

AUTHOR / SCHOOL	Markus Danielsson / Alströmer Upper Secondary
DATE OF CLIL ACTIVITY	
CLASS / NUMBER OF STUDENTS	
SUBJECT	Economics
CLIL LANGUAGE	English
CLIL Activity Topic	Personal expenses
CLIL Activity Time	45-50 minutes
Language Objectives	Learning and fixing vocabulary about personal finances as well as learning to explain choices.
Language used for communication (BICS)	English, L1
Content Language (CALP)	expenses, fixed, variable groceries, toiletries, invoice, bill, rent, mortgage, furniture, insurance, one time costs.
Content Objectives	Learning the difference between the different categories of cost (fixed, variable, one time) as well as giving students an overview of a basic household budget.
Materials / Resources used	<p>Web-access to padlet.com or similar service</p> <p>Pre-prepared blank Padlet-links, enough to cover the class when divided into groups of four.</p> <p>At least one digital device (e.g. laptop, ipad, smartphone) per 4 students.</p> <p>A set of L1->L2 dictionaries</p> <p>Classroom projector/smartboard</p>

**CLIL Activity -
procedure**

1. Introduce the activity by telling the students to imagine they've just moved from home. They now have their first apartment.
2. Divide the students into groups of four to inhabit each apartment, write a different Padlet-link for each group on the whiteboard (or on a digital platform).
3. Give them the task of writing down everything that needs to be purchased for the apartment each month. Tell them not to organize their padlets but just brainstorm and get everything down. (10 minutes)
4. Tell the groups to look through the other padlets (by visiting the other groups' links), compare with their own budgets and see what they agree with, if they would add anything, remove anything from their own, and so on. (5 minutes)
5. Let each group explain to the class how their budget compared to the others. (5 minutes)
6. Explain the concept of fixed, variable and one time costs. Use examples such as *groceries*, *invoice*, *bills*, *furniture*, but make sure not to cover everything they've written. (5 minutes)
7. Let the groups organize their padlets into columns of *fixed costs*, *variable costs* and *one time costs*. (5 minutes)
8. Have the groups compare their categorizations with another group and discuss their choices. (5 minutes)
9. If possible, finish by going through each padlet on a projector for the whole class to see, pointing out miscategorizations as necessary, and/or allowing students to explain their choices. (5 minutes)

Performance Assessment	
TEACHER'S NOTES	