School

SCHOOL: *Istituto Comprensivo n° 2 Porto Torres*   **Class:** *II D – 2nd year lower secondary school*

Subject/s: *English- Geography*   **Title:** *Discovering European Union*

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Duration/Time: 20 hours

Learning Outcomes	Content	
Students will improve : • the ability to be active listeners • the ability to take note • language and communicative skills • the expression of personal opinions with: " I think that…" "I believe that…" "In my opinion.." (using teacher's "helping frame") • the ability to use ICT to access information • the ability to read a map • the ability to use a dictionary to find words	*European Union: history and symbols*	

| | Communication (Language) | **Language of learning**

Vocabulary related to the topic:

Nouns: Europe, European, country, language, day, map, traditions, culture, capital, continent.

Verbs: be, have, there is / there are

Structures: simple present, imperative

Functions: asking information

Language for learning

Vocabulary:

Nouns: European Commission, economic union, Council of the EU, political union, European Parliament, Treaty of Rome, currency, brotherhood, institution, law, meeting place, anthem, members, founders, cardinal points, flag, agreement, political union, motto, Europe day, euro, European Economic Community, European Coal and Steel Community, use, Eurozone, symbol, timeline, border, proposal, citizens, human race, heads of state, freedom, peace, solidarity, perfection, unity, World War ll, circle, power, continent.

Adjectives : official, final, idealistic, golden, traditional, legislative, executive, peaceful

Verbs: be, have, use, join, look like, sign, create, found, enter, keep, introduce, adopt, fill in, replace, celebrate, represent, formed by, maintain, leave, become, write.

Structures: simple present; there is/ there are ; Wh questions; to be/ to have; imperative; I think that, I believe that, in my opinion

Functions: describing, talking about the EU members |

	Cognition (Thinking skills)	• Identifying the EU members in a map • putting in order the dates on the timeline in the order of when they happened • matching words to the pictures • investigating and comparing the similarities and differences among the EU countries • classifying the different languages of Europe • reasoning about the causes which have led to the European Union and consequences • describing the symbols and institutions of European Union • planning the group work • creating the final product (ebooks) • producing creative thinking • reading and understanding a text • describing images • watching and understanding a video • asking and answering questions • interaction • evaluating
	Culture	General knowledge about the European Union, its institutions and symbols
WALT (What are we learning to …)	At the end of the module students	**Will know:** • the rules of the EU and the member states • the main objectives of the European Union • the stages that led to European Union Trading • which countries adopted the euro as their own currency **Will be able to do:** • talk about the main aims of the EU • learn new words and expressions • learn how to express a personal opinion with helping frames • acquire information through video • understand basic details about the history and goals of the European Union • identify on a map the EU countries members

	Will be aware of: • the European citizenship • the importance of the European integration process for the European countries • the presence and impact of Europe in their daily lives • the importance to learn foreign languages for cultural exchange with the aim of feeling like a true European citizen • the importance both of the cultural heritage and the European cultural diversity • the importance of the cultural heritage and of the cultural diversity of Europe
Language structures/ Vocabulary	**Structures** *simple present; there is/ there are ; Wh questions; to be/ to have; imperative; I think that, I believe that, in my opinion* **Lexis** **Nouns:** European Commission, economic union, Council of the EU, political union, country, European Parliament, Treaty of Rome, currency, brotherhood, institution, law, meeting place, anthem, members, founders, cardinal points, flag, agreement, political union, motto, language, Europe day, euro, European Economic Community, European Coal and Steel Community, use, Eurozone, symbol, timeline, map, border, proposal, citizens, human race, heads of state, freedom, peace, solidarity, culture, traditions, perfection, unity, World War ll, capital, circle, power, continent. **Adjectives :** official, final, idealistic, golden, traditional, legislative, executive, peaceful **Verbs:** be, have, use, join, look like, sign, create, found, enter, keep, introduce, adopt, fill in, replace, celebrate, represent, formed by, maintain, leave, become, write.

Materials/ Resources	Interactive whiteboard, worksheets, maps, video, pictures, flashcards, ppt, worlsheets, computer with Internet connection, webtools, realia **Bibliography:** • www.**enchantedlearning**.com • http: //europa.eu/teachers-corner/9 12/index en.htm • http: //europa.eu/kids -corner/index en.htm • www.**readytoteach**.it • en.**islcollective**.com

	Links: • https://getkahoot.com/ • www.**enchantedlearning**.com • http: //europa.eu/teachers-corner/9 12/index en.htm • http: //europa.eu/kids -corner/index en.htm • www.**readytoteach**.it • en.**islcollective**.com • https://Socrative.com/ • www.youtube.com/watch?v=Rw7j9R0let0 • www.youtube.com/watch?v=Sur3hqDXpa8&t=318s **Links of the students'final products:** • https://www.storyjumper.com/book/index/41328226/5922b09a26795 • https://www.storyjumper.com/book/index/41328036/5922ae005df55 • https://www.storyjumper.com/book/index/41699126/aurogiuamegui • https://www.storyjumper.com/book/index/41328146/5922b033c9d7f • https://www.storyjumper.com/book/index/41328246/Swalla
Assessment	**Formative assessment:** • questionnaire to test student's previous knowledge **On- going process assessment:** • oral discussion and written worksheets to test student's progress in achieving content and language aims **Summative assessment**: • oral discussion and written worksheets to test student's progress in achieving content and language aims
	Final self assessment: • oral and written tests to assess student's achievement so to measure results in content, language and learning skills • students have been invited to evaluate their own work and their group work Assessment is also based on data collected in evaluation grids during each lesson.

CLIL EXCELLENCE SINGLE LESSON PLAN FORMAT

LESSON 1
Timing 2 hours

WALT (What are we learning today -at the end of the lesson-…) "*What's the European Union?* "						
Stage	**Aim**	**Procedure**	**Language structures and vocabulary:**	**Materials**	**Interaction**	**Timing**
e.g. Introduction /Lead-in	The teacher captures the student's interest and activates prior knowledge	**Activity:** -The teacher writes the word "European Union" on the board and instructs students to silently brainstorm what they know about the topic. Here are some questions that have been made: *"What do you know about the European Union? , Can you tell me the names of the countries which have founded it?, What about its flag?, Do you know the European anthem?".* -The teacher shows the physical map of Europe, (PPT Europe in a nutshell), then she asks the students: *"What do you think the difference between Europe and European Union is?"* -The students are invited to test their knowledge of the topic in a short quiz (Worksheet n. 1)	- Wh questions - Simple present - European Commission, Council of the EU, European Parliament, Treaty of Rome, currency, anthem, flag, agreement, motto, euro, Eurozone	Ppt presentation Worksheets Flashcards Interactive board	Whole class	30 minutes 20 minutes

e.g. **Content input**	• Activating of the vocabulary related to the topic • Introduction of the content	• Circle time: activate vocabulary with flashcards. • The teacher introduces the topic with a ppt.			group of six students	30 minutes
e.g. Input processing	The students practise and consolidate the content Improving communicative and language skills	• The students do a quiz on Kahoot! (Worksheet n. 2) • Speaking activity: the students have to collect information about Italy and the European Union. Student A has information about the topic that student B hasn't (Worksheet n. 3)			pair work	20 minutes
e.g. **Output**	Students show their interest and what they have acquired.	• General discussion: check in plenum • The teacher focuses on the vocabulary and some structures used during the lesson			whole class	10 minutes
e.g. **Assessment**	Teacher observes, checks, gets and gives feedback about learning	Formative assessment for the lesson: the teacher observes the children during the lesson Self assessment: the teacher asks the student to evaluate their work during the lesson			whole class	10 minutes

CLIL EXCELLENCE SINGLE LESSON PLAN FORMAT

LESSON 2
Timing 6 hours

WALT (What are we learning today -at the end of the lesson-…) : "*European Union countries*"						
Stage	**Aim**	**Procedure**	**Language structures and vocabulary:**	**Materials**	**Interaction**	**Timing**
e.g. ***Introduction /Lead-in***	• Vocabulary reinforcement: names of European countries.	**Activity:** - The teacher begins the lesson with a song "Countries of the world" and ask the students to complete a table ([worksheet n. 4)](worksheet n. 4)	- Wh questions - Simple present **Vocabulary:** Countries of the world, European countries, flags, capitals, European Commission, economic union, Council of the EU, political union, European Parliament, Treaty of Rome, currency, brotherhood, institution, law, meeting place, anthem, members founders, agreement, language, Europe day, euro, European Economic Community, European	- song - video -worksheets and maps -interactive board	-Whole class -Individual work	20 minutes

| | | | Coal and Steel Community, use, Eurozone, symbol, timeline, map, proposal, citizens, peace, solidarity, culture, traditions, World War ll

Verbs: be, have, use, join, sign, create, found, enter, introduce, adopt, fill in, celebrate, represent | | | | |
|---|---|---|---|---|---|---|---|
| ***e.g. Content input*** | • Identifying the EU countries and their capital cities
 • Identifying the flags of some European countries | *Worksheet n. 5*: the students read the texts (*United in diversity and flags*) and match the countries with their flags and then fill in a grid.
 Wordsearch n. 6: to help students to memorize new lexis the teachers asks them to complete a wordsearch.
 Worksheet n. 7: fill in a table with the European Union countries and their capital cities. | | | | pair work group work. | 20 minutes

 40 minutes |
| ***e.g. Input processing*** | • focusing on the meaning of the key words that appear in the text.
 • Learning the steps which led to the creation of European Union | -The teacher divides the class in groups and gives them a copy of the reading comprehension " The European Union"(Worksheet n. 8).
 -*Scanning activity:* the key words are written in cards that the teacher keeps in her hands. One student of each group has to run to the teacher who reads and shows the word on the card. The student goes back and tells the group the word. Each group has to scan the text quickly and to | | | | group work | 120 minutes |

		find the word and underline it. At the end, the teacher reads the words on the card and invites the students to say the sentence in which they are included. -*Matching activity (Worksheet n. 9)*: students have to match the key words to definitions. -*Worksheet n. 8* : the teacher asks the students to read the passage and to underline in red everything they don't understand, in green everything they understand and in yellow everything they can guess. -*Worksheet n. 11*: the students complete the timeline of the main events of the European Union.			group work	20 minutes 40 minutes 20 minutes
e.g. ***Output***	Students show their interest and what they have acquired.	Check			whole class	20 minutes
e.g. ***Assessment***	Teacher observes, checks, gets and gives feedback about learning	- Formative assessment for the lesson: he teacher observes the children during the lesson - Self assessment for the lesson: The teacher asks the children to evaluate their group work - Summative assessment: the students using a blank map, have to colour the countries which belong to the European Union and write their names (worksheet n. 12) -*Cloze test* (worksheet n. 13)			whole class	60 minutes

CLIL EXCELLENCE SINGLE LESSON PLAN FORMAT

LESSON 3
Timing 3 hours

WALT (What are we learning today -at the end of the lesson-…) : "History of *European Union* "						

Stage	Aim	Procedure	Language structures and vocabulary:	Materials	Interaction	Timing
e.g. ***Introduction /Lead-in***	• Finding out the students prior knowledge of the European Union	**Activity:** - Games to review the topic of the previous lesson - The teacher invites the students to do *a true or false exercise* using Socrative (worksheet n. 14) - Check and discussion	- Wh questions - Simple present **Vocabulary:** Countries of the world, European countries, flags, capitals, European Commission, economic union, Council of the EU, political union,	- video - worksheets - interactive board	- Whole class - Individual work	30 minutes 60 minutes

			European Parliament, Treaty of Rome, currency, brotherhood, institution, law, meeting place, anthem, members founders, agreement, language, Europe day, euro, European Economic Community, European Coal and Steel Community, use, Eurozone, symbol, timeline, map, proposal, citizens, peace, solidarity, culture, traditions, World War ll **Verbs:** be, have, use, join, sign, create, found, enter, introduce, adopt, fill in, celebrate, represent				
e.g. Content input	• Learning the steps which led to the birth of European Union	-The students are invited to watch a video about the birth of the European Union and to do an exercise where they have to choose the correct answer (worksheet n. 14)			individual work	20 minutes
e.g. Input processing	• Reinforcement of the content of the video	• The teacher asks the students to do a multiple choice exercise about the video using Kahoot! (worksheet n. 15)			pair work	30 minutes

	• Improving communicative and language skills	• Speaking activities in pairs: the students have to talk about the EU using a language frame (worksheet n. 16)			pair work	10 minutes
e.g. **Output**	Students show their interest and what they acquired.	General discussion The teacher will focus on the vocabulary and some structures used during the lesson			whole class	20 minutes
e.g. **Assessment**	Teacher observes, checks, gets and gives feedback about learning	The teacher asks the children to evaluate their work during the lesson			whole class	10 minutes

CLIL EXCELLENCE SINGLE LESSON PLAN FORMAT

LESSON 4

Timing 5 hours

WALT **(What are we learning today -at the end of the lesson-…)** : **"**In the end…*European Union and more*"						
Stage	**Aim**	**Procedure**	**Language structures and vocabulary:**	**Materials**	**Interaction**	**Timing**
e.g. ***Introduction /Lead-in***	• Finding out the students prior knowledge of the European Union.	**Activity:** *Placemat strategy:* work in groups of 4. Each group gets A3 paper and writes in the middle of the sheet "European Union". Each student writes what he/she remembers about the topic on the corners of the sheet. In group they discuss the prior knowledge and	- Wh questions - Simple present **Vocabulary:** European countries, language,	- Video Worksheet s - Sheets of paper - interactive	- group work	60 minutes

			agree on common key points. A member of the group presents the ideas to the rest of the class.	European day of languages, European languages families (Romance languages, Celtic languages, Germanic group, Slavic group), celebrate	board		
e.g. Content input	- Knowing the different language families in Europe - Classifying the different languages of Europe - Taking note - Improving communicative skills		- The students are invited to watch a video about the European Day of languages and about the European languages families. Students work in group: students with number one have to write the languages which belong to the Romance languages, students with number two the languages which belong to the Celtic languages, students with number three all the languages of the Germanic group and students with number four the languages of the Slavic group. All the students with the same number get together in a new group and share the information.			group work	60 minutes

e.g. Input processing	• Acquiring awareness of the different languages spoken in Europe	- European Day of languages (worksheet n. 17): the students have to complete the names of the European languages. They can search them on the internet.			group work	30 minutes
		- Jigsaw task: the teacher forms groups of 4 students each and number each member from 1 to 4. All the students with the same number get together in a new group, where they have to read a text. Numbers 1 read Text 1 together, numbers 2 read Text 2 together, etc. Once the students have finished reading their texts, they have to return to their original group. Students have to explain their text to the rest of the group members and learn about the other texts. While students are listening to their group mates, they have to answer the questions on the grid (see worksheets of lesson 5)			group work	30 minutes
e.g. Output	Students show what they acquired.	• Students share the information about the different texts			group work	60 minutes
e.g. Assessment	Teacher observes, checks, gets and gives feedback about learning	• Final assessment: dictogloss (worksheet n. 19) and sentences to complete using Socrative (worksheet n. 20) • Language assessment: match the words to the pictures (worksheet n. 21)			whole class	60 minutes

CLIL EXCELLENCE SINGLE LESSON PLAN FORMAT

LESSON 5

Timing 4 hours

WALT (What are we learning today -at the end of the lesson-…): "*At work! ***"**						
Stage	**Aim**	**Procedure**	**Language structures and vocabulary:**	**Materials**	**Interaction**	**Timing**
e.g. Introduction /Lead-in	• Create the final product • Surf the net to search information	**Activity:** - The teacher divides the class into groups and gives each group a different topic to develop: *The flag (worksheet n. 22), The anthem and the motto (worksheet n. 23), The euro (worksheet n. 24) and the Eurozone (worksheet n. 25), Happy Europe day (worksheet n. 26), Institutions (worksheet n. 27). The students have to surf the net and search the materials to create an ebook, using storyjumper.*		Computer	-group work	4 hours

		- Each group shows his ebook to the other groups				
e.g. Content input						
e.g. Input processing						
e.g. Output						
e.g. Assessment						