	5'	Recall and clarify previous knowledge	T help to answer eventually further questions about the previous lessons. S ask questions, give answers, cooperate and discuss.	<p><b>Skills</b></p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b> primary and secondary qualities, cause, solidity, figure, dimension, extension, motion, number, texture, taste, sound color, temperature, smell, objective, subjective,</p> <p><b>Communicative structures</b> concept definition, question, answer, demonstration, description, storytelling</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	blackboard, student's notes, text book module presentation	discussion, take notes, ask questions answer questions describe objects rectify mistakes
L	S	R	W								

2	5'	Introduce the possible contradiction in Locke's philosophy between empiricist principles and non -empirical notions as substance or God	T presents the possible contradiction in Locke's philosophy between empiricist principles and non -empirical notions as substance or God	<p><b>Skills</b></p> <table border="1" data-bbox="1106 165 1444 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b> senses, reason, experience, logic, language, God, Substance, qualities, accidents, contradiction, ...</p> <p><b>Communicative structures</b> define concepts, argue, infer, deduce, refer, question and answer</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	module presentation: slide n. 14 blackboard, student's notes, text book	discussion, take notes, ask questions answer questions
L	S	R	W								

3	20'	<p>Read and comprehend Locke's words about substance and God (recognize, relate, identify, apply, interpret, analyze, criticise, discriminate, subdivide, arrange, argue, judge, justify...)</p>	<p>T divide the class into groups of four students each T asks each group to read and work (underline, paragraph, search new words, build a mind map) on one of the text extract from the chapter XXIII of Locke's Essay Concerning Human Understanding: "substance is just an idea" and "even that of god". S read and work as asked</p>	<p><b>Skills</b></p> <table border="1" data-bbox="1106 169 1444 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b> senses, reason, experience, logic, language, God, Substance, qualities, accidents, contradiction, simple and complex ideas, ...</p> <p><b>Communicative structures</b> define concepts, argue, infer, deduce, refer, question and answer</p>	L	S	R	W	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Whole class</li> <li><input checked="" type="checkbox"/> Group work</li> <li><input type="checkbox"/> Pair work</li> <li><input checked="" type="checkbox"/> Individual work</li> </ul>	<p>module presentation: slides n. 15-16 and 16 - 17 blackboard, student's notes, text book</p>	<p>read the text underline and paragraph it search unknown words build a mind-map of Locke's argumentation</p>
L	S	R	W								

4	20'	<p>Deepen and discuss Locke's words about substance and God (recognize, relate, identify, apply, interpret, analyze, criticise, discriminate, subdivide, arrange, argue, judge, justify...)</p>	<p>T lets the groups present their works and asks the S to comment and discuss and eventually rectify mistakes or inaccuracies T and S discuss</p>	<p><b>Skills</b></p> <table border="1" data-bbox="1106 169 1444 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b> senses, reason, experience, logic, language, God, Substance, qualities, accidents, contradiction, simple and complex ideas, ...</p> <p><b>Communicative structures</b> define concepts, argue, infer, deduce, refer, question and answer</p>	L	S	R	W	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Whole class</li> <li><input checked="" type="checkbox"/> Group work</li> <li><input type="checkbox"/> Pair work</li> <li><input checked="" type="checkbox"/> Individual work</li> </ul>	<p>module presentation: slides n. 14 - 17 blackboard, student's notes, textbook entire chapter XXIII of Locke's Essay Concerning Human Understanding (<a href="#">link</a>)</p>	<p>discuss take notes review mistakes HW: read and try to follow the entire Chapter XXIII: Complex ideas of substances of Locke's Essay Concerning Human Understanding. Answer the question: What is Locke's ultimate answer to the dangerous contradiction?</p>
L	S	R	W								

# CLIL Lesson Plan

<b>Unit number</b>	2	<b>Lesson number</b>	4	<b>Title</b>	2.4. Locke: Towards the question on existence
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	15'	Recall and clarify previous knowledge discuss about Lock's writing style and argumentation procedure	T asks about any problems and difficulties in reading and comprehending Locke's text. S ask questions, give answers, cooperate and discuss.	<p><b>Skills</b></p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b> senses, reason, experience, logic, language, God, Substance, qualities, accidents, contradiction, simple and complex ideas, ...</p> <p><b>Communicative structures</b> define concepts, argue, infer, deduce, refer, question and answer</p>	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	blackboard, student's notes, textbook module presentation	discussion, take notes, ask questions answer questions describe objects rectify mistakes
L	S	R	W								

2	20'	T asks the S to discuss their opinions about Locke's dangerous contradiction and his answer, driving the S to a plausible conclusion, based on the text itself. S ask questions, give answers, cooperate and discuss	Discuss about Locke's theory and its possible contradictions. Find a common interpretation (explain, rearrange, examine, analyze, infer, summarize, argue, compare, describe, evaluate, judge, interpret, negotiate, ...	<p><b>Skills</b></p> <p>L S R W</p> <p><b>Key vocabulary</b> senses, reason, experience, logic, language, God, Substance, qualities, accidents, contradiction, simple and complex ideas, solution, empiricism, metaphysics, coherence, ...</p> <p><b>Communicative structures</b> description, argumentation, defence, explication, judgement, question and answer</p>	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work	blackboard, student's notes, text book module presentation	discussion, take notes, ask questions answer questions describe objects rectify mistakes
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3	15'	<p>Reflect and discuss on a radical philosophical question such as that of existence. (interpret, solve, use, analyze, criticize, contrast, examine, infer, outline, question, revise, synthetic, evaluate, defend, judge, relate...)</p>	<p>T introduces next step, proposing to the S the two essential questions arising from Locke's philosophy: 1.How can we know that things continue to exist during the time in which they are not being observed by anyone? 2. Even while we are directly observing an object, can we know for sure that the object actually exists?</p>	<p><b>Skills</b></p> <table border="1" data-bbox="1151 167 1496 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b> proof, senses, reason, experience, logic, language, God, Substance, qualities, accidents, contradiction, simple and complex ideas, solution, empiricism, metaphysics, coherence, ...</p> <p><b>Communicative structures</b> description, argumentation, defence, explication, judgement, question and answer</p>	L	S	R	W	<p><input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work</p>	<p>blackboard, student's notes, text book module presentation, slide n. 19</p>	<p>discussion, take notes, ask questions answer questions describe objects rectify mistakes</p>
L	S	R	W								

# CLIL Lesson Plan

<b>Unit number</b>	3	<b>Lesson number</b>	1	<b>Title</b>	3.1. George Berkeley: esse est percipi		
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<b>Activity</b>	<b>Timing</b>	<b>Learning Outcomes</b>	<b>Activity Procedure</b>	<b>Language</b>	<b>Interaction</b>	<b>Materials</b>	<b>Assessment</b>
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1	10'	Introduce the figure and the thought of George Berkeley	T, recalling the two questions of the previous lesson, introduces the figure and the thought of George Berkeley S ask questions, give answers, cooperate and discuss.	<p><b>Skills</b></p> <table border="1" data-bbox="1041 167 1382 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b> esse est percipi, things, perceptions, experience, qualities, knowledge,</p> <p><b>Communicative structures</b> define concepts, argue, infer, deduce, refer, question and answer</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"> <li>• The British Empiricism Locke, Berkeley and Hume (by nicola zuin).pdf</li> <li>• evaluation grid (example).docx</li> </ul> <p>module presentation, slide n. 20 blackboard, student's notes, textbook module presentation, slide n. 20</p>	T checks S's homework. discussion, take notes, ask questions answer questions describe objects rectify mistakes T observes, evaluates and eventually grades S's work (discussion, take notes, ask questions, answer questions, describe objects, rectify mistakes...), using an evaluation grid (see example)
L	S	R	W								

2	5'	Have a global view of Berkeley's Philosophy	T shows another piece (5'00'' - 7'42'') of the video: Locke Berkeley Hume, by Sharon Anne Thomas ( <a href="#">link</a> )	<p><b>Skills</b></p> <p><b>L</b> <b>S</b> <b>R</b> <b>W</b></p> <p><b>Key vocabulary</b> proof, senses, reason, knowledge, truth, certainty, experience, reality, thought</p> <p><b>Communicative structures</b> storytelling, description, question and answer</p>	<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"> <li>• The British Empiricism Locke, Berkeley and Hume (by nicola zuin).pdf</li> <li>• evaluation grid (example).docx</li> </ul> <p>blackboard, student's notes, textbook (5'00'' - 7'42'') of the video: Locke Berkeley Hume, by Sharon Anne Thomas ( <a href="#">link</a> )</p>	<p>watch, understand, take notes, ask questions answer questions</p>
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3	25'	<p>Read and comprehend Berkeley's words about knowledge and existence (recognize, relate, identify, apply, interpret, analyze, criticize, discriminate, subdivide, arrange, argue, judge, justify...)</p>	<p>T asks one S to read the first quotation from The Principles of Human Knowledge, (on "esse est percipi") than to explain and comment it. The same for the other two quotations (on "substance" and on "matter"), with other two students. The other S ask questions, give answers, cooperate and discuss.</p>	<p><b>Skills</b></p> <table border="1" data-bbox="1041 167 1382 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b> substance, matter, perception, existence, reality, knowledge, ....</p> <p><b>Communicative structures</b> argumentation, deduction, definition, ask and answer</p>	L	S	R	W	<p><input checked="" 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"> <li>• The British Empiricism Locke, Berkeley and Hume (by nicola zuin).pdf</li> <li>• evaluation grid (example).docx</li> </ul> <p>module presentation, slide n. 21 blackboard, student's notes, textbook</p>	<p>T observes, evaluates and eventually grades S's work (read, discussion, take notes, ask questions, answer questions, rectify mistakes...), using an evaluation grid (see example)</p>
L	S	R	W								

4	10'	reflect on the theoretical and gnoseological implications of Berkeley's empiricism.	T ask the following question: - if Berkeley was right, where could the ideas come from? S give and argue their solutions, ask questions, give answers, cooperate and discuss.	<p><b>Skills</b></p> <table border="1" data-bbox="1041 167 1379 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b> esse est percipi, things, perceptions, experience, qualities, knowledge,, reality, though, nothing,</p> <p><b>Communicative structures</b> description, argumentation, defence, explication, judgement, question and answer</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	blackboard, student's notes, text book module presentation	T observes, evaluates and eventually grades S's work (discussion, take notes, ask questions, answer questions, describe objects, rectify mistakes...), using an evaluation grid (see example) discussion, HW. write a brief essay answering to one of following the question: 1. why should Berkeley be right? 2. why should Berkeley be wrong?
L	S	R	W								

# CLIL Lesson Plan

<b>Unit number</b>	3	<b>Lesson number</b>	2	<b>Title</b>	3.2. George Berkeley: about ideas and their causes
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	5'	Recall and clarify previous knowledge	T asks to the S to recall the main concepts of Berkeley's theory S ask questions, give answers, cooperate and discuss.	<p><b>Skills</b></p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b> esse est percipi, things, perceptions, experience, qualities, knowledge,, reality, though, nothing,</p> <p><b>Communicative structures</b> description, argumentation, defence, explication, judgement, question and answer</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"> <li>• The British Empiricism Locke, Berkeley and Hume (by nicola zuin).pdf</li> <li>• evaluation grid (example).docx</li> </ul> <p>blackboard, student's notes, textbook module presentation</p>	T observes, evaluates and eventually grades S's work (discussion, take notes, ask questions, answer questions, describe objects, rectify mistakes...), using an evaluation grid (see example). T checks evaluates and eventually grades S's HW.
L	S	R	W								

2	10'	Discover, in his words, Berkeley's hypothesis about the causes of ideas (identity, interpret, recognize, classify, discuss, relate, connect, analyze, distinguish, synthesise...)	T divides the S into groups of four and asks to read the quotation from The Principles of Human Knowledge, (I,25-26) about the causes of ideas. T asks to one of the groups to explain and comment it. T help to interpretate the text. S ask questions, give answers, cooperate and discuss.	<p><b>Skills</b></p> <table border="1" data-bbox="1019 167 1364 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b> ideas, sensation, activity, passivity, perception, production, cause, effect, substance, corporeal-incorporeal, power, sensation, spirit, imagination, laws of nature,</p> <p><b>Communicative structures</b> explanation, illustration, argumentation, deduction, comparison, ask and answer</p>	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"> <li>• The British Empiricism Locke, Berkeley and Hume (by nicola zuin).pdf</li> <li>• evaluation grid (example).docx</li> </ul> <p>blackboard, student's notes, text book module presentation, slide n.22</p>	T observes, evaluates and eventually grades S's work (group work, discussion, take notes, ask questions, answer questions, rectify mistakes...), using an evaluation grid (see example)
L	S	R	W								

3	20'	Discover, in the author's words, Berkeley's hypothesis about the causes of ideas (identify, interpret, recognise, classify, discuss, relate, connect, analyze, distinguish, synthesise...)	T divides the class into groups of four students each T asks each group to read and work (underline and paragraph it, search unknown words, build a mind-map of Berkeley's argumentation on the quotation from The Principles of Human Knowledge, (I,28-30): "two kinds of ideas, two kinds of causes" S read and work as asked	<p><b>Skills</b></p> <table border="1" data-bbox="1019 167 1364 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b> ideas, sensation, activity, passivity, perception, production, cause, effect, substance, corporeal-incorporeal, power, sensation, spirit, imagination, laws of nature,</p> <p><b>Communicative structures</b> explanation, illustration, argumentation, deduction, comparison, ask and answer</p>	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"> <li>• The British Empiricism Locke, Berkeley and Hume (by nicola zuin).pdf</li> <li>• evaluation grid (example).docx</li> </ul> <p>blackboard, student's notes, text book module presentation, slide. n.23</p>	<p>read the text underline and paragraph it search unknown words build a mind-map of Berkeley's argumentation T observes, evaluates and eventually grades S's work (read, build a map, discussion, take notes, ask questions, answer questions, describe objects, rectify mistakes...), using an evaluation grid (see example)</p>
L	S	R	W								

4	15'	Revise work, clarify and discuss concepts, rectify mistakes,	T lets the groups present their works and eventually asks the S to rectify mistakes or inaccuracies T and S discuss	<p><b>Skills</b></p> <table border="1" data-bbox="1019 167 1364 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b> ideas, sensation, activity, passivity, perception, production, cause, effect, substance, corporeal-incorporeal, power, sensation, spirit, imagination, laws of nature</p> <p><b>Communicative structures</b> express opinion, explanation, illustration, argumentation, deduction, comparison, ask and answer</p>	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"> <li>• The British Empiricism Locke, Berkeley and Hume (by nicola zuin).pdf</li> <li>• evaluation grid (example).docx</li> </ul> <p>module presentation: slides n. 20 - 23 blackboard, student's notes, textbook</p>	T observes, evaluates and eventually grades S's work (build a map, discussion, take notes, ask questions, answer questions, describe objects, rectify mistakes...), using an evaluation grid (see example)
L	S	R	W								



# CLIL Lesson Plan

<b>Unit number</b>	3	<b>Lesson number</b>	3	<b>Title</b>	3.3. Berkeley on trial
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	5'	Make the S take position	T asks who thinks that Berkley is right who thinks he's not and forms two groups as balanced as possible	<p><b>Skills</b></p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b> ideas, sensation, activity, passivity, perception, production, cause, effect, substance, corporeal-incorporeal, power, sensation, spirit, imagination, laws of nature,</p> <p><b>Communicative structures</b> express opinion, question and answer</p>	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"> <li>• The British Empiricism Locke, Berkeley and Hume (by nicola zuin).pdf</li> <li>• evaluation grid (example).docx</li> </ul> <p>blackboard, student's notes, module presentation, slide n. 20</p>	discussion, take notes, ask questions answer questions
L	S	R	W								

2	20'	Plan argumentation in favour or against Berkeley' theory ((arrange, describe, recall, defend, discuss, infer, summarise, apply, demonstrate, produce, show, analyze, compare, illustrate, criticise, ask, answer, reconstruct, synthetise, conclude, evaluate, value, select...))	S in each group share and discuss their arguments, (referring to the HW of unit 3 lesson 4) organising the defence and the accusation for an imaginary trial. S have to define the arguments and to arrange the teamwork.	<p><b>Skills</b></p> <table border="1" data-bbox="996 167 1339 215"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b></p> <p><b>Communicative structures</b></p>	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"> <li>• The British Empiricism Locke, Berkeley and Hume (by nicola zuin).pdf</li> <li>• evaluation grid (example).docx</li> </ul> <p>text book, presentation, notebook, eventually internet...</p>	T observes S while they work and take notes using an evaluation grid
L	S	R	W								

3	20'	Expose argumentations, Discuss, defend, accuse	T in the role of judge let first the accusation speak, then the defence and so on.	<p><b>Skills</b></p> <table border="1" data-bbox="996 167 1339 210"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b> reality, nonsense, knowledge, proof, ideas, sensation, activity, passivity, perception, production, cause, effect, substance, corporeal-incorporeal, power, sensation, spirit, imagination, laws of nature,...</p> <p><b>Communicative structures</b> explanation, illustration, argumentation, deduction, comparison, ask and answer</p>	L	S	R	W	<ul style="list-style-type: none"> <li>▣ Whole class</li> <li>▣ Group work</li> <li>▣ Pair work</li> <li>▣ Individual work</li> </ul>	<ul style="list-style-type: none"> <li>• The British Empiricism Locke, Berkeley and Hume (by nicola zuin).pdf</li> <li>• evaluation grid (example).docx</li> </ul> <p>module presentation: slides n. 20 - 23 blackboard, student's notes, text book</p>	T observes S while they expose their argumentations, debate, ask and answer, and takes notes using an evaluation grid.
L	S	R	W								

4	5'	vote the best argumentation	T/judge distribute small piece of paper on which each S will secretly express it's vote. S vote T/judge counts the votes and issues the verdict,	<p><b>Skills</b></p> <table border="1" data-bbox="996 167 1339 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b> reality, nonsense, knowledge, proof, ideas, sensation, activity, passivity, perception, production, cause, effect, substance, corporeal-incorporeal, power, sensation, spirit, imagination</p> <p><b>Communicative structures</b> explanation, illustration, argumentation, deduction, comparison, ask and answer</p>	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	module presentation: slides n. 20 - 23 blackboard, student's notes, paper	discussion, take notes, ask questions answer questions
L	S	R	W								

# CLIL Lesson Plan

<b>Unit number</b>	4	<b>Lesson number</b>	1	<b>Title</b>	4.1. Introducing Hume's theory of perceptions
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	10'	furtherly discuss on Berkeley's philosophy and introduce next issues (apply, discuss, analyse, synthesise, defend, criticize...)	T asks to the S the following questions: - do you think Berkeley has betrayed empirical principles? - do you think it is possible to be more radical than him? - how? S ask questions, give answers, cooperate and discuss.	<p><b>Skills</b></p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b> empiricism, senses, experience, coherence, metaphisics, limits, science, religion, reality....</p> <p><b>Communicative structures</b> express opinion, argue, ask and answer</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"> <li>• The British Empiricism Locke, Berkeley and Hume (by nicola zuin).pdf</li> <li>• evaluation grid (example).docx</li> </ul> <p>blackboard, student's notes, textbook module presentation,</p>	T observes S while they work (discussion, take notes, ask questions, give answers...) and takes notes using an evaluation grid
L	S	R	W								

2	15'	Know the general philosophical approach of David Hume	T, with the help of the slides, introduces the figure and the philosophy of David Hume S ask questions, give answers, cooperate and discuss.	<p><b>Skills</b></p> <p>L S R W</p> <p><b>Key vocabulary</b> empiricism, reason, limit, appearances, perception, mind contents, human nature</p> <p><b>Communicative structures</b> storytelling, description, question and answer</p>	<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"> <li>• The British Empiricism Locke, Berkeley and Hume (by nicola zuin).pdf</li> <li>• evaluation grid (example).docx</li> </ul> <p>blackboard, student's notes, text book module presentation, slide n.25</p>	T observes S while they work and takes notes using an evaluation grid
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3	15	Discover, in the author's words, Hume's hypothesis about the perception (identify, interpret, recognise, classify, discuss, relate, connect, analyze, distinguish, synthesise...)	T divide the class in groups of four students each T asks each group to read and work on the text from Treatise of Human Nature, I, I, 1 about «perceptions» and build a mind map of the main concepts. S read and work as asked	<p><b>Skills</b></p> <p>L S R W</p> <p><b>Key vocabulary</b> perceptions, impressions, ideas, mind, consciousness, sensations, passions, emotions, feeling, thinking</p> <p><b>Communicative structures</b> argumentation, description, ask and answer, express opinion, comparison</p>	<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"> <li>• The British Empiricism Locke, Berkeley and Hume (by nicola zuin).pdf</li> <li>• evaluation grid (example).docx</li> </ul> <p>module presentation, slide. n.26 blackboard, student's notes, textbook</p>	T walks through the groups and observes the S while they work (read the text, underline and paragraph it, search unknown words, build a mind-map of Hume's argumentation...), taking note using an evaluation grid
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4	10'	Revise work, clarify and discuss concepts, rectify mistakes,	T asks one group to reproduce on the blackboard their map. The other S ask questions, give answers, cooperate and discuss. T clarify any possible obscurity and drive the S to build a common mind map	<p><b>Skills</b></p> <p>L S R W</p> <p><b>Key vocabulary</b> perceptions, impressions, ideas, mind, consciousness, sensations, passions, emotions, feeling, thinking</p> <p><b>Communicative structures</b> argumentation, description, ask and answer, express opinion, comparison</p>	<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"> <li>• The British Empiricism Locke, Berkeley and Hume (by nicola zuin).pdf</li> <li>• evaluation grid (example).docx</li> </ul> <p>module presentation: slides n. 25-26 blackboard, student's notes, text book</p>	T evaluates the work of the selected group (and eventually that of the other groups)
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# CLIL Lesson Plan

<b>Unit number</b>	4	<b>Lesson number</b>	2	<b>Title</b>	4.2. Hume: Habitude and Imagination. Time is not a perception
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	10'	Recall and clarify previous knowledge	T asks the S to recall the main concepts of the previous lessons S ask questions, give answers, cooperate and discuss. T then introduces the next step	<p><b>Skills</b></p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b> perceptions, impressions, ideas, mind, consciousness, sensations, passions, emotions, feeling, thinking</p> <p><b>Communicative structures</b> argumentation, description, ask and answer, express opinion, comparison</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"> <li>The British Empiricism Locke, Berkeley and Hume (by nicola zuin).pdf</li> <li>evaluation grid (example).docx</li> </ul> <p>blackboard, student's notes, textbook module presentation, slides n.25-26</p>	T observes the S while they work and takes note using an evaluation grid
L	S	R	W								

2	10'	comprehend Hume's theories of imagination and habitude (recognize, relate, identify, apply, interpret, analyze, criticise, discriminate, subdivide, arrange, argue, judge, justify...)	T explain the concepts of habitude and imagination, also through the reading of the short texts quoted on the presentation . S ask questions, give answers, cooperate and discuss.	<p><b>Skills</b></p> <p>L S R W</p> <p><b>Key vocabulary</b> Habitude, name, abstract ideas, sign, logic, function, psychologic, imagination, simple and complex ideas, uniting principle, gentle force, relation, association, resemblance, contiguity, cause and effect, space, time, substance, causality, ways to perceive</p> <p><b>Communicative structures</b> explain, argue, describe, distinguish, compare, ask and answer, express opinion, criticize,</p>	<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"> <li>• The British Empiricism Locke, Berkeley and Hume (by nicola zuin).pdf</li> <li>• evaluation grid (example).docx</li> </ul> <p>module presentation, slide n.27 - 28 blackboard, student's notes, textbook</p>	T observes the S while they work and takes note using an evaluation grid.
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3	30'	Discover, in the author's words, Hume's hypothesis about Time (identify, interpret, recognise, classify, discuss, relate, connect, analyze, distinguish, synthesise...)	T drive the S reading, understanding and discussing the text from Treatise of Human Nature, I, II, 3 about «time», reading himself or letting some S to read each part of it. S follow the reading, take notes, ask questions, give opinions	<p><b>Skills</b></p> <table border="1" data-bbox="1019 167 1364 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b> time, appearance, succession, change, imagination, impression, idea, manner, duration, fiction, measure,</p> <p><b>Communicative structures</b> argue, describe, demonstrate, deduce, infer, ask and answer</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"> <li>• The British Empiricism Locke, Berkeley and Hume (by nicola zuin).pdf</li> <li>• evaluation grid (example).docx</li> </ul> <p>module presentation, slide. n.29 blackboard, student's notes, text book</p>	<p>read the text underline and paragraph it search unknown words build a mind-map of Hume's argumentation</p>
L	S	R	W								

# CLIL Lesson Plan

<b>Unit number</b>	4	<b>Lesson number</b>	3	<b>Title</b>	4.3. Hume: there is no substance and mind is a leap of perception
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	10'	Recall and clarify previous knowledge and introduce next step	T asks the S to recall the main concepts of the previous lessons S ask questions, give answers, cooperate and discuss. T then introduces the next step	<p><b>Skills</b></p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b> time, appearance, succession, change, imagination, impression, idea, manner, duration, fiction, measure,</p> <p><b>Communicative structures</b> argue, describe, demonstrate, deduce, infer, ask and answer</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	blackboard, student's notes, textbook module presentation, slides n.25-29	discussion, take notes, ask questions answer questions rectify mistakes
L	S	R	W								

2	15'	Discover, in the author's words, Hume's hypothesis about substance (identify, interpret, recognise, classify, discuss, relate, connect, analyze, distinguish, synthesise...)	T divide the class in groups of four students each T asks each group to read and work on the text from Treatise of Human Nature, I, I, 6 about «Substance» and build a mind map of the main concepts. S read and work as asked	<p><b>Skills</b></p> <table border="1" data-bbox="1010 165 1350 209"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b> substance, idea, impression, reflection, senses, passion, emotion, collection of ideas, qualities, name</p> <p><b>Communicative structures</b> argue, describe, demonstrate, deduce, infer, ask and answer</p>	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"> <li>• The British Empiricism Locke, Berkeley and Hume (by nicola zuin).pdf</li> <li>• evaluation grid (example).docx</li> </ul> <p>module presentation, slide n.30 blackboard, student's notes, textbook</p>	T observes the S while they work ( read the text, underline and paragraph it, search unknown words, build a mind-map of Hume's argumentation) and takes note using an evaluation grid.
L	S	R	W								

3	15'	furtherly discuss on Hume's theory of substance su and introduce next issues (apply, discuss, analyse, synthetise, defend, criticize...)	T asks one group to reproduce on the blackboard their map. The other S ask questions, give answers, cooperate and discuss. T clarify any possible obscurity and drive the S to build a common mind map	<p><b>Skills</b></p> <p>L S R W</p> <p><b>Key vocabulary</b> substance, idea, impression, reflection, senses, passion, emotion, collection of ideas, qualities, name</p> <p><b>Communicative structures</b> argue, describe, demonstrate, deduce, infer, ask and answer</p>	<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"> <li>• The British Empiricism Locke, Berkeley and Hume (by nicola zuin).pdf</li> <li>• evaluation grid (example).docx</li> </ul> <p>blackboard, student's notes, text book module presentation, slides. n.25-30</p>	T observes the S while they work and takes note using an evaluation grid.
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4	10'	Discover, in the famous author's words, Hume's hypothesis about Mind as "heap of perceptions" (identify, interpret, recognise, classify, discuss, relate, connect, analyze, distinguish, synthesise...)	T introduces next step, reading the text from Treatise of Human Nature, I, IV, 2 about «Mind». S follow the reading, take notes, ask questions, give answers.	<p><b>Skills</b></p> <p>L S R W</p> <p><b>Key vocabulary</b> mind, self, heap of perceptions, simplicity, identity, relations, fiction, existence, continuous, belief,</p> <p><b>Communicative structures</b> argue, describe, demonstrate, deduce, infer, ask and answer</p>	<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"> <li>• The British Empiricism Locke, Berkeley and Hume (by nicola zuin).pdf</li> <li>• evaluation grid (example).docx</li> </ul> <p>module presentation, slide. n.31 blackboard, student's notes, textbook</p>	<p>read the text underline and paragraph it search unknown words build a mind-map of Hume's argumentation discussion, take notes, ask questions answer questions</p>
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# CLIL Lesson Plan

<b>Unit number</b>	4	<b>Lesson number</b>	4	<b>Title</b>	4.4. Hume: «self» is a fiction.
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	10'	Recall and clarify previous knowledge and introduce next step	T asks the S to recall what Hume wrote about perception, substance, and mind. S ask questions, give answers, cooperate and discuss. T then introduces the next step	<p><b>Skills</b></p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b> substance, mind, perception, time, imagination, habitude, fiction,</p> <p><b>Communicative structures</b> argue, describe, demonstrate, deduce, infer, ask and answer</p>	L	S	R	W	<input checked="" type="checkbox"/> Whole class <input checked="" type="checkbox"/> Group work <input checked="" type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work	<ul style="list-style-type: none"> <li>• The British Empiricism Locke, Berkeley and Hume (by nicola zuin).pdf</li> <li>• evaluation grid (example).docx</li> </ul> <p>blackboard, student's notes, text book module presentation, slides n. 25-31</p>	T observes the S while they work and takes note using an evaluation grid.
L	S	R	W								



2	30'	Discover, in the author's words, Hume's hypothesis about "what we call self" (identify, interpret, recognise, classify, discuss, relate, connect, analyze, distinguish, synthesise...)	T divide the class in groups of four students each T asks each group to read and work on the text from Treatise of Human Nature, I, IV, 6 about «self» and build a mind map of the main concepts. S read and work as asked T help.	<p><b>Skills</b></p> <p>L S R W</p> <p><b>Key vocabulary</b> self, existence, continuous, certainty, demonstration, supposition, idea, impression, passion, perception, awareness, stage, appearance, succession, simplicity, identity, certainty, sequence, variation, feeling, oscillation, fiction</p> <p><b>Communicative structures</b> argue, describe, demonstrate, deduce, infer, ask and answer</p>	<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"> <li>• The British Empiricism Locke, Berkeley and Hume (by nicola zuin).pdf</li> <li>• evaluation grid (example).docx</li> </ul> <p>module presentation, slide n. 32-34 blackboard, student's notes, textbook</p>	T observes the S while they work and takes note using an evaluation grid.
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3	10'	Revise work, clarify and discuss concepts, rectify mistakes,	T asks one group to reproduce on the blackboard their map. The other S ask questions, give answers, cooperate and discuss. T clarify any possible obscurity and drive the S to build a common mind map	<p><b>Skills</b></p> <table border="1" data-bbox="1041 167 1382 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b>  substance, mind, perception, time, imagination, habitude, fiction, self, existence, continuous, certainty, demonstration, supposition, idea, impression, passion, awarness, stage, apparence, succession, simplicity, identity, certainty, sequence, variation, feeling, oscillation,</p> <p><b>Communicative structures</b>  argue, describe, demonstrate, deduce, infer, ask and answer</p>	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"> <li>• The British Empiricism Locke, Berkeley and Hume (by nicola zuin).pdf</li> <li>• evaluation grid (example).docx</li> </ul> <p>blackboard, student's notes, textbook module presentation, slide. n. 25-34</p>	T evaluates the work of the selected group. T observes the S while they work and takes note using an evaluation grid.
L	S	R	W								

# CLIL Lesson Plan

<b>Unit number</b>	4	<b>Lesson number</b>	5	<b>Title</b>	4.5. Hume: why do we believe in our «self»		
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<b>Activity</b>	<b>Timing</b>	<b>Learning Outcomes</b>	<b>Activity Procedure</b>	<b>Language</b>	<b>Interaction</b>	<b>Materials</b>	<b>Assessment</b>
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1	10'	Recall and clarify previous knowledge and introduce next step	T asks the S to recall what Hume wrote about perception, substance, and mind S ask questions, give answers, cooperate and discuss.	<p><b>Skills</b></p> <table border="1" data-bbox="1010 167 1352 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b> substance, mind, perception, time, imagination, habitude, fiction, self, existence, continuous, certainty, demonstration, supposition, idea, impression, passion, awarness, stage, apparence, succession, simplicity, identity, certainty, sequence, variation, feeling, oscillation,</p> <p><b>Communicative structures</b> argue, describe, demonstrate, deduce, infer, ask and answer</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"> <li>• The British Empiricism Locke, Berkeley and Hume (by nicola zuin).pdf</li> <li>• evaluation grid (example).docx</li> </ul> <p>blackboard, student's notes, text book module presentation, slides n.25-31</p>	T observes the S while they work and takes note using an evaluation grid.
L	S	R	W								

2	'30	Discover, in the author's words, Hume's hypothesis about "what we call self" (identify, interpret, recognise, classify, discuss, relate, connect, analyze, distinguish, synthesise...)	T divide the class in groups of four students each T asks each group to read and work on the text from Treatise of Human Nature, I, IV, 6 about «self» and build a mind map of the main concepts. S read and work as asked T walks through the groups, observes the S working and eventually helps the groups.	<p><b>Skills</b></p> <table border="1" data-bbox="1010 169 1350 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b> substance, mind, perception, time, imagination, habitude, fiction, self, existence, continuous, certainty, demonstration, supposition, idea, impression, passion, awareness, stage, appearance, succession, simplicity, identity, certainty, sequence, variation, feeling, oscillation,</p> <p><b>Communicative structures</b> argue, describe, demonstrate, deduce, infer, ask and answer</p>	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"> <li>• The British Empiricism Locke, Berkeley and Hume (by nicola zuin).pdf</li> <li>• evaluation grid (example).docx</li> </ul> <p>module presentation, slide n. 32-34 blackboard, student's notes, textbook</p>	T observes the S while they work (read the text, underline and paragraph it, search unknown words, build a mind-map of Hume's argumentation, discussion,) and takes note using an evaluation grid.
L	S	R	W								

3	10'	Revise work, clarify and discuss concepts, rectify mistakes,	T asks one group to reproduce on the blackboard their map. The other S ask questions, give answers, cooperate and discuss. T clarify any possible obscurity and drive the S to build a common mind map	<p><b>Skills</b></p> <table border="1" data-bbox="1010 167 1350 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b>  substance, mind, perception, time, imagination, habitude, fiction, self, existence, continuous, certainty, demonstration, supposition, idea, impression, passion, awarness, stage, apparence, succession, simplicity, identity, certainty, sequence, variation, feeling, oscillation,</p> <p><b>Communicative structures</b>  argue, describe, demonstrate, deduce, infer, ask and answer</p>	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"> <li>• The British Empiricism Locke, Berkeley and Hume (by nicola zuin).pdf</li> <li>• evaluation grid (example).docx</li> </ul> <p>blackboard, student's notes, text book module presentation, slide n. 32-34</p>	T evaluates the work of the selected group. (eventually also the work of all aïother groups)
L	S	R	W								

# CLIL Lesson Plan

<b>Unit number</b>	4	<b>Lesson number</b>	6	<b>Title</b>	4.6. Hume: on causation
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<b>Activity</b>	<b>Timing</b>	<b>Learning Outcomes</b>	<b>Activity Procedure</b>	<b>Language</b>	<b>Interaction</b>	<b>Materials</b>	<b>Assessment</b>
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1	10'	Recall and clarify previous knowledge and introduce next step	T goes back to previous lesson and asks the S to recall what Hume wrote about perception, substance, and self. S ask questions, give answers, cooperate and discuss.	<p><b>Skills</b></p> <table border="1" data-bbox="1025 169 1361 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b> substance, mind, perception, time, imagination, habitude, fiction, self, existence, continuous, certainty, demonstration, supposition, idea, impression, passion, awarness, stage, apparence, succession, simplicity, identity, certainty, sequence, variation, feeling, oscillation,</p> <p><b>Communicative structures</b> argue, describe, demonstrate, deduce, infer, ask and answer</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"> <li>• The British Empiricism Locke, Berkeley and Hume (by nicola zuin).pdf</li> <li>• evaluation grid (example).docx</li> </ul> <p>blackboard, student's notes, text book module presentation,slides n.25-34</p>	T observes the S while they work and takes note using an evaluation grid.
L	S	R	W								



2	20'	Know and comprehend the argumentation structure of Hume's theory about «causation»	T presents and explains Hume's arguments about «causation», using the module presentation, slides n. 35-37 S ask questions, give answers, cooperate and discuss, take notes.	<p><b>Skills</b></p> <table border="1" data-bbox="1023 165 1361 213"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b> cause, effect, causation, relation, object, qualities, conjunction, cause-priority, accidents, sequence, necessity, repetition, infer, induction (and deduction), experience, will</p> <p><b>Communicative structures</b> argue, describe, demonstrate, deduce, infer, ask and answer</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	module presentation, slide n. 35-37 blackboard, student's notes, textbook	discussion, take notes, ask questions answer questions rectify mistakes
L	S	R	W								

3	20'	reflect and discuss on the relevance of the seen concepts for science	T asks to the students their opinion about the last question: - what does remain of science?	<p><b>Skills</b></p> <table border="1" data-bbox="1021 169 1361 213"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b> reality, knowledge, doubt, experience, sensation, subject, object, causation, substance, matter, necessity, will,</p> <p><b>Communicative structures</b> express opinions, argue, describe, demonstrate, deduce, infer, ask and answer</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"> <li>• The British Empiricism Locke, Berkeley and Hume (by nicola zuin).pdf</li> <li>• evaluation grid (example).docx</li> </ul> <p>blackboard, student's notes, textbook module presentation</p>	<p>T observes the S while they work and takes note using an evaluation grid. HW. read the text extract from the Treatise of human nature «on causation» (<a href="#">link</a>) underline and paragraph it search unknown words and relate it to the notes we've presented in class.</p>
L	S	R	W								

# CLIL Lesson Plan

<b>Unit number</b>	4	<b>Lesson number</b>	7	<b>Title</b>	4.7. Science on trial
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	10'	solve any further doubt on Hume's text, improve reading skills, discuss previous knowledge	T asks to the S if they have had any difficulties in reading Hume's text. This is useful also to recall the main concepts. S ask questions, give answers, cooperate and discuss, take notes.	<p><b>Skills</b></p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b> cause, effect, causation, relation, object, qualities, conjunction, cause-priority, accidents, sequence, necessity, repetition, infer, induction (and deduction), experience, will</p> <p><b>Communicative structures</b> argue, describe, demonstrate, deduce, infer, ask and answer</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"> <li>The British Empiricism Locke, Berkeley and Hume (by nicola zuin).pdf</li> <li>evaluation grid (example).docx</li> </ul> <p>blackboard, student's notes, textbook module presentation</p>	T observes S while they work and takes note using an evaluation grid.
L	S	R	W								

2	20'	have a complete view of Hume's theory of knowledge.	T ends the exposition of Hume's theory using the module presentation, slides n. 38-39 and Asking again the question: - what does remain of science?	<p><b>Skills</b></p> <p>L S R W</p> <p><b>Key vocabulary</b> relation of ideas, matters of fact, reason, experience, a-priori, a-posteriori, deduction, induction, knowledge, certainty,</p> <p><b>Communicative structures</b> describe, explain, argue, demonstrate, deduce, infer, ask and answer</p>	<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"> <li>• The British Empiricism Locke, Berkeley and Hume (by nicola zuin).pdf</li> <li>• evaluation grid (example).docx</li> </ul> <p>module presentation, slide n. 35-37 blackboard, student's notes, textbook</p>	T. observes the S while they work (discussion, take notes, ask questions, give answers, rectify mistakes...) and takes notes using an evaluation grid (see example).
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3	20'	furtherly reflect and discuss on the relevance of the seen concepts for science	T asks to write a brief essay, developing one of the following issues: - in defense of science - against science claims	<p><b>Skills</b></p> <p><b>L</b> <b>S</b> <b>R</b> <b>W</b></p> <p><b>Key vocabulary</b> science, knowledge, reality, proofs, cause, limits, grounding, preconception, fiction, power, society, ...</p> <p><b>Communicative structures</b> argue, describe, demonstrate, deduce, infer, ask and answer</p>	<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"> <li>• The British Empiricism Locke, Berkeley and Hume (by nicola zuin).pdf</li> <li>• evaluation grid (example).docx</li> </ul> <p>blackboard, student's notes, text book module presentation</p>	task is to be completed at home.
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# CLIL Lesson Plan

<b>Unit number</b>	5	<b>Lesson number</b>	1	<b>Title</b>	5.1. Why shall we think about reality and knowledge
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	20'	Go back to the problem of knowledge! (rethink, comprehend, apply, judge, develop, compare, justify, ...)	T asks some S to read their essay (or to summarise its strengths), T asks a S to outline on the blackboard a general mind map of the arguments pro and against science. S work as asked, take notes, discuss	<p><b>Skills</b></p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b> science, knowledge, reality, proofs, cause, limits, grounding, preconception, fiction, power, society, ...</p> <p><b>Communicative structures</b> argue, describe, demonstrate, deduce, infer, ask and answer</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"> <li>The British Empiricism Locke, Berkeley and Hume (by nicola zuin).pdf</li> <li>evaluation grid (example).docx</li> </ul> <p>blackboard, student's notes, text book</p>	T observes the S while they work and takes note using an evaluation grid. T evaluates and grades the essays.
L	S	R	W								

2	15'	Connect the problem of knowledge with the ethical and political issues (apply, relate, analyze, compare, criticize, distinguish, identify, question, arrange, interpret...	T reads a brief quotation by Pierre Hadot and, on that basis, introduces next issue: the relevance of a specific metaphysical and epistemological view for what concern ethics and politics.	<b>Skills</b>	<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"> <li>• The British Empiricism Locke, Berkeley and Hume (by nicola zuin).pdf</li> <li>• evaluation grid (example).docx</li> </ul> <p>module presentation, slide n. 40 blackboard, student's notes, textbook</p>	discussion, take notes, ask questions answer questions
				L S R W			
				<b>Key vocabulary</b> philosophy, community, existential, justify, metaphysics, ethics, politics,			
				<b>Communicative structures</b> argue, describe, demonstrate, deduce, infer, ask and answer			

3	15'	Have a general introduction to the political theory of John Locke.	T shows the video Political theory, John Locke ( <a href="#">link</a> ) eventually reducing the reproduction speed, and/or setting on subtitles, and or dividing it into smaller fragments) S watch the video and take notes	<b>Skills</b>	<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"> <li>• The British Empiricism Locke, Berkeley and Hume (by nicola zuin).pdf</li> <li>• evaluation grid (example).docx</li> </ul> <p>video Political theory, John Locke (<a href="#">link</a>)</p>	watch the video, take notes HW. watch again the video, trying to understand it all. take notes
				L S R W			
				<b>Key vocabulary</b> tolerance, rights, bourgeois, state of nature, contract, revolution, liberty, property, liberalism...			
				<b>Communicative structures</b> argue, describe, demonstrate, deduce, infer, ask and answer			

# CLIL Lesson Plan

<b>Unit number</b>	5	<b>Lesson number</b>	2	<b>Title</b>	5.2. Locke's political theory
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	20'	Recall previous knowledge and introduce next step	T goes back to previous lesson and asks the S to recall the main concepts of Locke's political theory S ask questions, give answers, cooperate and discuss.	<p><b>Skills</b></p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b> tolerance, rights, bourgeois, state of nature, contract, revolution, liberty, property, liberalism....</p> <p><b>Communicative structures</b> argue, describe, demonstrate, deduce, infer, ask and answer</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"> <li>The British Empiricism Locke, Berkeley and Hume (by nicola zuin).pdf</li> <li>evaluation grid (example).docx</li> </ul> <p>blackboard, student's notes, textbook</p>	T observes the S while they work and takes note using an evaluation grid.
L	S	R	W								



2	15'	Connect the problem of knowledge with the ethical and political issues in regard to Locke's philosophy	T asks the S to identify any possible coherence (or incoherence) between metaphysical and political views in Locke's philosophy S ask questions, give answers, cooperate and discuss.	<p><b>Skills</b></p> <table border="1" data-bbox="1041 167 1382 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b> perception, empiricism, science, economy, society, tolerance, rights, bourgeois, state of nature, contract, revolution, liberty, property, liberalism....</p> <p><b>Communicative structures</b> argue, describe, demonstrate, deduce, infer, ask and answer</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"> <li>• The British Empiricism Locke, Berkeley and Hume (by nicola zuin).pdf</li> <li>• evaluation grid (example).docx</li> </ul> <p>blackboard, student's notes, text book</p>	T observes the S while they work and takes note using an evaluation grid.
L	S	R	W								

3	15'	Have a general introduction to the social theory of George Berkeley	T shows the video Berkeley's Idealism   Philosophy Tube ( <a href="#">link</a> ) eventually reducing the reproduction speed, and/or setting on subtitles, and or dividing it into smaller fragments) S watch the video and take notes	<p><b>Skills</b></p> <table border="1" data-bbox="1041 167 1379 215"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b> perception, empiricism, religion, idealism, revolution, liberty, ...</p> <p><b>Communicative structures</b> argue, describe, demonstrate, deduce, infer, ask and answer</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"> <li>• The British Empiricism Locke, Berkeley and Hume (by nicola zuin).pdf</li> <li>• evaluation grid (example).docx</li> </ul> <p>video Berkeley's Idealism   Philosophy Tube (<a href="#">link</a>)</p>	watch the video, take notes HW. watch again the video, trying to understand it all. take notes
L	S	R	W								

# CLIL Lesson Plan

<b>Unit number</b>	5	<b>Lesson number</b>	3	<b>Title</b>	5.3. Berkeley's social idealism
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	20'	Recall previous knowledge and introduce next step	T goes back to previous lesson and asks the S to recall the main concepts of Berkeley's social and cultural theory S ask questions, give answers, cooperate and discuss.	<p><b>Skills</b></p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b> perception, empiricism, religion, idealism, revolution, liberty,</p> <p><b>Communicative structures</b> argue, describe, demonstrate, deduce, infer, ask and answer</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"> <li>The British Empiricism Locke, Berkeley and Hume (by nicola zuin).pdf</li> <li>evaluation grid (example).docx</li> </ul> <p>blackboard, student's notes, text book</p>	T observes the S while they work and takes note using an evaluation grid.
L	S	R	W								

2	15'	Connect the problem of knowledge with the ethical and political issues in regard to Berkeley's philosophy	T asks the S to identify any possible coherence (or incoherence) between epistemological and social views in Berkeley's philosophy S ask questions, give answers, cooperate and discuss.	<p><b>Skills</b></p> <table border="1" data-bbox="1041 167 1382 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b> perception, empiricism, science, economy, society, perception, empiricism, religion, idealism, revolution, liberty,</p> <p><b>Communicative structures</b> argue, describe, demonstrate, deduce, infer, ask and answer</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"> <li>• The British Empiricism Locke, Berkeley and Hume (by nicola zuin).pdf</li> <li>• evaluation grid (example).docx</li> </ul> <p>blackboard, student's notes, textbook</p>	T observes the S while they work and takes note using an evaluation grid.
L	S	R	W								

3	15'	Have a general introduction to the social theory of David Hume	T shows the video PHILOSOPHY - David Hume ( <a href="#">link</a> ) eventually reducing the reproduction speed, and/or setting on subtitles, and or dividing it into smaller fragments) S watch the video and take notes	<p><b>Skills</b></p> <table border="1" data-bbox="1041 167 1379 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b> skepticism, common sense, science, society, community, happiness, general interest, individuals, ...</p> <p><b>Communicative structures</b> argue, describe, demonstrate, deduce, infer, ask and answer</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"> <li>• The British Empiricism Locke, Berkeley and Hume (by nicola zuin).pdf</li> <li>• evaluation grid (example).docx</li> </ul> <p>video PHILOSOPHY - David Hume (<a href="#">link</a>)</p>	watch the video, take notes HW. watch again the video, trying to understand it all. take notes
L	S	R	W								

# CLIL Lesson Plan

<b>Unit number</b>	5	<b>Lesson number</b>	4	<b>Title</b>	5.4. Hume's defence of common sense
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	15'	Recall previous knowledge and introduce next step	T goes back to previous lesson and asks the S to recall the main concepts of Hume's social and cultural theory S ask questions, give answers, cooperate and discuss.	<p><b>Skills</b></p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b> skepticism, common sense, science, society, community, happiness, general interest, individuals, ...</p> <p><b>Communicative structures</b> argue, describe, demonstrate, deduce, infer, ask and answer</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"> <li>The British Empiricism Locke, Berkeley and Hume (by nicola zuin).pdf</li> <li>evaluation grid (example).docx</li> </ul> <p>blackboard, student's notes, textbook</p>	T observes the S while they work and takes note using an evaluation grid.
L	S	R	W								

2	15'	Connect the problem of knowledge with the ethical and political issues in regard to Hume's philosophy	T asks the S to identify any possible coherence (or incoherence) between epistemological and social views in Hume's philosophy	<p><b>Skills</b></p> <p>L S R W</p> <p><b>Key vocabulary</b> perception, empiricism, science, religion, idealism, revolution, liberty,</p> <p><b>Communicative structures</b> argue, describe, demonstrate, deduce, infer, ask and answer</p>	<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"> <li>• The British Empiricism Locke, Berkeley and Hume (by nicola zuin).pdf</li> <li>• evaluation grid (example).docx</li> </ul> <p>blackboard, student's notes, text book</p>	T observes the S while they work and takes note using an evaluation grid.
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3	20'	conclude the module with a discussion about our society, the role of philosophy, religion and science in relation to contemporary political institutions and public morality	T drive the discussion to some sort of conclusion, askin what the students think about the role of philosophy, religion and science in relation to contemporary political institutions and public morality S ask questions, give answers, cooperate and discuss.	<p><b>Skills</b></p> <p>L S R W</p> <p><b>Key vocabulary</b> skepticism, common sense, science, society, religion, community, happiness, general interest, individuals, interests, capitalism, democracy, information, mass media, future...</p> <p><b>Communicative structures</b> argue, describe, demonstrate, deduce, infer, ask and answer</p>	<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"> <li>• The British Empiricism Locke, Berkeley and Hume (by nicola zuin).pdf</li> <li>• evaluation grid (example).docx</li> </ul> <p>blackboard, student's notes, textbook</p>	T observes the S while they work and takes note using an evaluation grid.
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