CLIL Module Plan

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School	ISTITUTO COM	STITUTO COMPRENSIVO ALTA VALLAGARINA							
School Grade	O Primary	○ Primary							
School Year	○1 ●2 ○3 ○4 ○5					0 5			
Subject	Geografia Topic The United Kingdom								
CLIL Language	English				С	Deuts	ch		

Personal and social-cultural preconditions of all people involved

STUDENT PROFILE: The class that experimented this module was a 2nd year Middle School Class. The class consisted of 24 students. 14 boys and 10 girls. All students experimented CLIL in 1st year Middle School, in a previous Module Project, PROSPEVAL. 9 students came from previous CLIL experience -5 years of CLIL - in primary school. Out of the 9 students that came from a CLIL experience, 4 students still had high language and cognitive skills, which they maintained during 1st year Middle School. There were many students that were at their first year CLIL, where 2 students excelled in language and cognitive skills during the experimentation of this project. The new approach of this method has helped the students work better this year, as they had a clearer understanding of the procedure and the tasks that they had to do. Weaknesses: Weaker students that were at their first CLIL experience, experienced a very positive attitude towards the teaching method applied during the module experimented last year. They gained confidence towards the language, even though there were still difficulties, with regards to speaking skills. The class also consisted of BES students - 4 students are certified. The class also consisted of two students from a migrant background - 1 Albanian student (in Italy only 4 years) and one Syrian student (in Italy 4 years). The weaker students were always teamed with a stronger student both, in content and language, when it came to group work. We noticed that teaming the students with stronger students gave them more self confidence in speaking and organising tasks given, with regards to the CLIL approach. The certified students were backed by worksheets in Italian about the content prepared by the ESL Teacher. CEFR Level of group: A1 + level Teacher/ team profile: All the subject teachers involved in this module are Geography teachers who worked together with a CLIL expert - mother tongue to prepare the content and lessons. During the I

Students' prior knowledge, skills, competencies

Subject

During primary school and the first year of Middle School, the curricular programme states that the students should already be able to identify both Landforms and Bodies of Water related to the European Continent. The previous lessons were based on building up vocabulary and strengthening the student's knowledge to basic content. The students were aware of the different Landforms found in Europe -Mountains, Hills, Plains, oceans, seas, etc - in which they were able to label and identify on a Map. The students were able to show examples, compare, classify, differentiate and understand the difference between an Ocean and a Sea and the different landforms linked to the European Continent. They were able to evaluate the importance of Natural Disasters linked to landforms and also water basins. They understood the impact that these disasters have on our environment. They were able to name and distinguish the different seas that belong to the Mediterranean sea. They were able to valuate the importance of keeping our bodies of

Language

The students were able to form and answer short questions using basic grammar obtained from previous units. There were certain students that, whilst at their first time CLIL, emerged in a very positive way during lessons. The Students used basic vocabulary linked to physical features in Geography like adjectives for describing certain topics. Scaffolding was used in order to give a basic vocabulary and help strengthen the weaker students, who still had difficulty, when it came to open and closed questions.

Timetable fit

Module

water clean.

Length 20 hours

Description of teaching and learning strategies

The lessons will predominantly follow the "activate prior knowledge / guide understanding / review" format. Classroom activities will be as communicative as possible with students involved in inquiry-based / collaborative / cooperative learning in a task-based learning environment using information exchange / information gap activities. Texts will be exploited and scaffolded, both for content and language learning. In the latter case, a genre approach will be used by exploiting both text and co-text features in the development of students' writing and speaking skills. Extensive use of the texts will be made to develop students' reading (understanding gist, main ideas and identifying specific information) and listening skills. In terms of in-task communication, students will be introduced to functional language exponents / lexical chunks to develop both their BICS and CALP competences. Various group configurations will be used depending on the exigencies of the activities: mixed ability groups will be formed according to the students' zones of proximal development in content and communication whilst same ability groups will be used in more focussed content or communication development A mixture of 'frontal' and 'student-centred' teacher roles will be used as appropriate to the lesson phases. During the latter, the teacher will act as facilitator and guide, always with the help of the co-teacher involved. Power Point presentations are shown during the lessons which are also accompanied by follow-up worksheets and videos. Tablets will be used for group work and project research lessons. A google classroom has been set up to facilitate all these procedures. A simple platform has been created - called PADLET which will help the students to download worksheets and power points at home that will be shown during the lessons. This way the students will be able to study easier for their summative assessment. Continuous assessment will be used to include motivation, languag

Overall Module Plan

Unit: 1

THE UNITED KINGDOM

Unit length: 11 HOURS

Lesson 1

DEFINITION OF UK

Lesson 2

The English Language - Part 1

Lesson 3

The English Language - Part 2

Lesson 4

PHYSICAL FEATURES OF ENGLAND

Lesson 5

Main Cities in England

Lesson 6

THE UNITED KINGDOM - Climate

Lesson 7

THE UNITED KINGDOM - Economy

Lesson 8

THE UNITED KINGDOM - Immigration - Part 1

Lesson 9

THE UNITED KINGDOM - Immigration - Part 2

Lesson 10

THE UNITED KINGDOM - Culture in the UK

Lesson 11

THE UNITED KINGDOM – SUMMATIVE TEST – Lessons 1 – 5 – part 1 /lessons 6 -10 – part 2

Unit: 2	Lesson 1
The Republic of Ireland	The Republic of Ireland – Location and Main Cities
Unit length: 05	Lesson 2
hours	The Republic of Ireland - Physical Features
	Lesson 3
	The Republic of Ireland - Population and the Great Irish Famine
	Lesson 4
	The Republic of Ireland - Culture
	Lesson 5
	The Republic of Ireland – Summative Test

Unit: 3	Lesson 1
The Netherlands	The Netherlands - Location and main features
Unit length: 5 hours	Lesson 2
	Netherlands - polders and windmills
	Lesson 3
	10 facts about the Netherlands and Amsterdam
	Lesson 4
	The Netherlands - Population and ethnic groups
	Lesson 5
	the Netherlands - Summative test

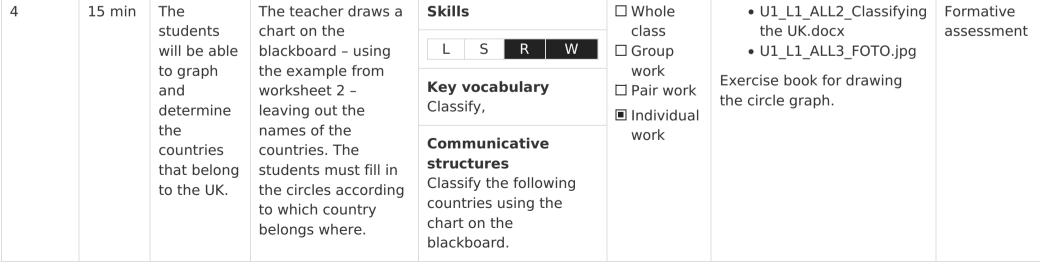
 Unit number
 1
 Lesson number
 1
 Title
 DEFINITION OF UK

Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
1	5 min	The students	Guessing game - The teacher asks the	Skills	■ Whole class	Exercise book	Formative assessment
		will list the	students to write down in their activity	L S R W	☐ Group work		
		names and number of countries	book the names and number of countries	Key vocabulary Countries, List, Belong	☐ Pair work ☐ Individual		
		that belong to the UK.	they think belong to the United Kingdom		work		

Communicative	
structures	
List the countries that	
you think belong to the	
UK. I think that there	
are countries in	
the UK. Can you tell me	
how many countries	
belong to the UK? There	
are countries in	
the UK. Can you guess	
how many countries	
belong to the UK? I	
have guessed that	
there are	
Countries that belong	
to the UK.	

2	10 min	Students will be able to indicate and list the countries that belong to the UK	The teacher shows a power point with a map of the UK and indicates to the students the correct amount of countries that are part of the UK	Key vocabulary Map, countries, United Kingdom, Great Britain, British Isles, England, Wales, Scotland, Northern Ireland, Communicative structures Can you show me where is located? Is part of the UK? How many countries are part of the UK? Is Located in the North/South/East/West of the UK? Is located North/south/East/West of the UK.	■ Whole class Group work Pair work Individual work	U1_L1_ALL4_The United Kingdom - Lesson 1.pptx	Formative assessment
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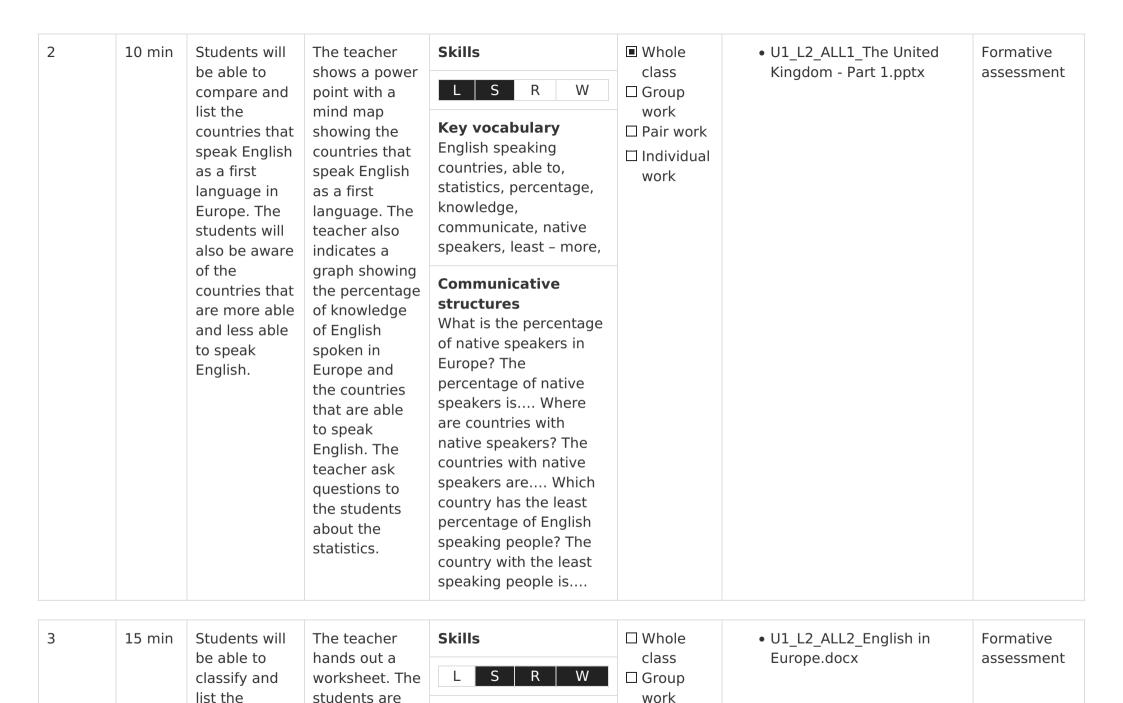
	will be able to classify the countries that belong to the UK.	out a worksheet. The students are asked to re-read the text in pair work and then to complete the worksheet. Each student must read a part of the text to one another. The teacher passes around the classroom to double check pronunciation.	Key vocabulary Countries, part of, biggest island, plus, minus, equals Communicative structures Which countries are part of the United Kingdom? The countries that are part of the UK are What's the biggest island in Europe? The biggest	class Group work Pair work Individual work	assessment
			island in Europe is		



5	5 min	The students will perceive the countries that belong to the UK	The teacher asks the students to come out to the blackboard and complete the diagram. The teacher then asks the students questions to confirm	Skills L S R W Key vocabulary Complete, diagram, countries, belongs to, is part of	■ Whole class □ Group work □ Pair work □ Individual work	U1_ALL1_rubric for teachers.docx Blackboard with diagram completed	Formative assessment At the end of the lesson the teacher fills out the Rubric for the teacher.
			and valuate the finished task.	Communicative structures Can you tell me which countries are part of the UK? The countries that are part of the UK are Can you tell me if belongs to the UK? belongs to			U1_ALL1

 Unit number
 1
 Lesson number
 2
 Title
 The English Language - Part 1

Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
1	10 min	The students will list the names and number of countries that speak English in Europe as a first language.	Guessing game:The teacher asks the students to write down in their activity book the number of countries they think speak English in Europe as a first language.	Key vocabulary Countries, List, speak Communicative structures List the countries that you think speak English in Europe as a first language. I think that there are countries in Europe that speak English as a first language. Can you tell me how many countries speak English in Europe? There are countries in the UK.	■ Whole class □ Group work □ Pair work □ Individual work	Exercise book	formative assessment



■ Pair work

countries that

speak

asked to

answer 4

English.

questions by themselves and then do a follow-up activity working in pairs. Student 1 is given worksheet A and student 2 is given worksheet B. Student 1 must read the text on their worksheet to student 2. Whilst reading, the student must fill in the gaps to the text. Vice versa with student 2. After completing the text the students must fill in the grid using the information from the map given.

Key vocabulary

Percentage, legend, key, highest ranking, lowest ranking, hold a conversation, to share, survey, according to a survey, shortly.

Communicative structures

What type of map is it? It's a map. What does the legend (key) refer to? The legend key refers to... Which are the highest ranking English speaking countries? The highest ranking English speaking countries are... Which are the lowest ranking English speaking countries? The Lowest ranking English speaking countries are...

☐ Individual work

4 The students The teacher **Skills** ☐ Whole • U1 ALL1 rubric for 25 min Formative quickly divides teachers.docx will be able to class assessment S R the class into 4 W ■ Group • U1 L2 ALL4 Reading observe and At the end of work Homework.docx outline the aroups of 6 for the lesson **Key vocabulary** a quick game percentage of ☐ Pair work • U1 L2 ALL4 Text reading the teacher Ability, most – least of "Lets countries that answers.docx fills out the ☐ Individual percentage, have the • U1 L2 ALL3 Statistics.docx communicate Rubric for work communicate, located. in English". ability to the teacher. **HOMEWORK - COMPLETE** speak and The groups are U1 ALL1 WORKSHEET U1 L2 ALL4 -Communicative given a communicate READING COMPREHENSION structures in English. worksheet Which country has the where they The students most percentage of will also be have to quickly people who can answer the able to communicate in questions compare and English? The country aiven. The criticize the with the most countries that groups are percentage of people have high given 10 min who can communicate and low to finish the in English is.... Which percentage of task. All country has the least English answers have percentage of people speakers. to be who can communicate completed in English? The country correctly with with the least a full sentence. percentage of people The group that who can communicate finishes and in English is.... What is has all the percentage of answers

written correctly w	ins. communicate in English in Italy? The percentage of people who can communicate in English in Italy is Where are most of the countries, located in Europe, that have the highest percentage of people who can communicate in English? Most of the countries that have the highest percentage of people who can communicate in English are located in Europe. Why do you think that they speak English better than the other countries? We think that they speak better English	
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because.....

 Unit number
 1
 Lesson number
 3
 Title
 The English Language - Part 2

Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
1	10 min	The students will have to guess and identify the language spoken whilst listening to 2 audios – the first audio is in Welsh the second audio is in English.	The teacher asks the students to listen to the two audios and to guess and write down the languages that they hear.	Key vocabulary Audio, language spoken, Communicative structures Listen to the audio. Write down the language you think is spoken. I think that Is spoken. Would you like me to re-play the audios? Can you please re-play the audios.	■ Whole class □ Group work □ Pair work □ Individual work	Exercise book	Formative assessment

2 Skills 10 min The The teacher hands ☐ Whole • U1 L3 ALL3 Map Celtic Formative students out a worksheet. The class languages.docx assessment L S W R will be able students are asked ☐ Group to label and to quickly complete work **Key vocabulary** the worksheet by ☐ Pair work identify the Celtic languages, labeling the map countries Individual spoken, type of that have and answering the work information, complete. are linked two questions given. to the Once completed, the Communicative Celtic teacher asks the structures students for the languages Complete the in the UK. correct answers. worksheet using full sentences. Label the map. What type of information does the map give you? The map gives us information on..... What are the Celtic languages spoken in the British Isles? The Celtic languages spoken in the British Isles are.....

3 20 min The The students are Skills Whole • U1 L3 ALL4.jpg Formative students given a video to class assessment Video link exercise book S R will be able watch about the W ☐ Group U1 L3 ALL4 see example to rank and evolving English work (photo) from exercise book **Key vocabulary** organize a language. They must □ Pair work Time line, dates, timeline by take notes of the ☐ Individual dramatic change, watching a dates and era that work understood, evolving video that are shown in the language, indicate, era, video and they must explains the create a time line Communicative which indicates changing structures English todays date to the Watch the video and language actual date that the create a time-line using throughout English language the dates shown. Take has had a dramatic the years. notes of the dates. Put change and is no in order from today and longer go back in time until comprehensively vou reach the last date understood. Once given in the video. the students have From which date and finished the teacher era can you still asks the students understand the English questions about the language? The date and time line. era that I can still understand the English language is... Name the different eras in the video. The different eras in the video are....

students will be able to compare the three accents spoken - English, American and Australian. Students will be able to compare the three accents spoken - English, American and Australian. Students will be able to compare the three accents spoken - English, American and Australian. Students to correct the three accents that we heard. Which accent was the hardest to understand? The students to correct the worksheet. Students of fill in the gap activity. Once completed the teacher shill in the gap activity. Once completed the teacher shill in the gap activity. Once completed the teacher shill in the gap activity. Once completed the teacher shill in the gap activity. Once completed the teacher shill in the gap activity. Once completed the teacher shill work work link Just in case you need it!!!! Power Point on the Celtic Languages U1_A_ALL4 Standard Pair work Accents, compare, differences, letter order, consistent, spelling, prefer. Communicative structures Are they're differences between the three accents that we heard. Which accent was the hardest to understand? The	4	20 min	The	The students are	Skills	☐ Whole	• U1 ALL1 rubric for	Formative
hardest accent to understand was Which accent was the easiest to understand?	4	20 min	students will be able to compare the three accents spoken - English, American and	given a worksheet – fill in the gap activity. Once completed the teacher asks the students to correct	Key vocabulary Accents, compare, differences, letter order, consistent, spelling, prefer. Communicative structures Are they're differences between the three accents that we've heard in the video? Yes there are differences in the three accents that we heard. Which accent was the hardest to understand? The hardest accent to understand was Which accent was the	class Group work Pair work Individual	U1_L3_ALL3_Cambridge Video on Accents.docx U1_L3_ALL4_Celtic Languages part 2.pptx link Just in case you need it!!!! Power Point on the Celtic Languages	assessment At the end of the lesson the teacher fills out the Rubric for the teacher.

 Unit number
 1
 Lesson number
 4
 Title
 PHYSICAL FEATURES OF ENGLAND

Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
1	10 min	The students will be able to identify and describe the physical features of England. They will be able to indicate which seas and countries border with England.	The students' are shown a physical map of England. The teacher quickly illustrates the different landscapes – Hills/ mountains/ rivers/ seas/ bays/ Channels etc. The teacher then hands out a worksheet where there is a written example given on Scotland. The students must write a brief description	Key vocabulary Describe, borders, physical map, Atlantic Ocean, north, west, south, east, west, mountains, rivers, seas, bays, English Channel, mountains, hills, plains.	□ Whole class □ Group work □ Pair work ■ Individual work	 U1_L4_ALL1_The United Kingdom.pptx U1_L4_ALL3.jpg U1_L4_ALL2_Where is England.docx 	Formative assessment

асэспраон		
using the key	Communicative	
words that the	structures	
teacher gave	Look at the example	
them. Once the	given on the worksheet	
students have	on Scotland and write a	
finished writing	similar short text on	
the short text,	England. Can you see	
the teacher	any mountains/ hills/	
asks them to	rivers/ bays/ seas/	
read aloud	Oceans? Yes, I can	
what they have	see Are there any	
produced.	mountains, hills, seas,	
	rivers etc? Yes, there	
	are rivers, mountains,	
	seas etc Can you	
	please read me your	
	text? Can I please read	
	my short text on	
	England?	

2 5 min The The teacher Skills ☐ Whole • U1 L4 ALL1 The United Formative students quickly shows a class Kingdom.pptx assessment S R W will be able brief power ☐ Group work to point **Key vocabulary** ☐ Pair work recognize presentation Mountain ranges, where the main the main ■ Individual highest peaks, rivers, mountain mountain work coast, hills ranges, the ranges, the highest highest peaks, Communicative rivers, types of peaks, structures coasts and hills rivers, Can you indicate where types of of England are the highest peak is? coasts and located. After The highest peak is.... hills in presenting the Can you tell what the England. power point name of the longest she quickly river is? The name of asks questions the longest river is... to the students. Can you tell me the name of some mountain ranges? Some mountain ranges are..... Can you describe the coasts? The coasts are.....

3	15 min	The students will be able to link information given to them from	tudents then work in pairs by labelling the worksheet with the help from	Skills L S R W Key vocabulary Divided, zones, rugged, suitable, grazings, rolling, craggy	☐ Whole class ☐ Group work ■ Pair work ☐ Individual work	U1_L4_ALL4_Physical features of England.docx	Formative assessment
		the Power Point and illustrate the physical features of England.	given in the text	Communicative structures Label the map using information from the text given to you.			

4	20 min	The students will be able to reorganize information from a text.	The teacher quickly divides the class into 6 groups. Each group is given a copy of a text, which is muddled up. The students must cut the slips and reorganize the information given. They are given a limited time (05 min) to do the task.	Key vocabulary Cut, muddled up, Divided, zones, rugged, suitable, grazings, rolling, craggy, place in order, re-organize Communicative structures You must cut and re- order the slips and paste them in order. You have 5 min to do the task. I think that the first/second/third etc slip is I think that the slips are in the right place/wrong place.	□ Whole class ■ Group work □ Pair work □ Individual work	• U1_L4_ALL5_Group Work.docx	Formative assessment
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5 10 min The The teacher **Skills** ☐ Whole • U1 ALL1 rubric for Formative students hands out a class teachers.docx assessment S L R will validate work sheet with W ☐ Group • U1 L4 ALL6 Muddled At the end of and auestions. The work Sentences.docx the lesson **Key vocabulary** determine answers to ■ Pair work • U1 L4 ALL7 Homework.docx the teacher Mountain ranges, what are these questions fills out the ☐ Individual Highest peak, main are muddled the Rubric for work rivers, coastline, craggy up. The the teacher. physical and rugged. features of students must U1 ALL1 England. re-order the Communicative answers structures forming a Can you tell me how correct many zones England sentence. Once can be divided into? the task is England can be divided finished the into zones. What teacher are the main mountain corrects the ranges in England? The worksheet main mountain ranges together with in England are.... What the students. is the highest peak in The students England? The highest are also given a peak in England is.... worksheet for What are the main homework. rivers in England? The main rivers in England are....

Unit number1Lesson number5TitleMain Cities in England

Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
1	05 min	The students will be able to spell and identify the names of the 3 main cities, that will be studied in this lesson.	SCRAMBLED WORDS - The students are given a worksheet to complete. Their task is to find out the names of the three cities that will be studied during this lesson. They have to try and unscramble the words. Once unscrambled, the teacher shows where the cities are located on a political map.	Key vocabulary Unscramble, scrambled, main cities, Liverpool, London, Manchester, The river Mersey, Ocean, Mountains, Gateway, Underground, Three Graces, Museum of Liverpool, Train station, Albert docks, The "fab four".	□ Whole class □ Group work □ Pair work ■ Individual work	• U1_L5_ALL1_Guess the cities.docx	Formative assessment

Communicative structures

Can you list the three cities that we will be are located in the north/south/east/west of England.

studying? The three main cities that we will be studying are..... Where are these cities located? These cities

2 15 min The students will be able to identify words linked to culture and facts about Liverpool, by listening to a video.

The students will watch a video on Liverpool. They will given a worksheet where they have to listen to the video and identify the words on the worksheet. Once identified they have to circle the words that they hear. The second task on the worksheet asks the students to complete a fill in the gap exercise, using the words from the box. This task is connected to the video shown earlier. The teacher then corrects the worksheet together with the students. As a final task at home, the

Skills

S R W

Key vocabulary

Trading gateway, legacy, dock, goods, must see, to perform, world, tobacco, ivory, century,

• U1 L5 ALL2 Main cities Liverpool.docx

link

☐ Whole

☐ Group

work

☐ Pair work

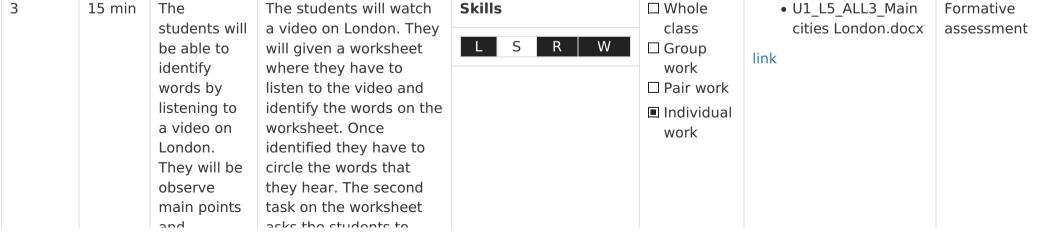
■ Individual

work

class

Formative assessment

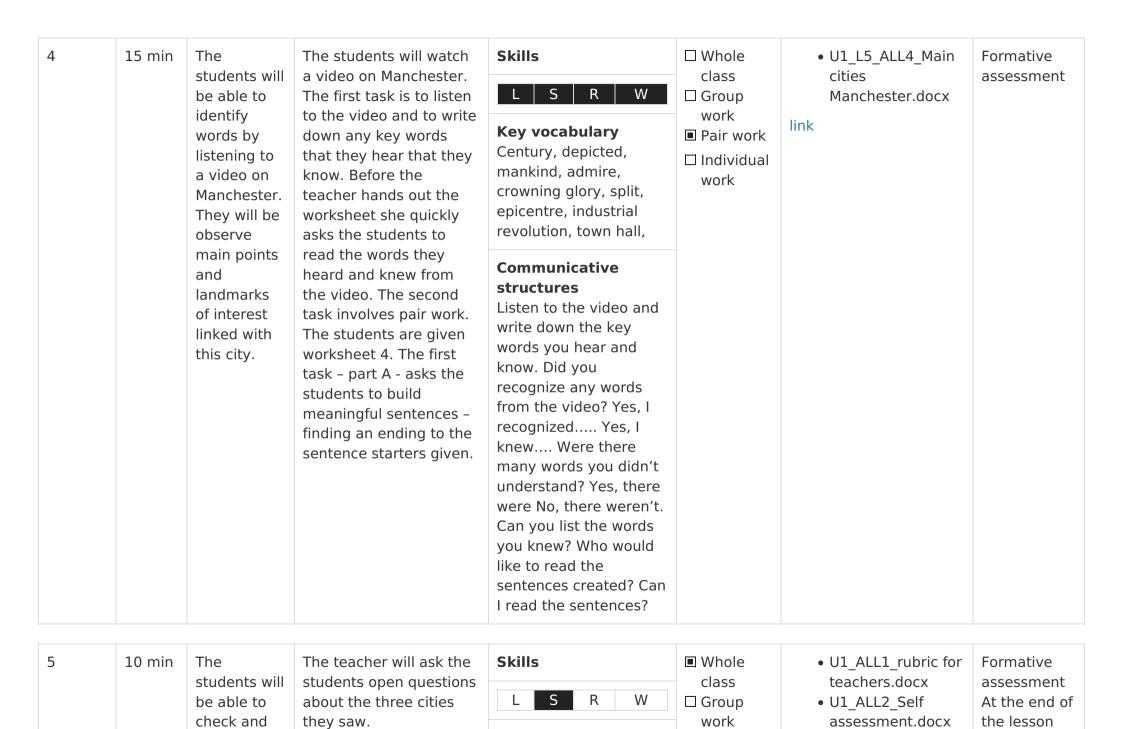
students must find out Communicative the meanings of the structures words that they didn't Listen to the video and know or understand. circle the words you hear. Did you find all the words? No I didn't. Yes. I did. Were there words that you didn't understand? Yes there were. No there weren't. Do you know all the meanings of the words mentioned? Yes I knew all the words. No I didn't. Who would like to read the text? Can I please read. 3 The The students will watch **Skills** ☐ Whole • U1 L5 ALL3 Main 15 min Formative cities London.docx a video on London. They class students will assessment



landmarks of interest linked with London.	complete a fill in the gap using the words from the box. This task is connected to the video shown on London. The teacher then corrects the text together with the students. As a final task at home, the students must find out the meanings of the words that they didn't know or understand.	Key vocabulary Thames Valley, Scotland, Queen, great flood, Tower Bridge, gardens, great fire, Industrial Revolution, Buckingham palace, theatre district, means of transport, free, enjoy, colorful, tour, suburbs, must, educational, parks, home, navigate.	
		Communicative structures Listen to the video and circle the words you hear. Did you find all the words? No I didn't. Yes, I did. Were there words that you didn't understand? Yes there were. No there weren't. Do you know all the meanings of the words mentioned? Yes I knew all the words. No I	

to read the text? Can I

please read.



compare

the teacher

which cities they preferred.

Key vocabulary

Thames Valley, Scotland, Queen, great flood, Tower Bridge, gardens, great fire, Industrial Revolution. Buckingham palace, theatre district, means of transport, free, enjoy, colorful, tour, suburbs, must, educational, parks, home, navigate, Century, depicted, mankind, admire, crowning glory, split, epicentre, industrial revolution, town hall, preferred, visit.

☐ Pair work ☐ Individual work

Rubric for the teacher. U1_ALL1 The teacher also asks the students to fill in a self assessment worksheet

U1 ALL2

fills out the

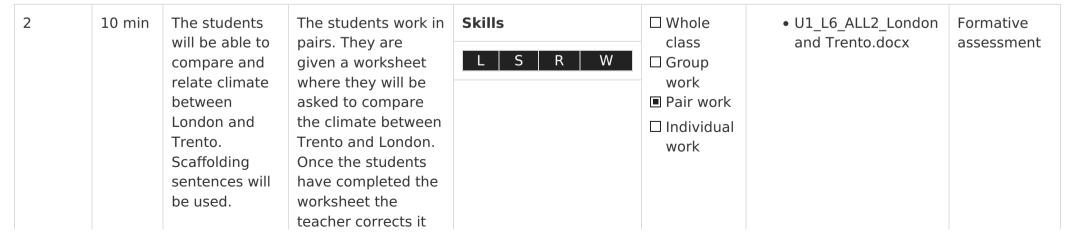
Communicative structures

Which city was your favorite city? My favorite city was.....
Why was your favorite city? was my favorite city because.... Would you visit? I would visit..... because I would like to see.... I didn't like any of the cities. Why didn't you like any of the cities shown?

Unit number 1 Lesson number 6 Title THE UNITED KINGDOM - Climate

Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
1	10 min	The students will be able to observe and state information about the climate in England.	The teacher shows a brief video on the climate in England. The students must find the answers on the worksheet given. The teacher than corrects the answers together with the students.	Key vocabulary Climate, on average, rainiest area, at the foot, famous, more/less,	□ Whole class □ Group work □ Pair work ■ Individual work	U1_L6_ALL1_Climate audio listening.docx link	Formative assessment

Communicative structures Listen to the audio and answer the questions. On average, how many days does it rain in a year in England? On average it rains..... What's the rainiest area in England? The rainiest area in England is... Why is the little village of Seathwaite famous? Do you think that it rains everyday in London? No I don't/Yes. I do think it rains every day in London. Does is rain more in Italy or the UK? It rains more in Italy than the UK. It rains less in Italy than the UK.



with them.

Key vocabulary

Horizontal, vertical lines, temperature, precipitation, hottest, coldest, lowest/highest average, most/least, season, rainiest/driest, cold, mild, hot.

Communicative structures

What are the temperatures like in London? The temperatures in London are.... What are the temperatures like in Trento? The temperatures in Trento are.. Which is the lowest average temperature in London during the year? The lowest average temperature in London during the year is.... Which is the lowest average temperature in Trento during the year? The lowest average temperature in Trento during the year is..... In which two months did it rain the most? The two months that rained the

me me	ost were If you had
to	go on holiday in
Lo	endon which months
wo	ould you choose? I
wo	ould probably
ch	oose Which city
ha	ad the hottest/coldest
mo	onth on average? The
cit	ty that had the

hottest/coldest month on average was... Which city had the rainiest/driest month on average? The city that had the rainiest/driest month on average was..... 3 The students The students will be **Skills** □ Whole Formative 20 min • U1 L6 ALL3 Group will be able divided into 4 class Work.docx assessment S establish and groups. Each group R Group Graph paper develop will be given a city work **Key vocabulary** graphs using in Europe where ☐ Pair work Horizontal, vertical information on they will have to □ Individual lines, temperature, climate (data) create a graph with work precipitation, hottest, given to them the climate data coldest, lowest/highest on different given. The four cities average, most/least, in which they will countries in season, rainiest/driest, have to elaborate a Europe. They cold, mild, hot, axes, then will be graph for are proportionally, divide, Helsinki, Kiev, Rome able to height, join. compare the and Madrid. Each group will also have climate Communicative to decide on a group between these structures cities. leader who then, at Draw the axes with two the end of the task. vertical lines and one will be the horizontal line. Mark the designated speaker. months of the year on the horizontal axis. Divide the space proportionally. Use a dot to show the height of the average temperatures for each month. Now join all the dots with a red line. Mark the height of the total precipitation for each month 4

The students 20 min will be able to Once the graphs have been finished **Skills**

• U1 L6 ALL4 Final

Formative accoccmont will be able to determine and assess which cities are hotter and colder. The students will also be able to formulate simple sentence structures using scaffolding

nave been missieu, the four groups will be put into 2 groups. The students with Helsinki will compare the climate with the group that did Kiev. The group that graphed Rome will compare their climate graph with the city with Madrid. The teacher then invites the groups to present their work to the class.

L S R W

Key vocabulary

hottest, coldest, lowest/highest, on average, season, rainiest/driest, cold, mild, hot.

Communicative structures

Which was the hottest month on average in? The hottest month on average in....was.... Which was the coldest month on average in.....? The coldest month on average in.... was.... Which was the rainiest month on average in.....? The rainiest month on average inwas Which was the driest month on average in? The driest month on average in was.....

☐ Whole comparison.docx

class

■ Group

work

☐ Pair work

☐ Individual

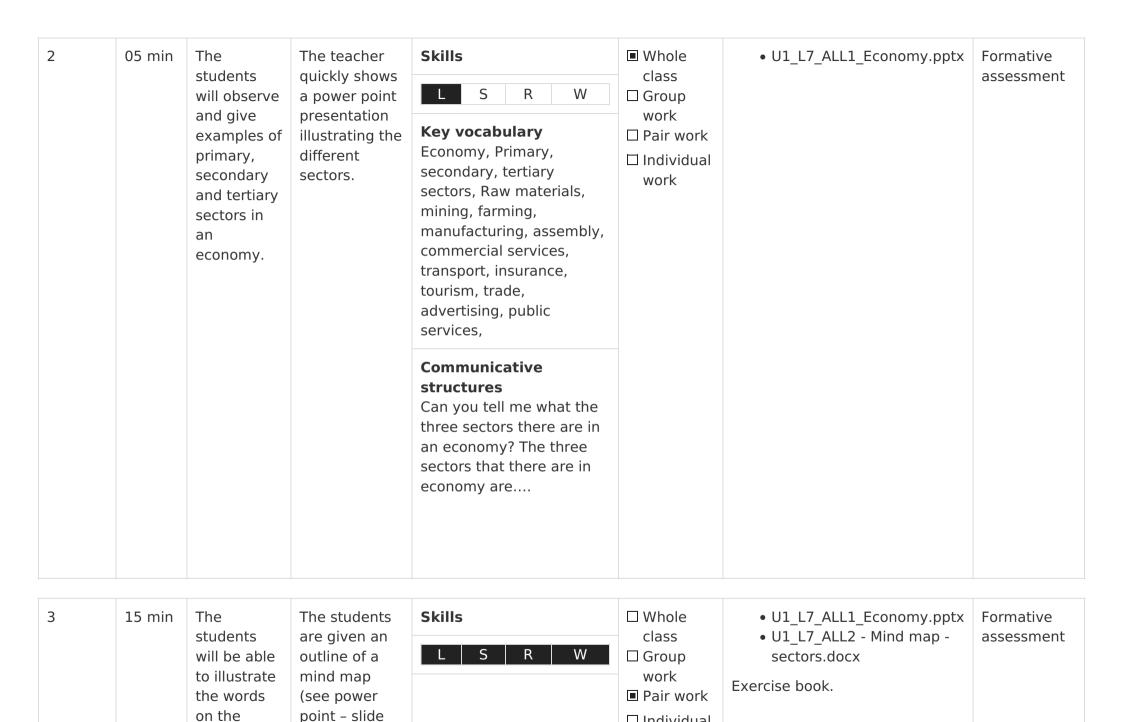
work

assessineiii

 Unit number
 1
 Lesson number
 7
 Title
 THE UNITED KINGDOM - Economy

Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
1	10 min	The students will be able to recall certain words and terminology that apply to the Primary, Secondary and Tertiary sectors in an economy	Word TENNIS The teacher divides the class into two groups. She asks the students to play tennis with words that are linked to the economy. Eg. The first group says farming, the second group says, agriculture, the first group says, hospitals, the second group says banks etc. If a group	Key vocabulary Primary, secondary, tertiary sectors, Raw materials, mining, farming, manufacturing, assembly, transport, insurance, tourism, trade, advertising, public services	□ Whole class ■ Group work □ Pair work □ Individual work	Blackboard	Formative assessment

aocs not		
answer within	Communicative	
1 min the turn	structures	
automatically	Can you tell me words	
passes to the	that are linked to Primary,	
other group.	secondary and Tertiary	
While the	Sectors? Words that are	
students are	linked to Primary sectors	
giving words,	are Words that are	
the teacher	linked to Secondary	
quickly writes	sectors are Words that	
them on the	are linked to Tertiary	
blackboard.	sectors are	



blackboard

hv

6). They are

acked to fill in

□ Individual

work

classifying them onto a mind map when it comes to sectors in an economy.

the mind map using the information given to them on from a worksheet. Once the students have completed the map the teacher asks them questions.

Key vocabulary

Primary, secondary, tertiary sectors, Raw materials, mining, farming, manufacturing, assembly, transport, insurance, tourism, trade, advertising, public services, involves,

Communicative structures

What does the primary sector involve? The primary sector involves..... What does the secondary sector involve? The secondary sector involves... What does the tertiary sector involve? The tertiary sector involves... Can you give me an example of a primary sector in Italy? An example of a primary/secondary/tertiary sector in Italy is... Can you give me an example of a primary/secondary/tertiary sector in the UK? An example of a primary/secondary/tertiary sector in Italy/UK is.....



written exercise. The teacher corrects the worksheet together with the students.

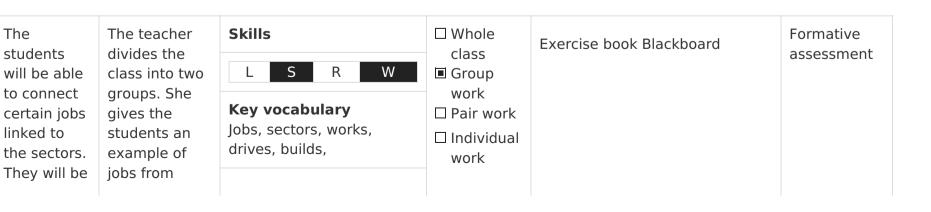
5

15 min

The

Communicative structures

Which sector has the highest percentage? The sector with the highest percentage is... Which sector has the lowest percentage? The sector with the lowest percentage is.. What is the percentage of the Primary sector in the UK? The percentage of the Primary/secondary/tertiary sector in the UK is... What is the percentage of the Primary/secondary/tertiary sector in Italy? The percentage of the Primary/secondary/tertiary sector in Italy is....



able to use simple verbs to describe jobs within the sectors.	each sector, from the mind map created by the students, and writes them on the blackboard. Eg. A farmer works on a farm. A miner works in a mine. A builder builds a house. A travel agent works in tourism. The groups have to invent at least 3 sentences for each sector. The teacher corrects the students. The team with correct sentences wins this game.	Communicative structures Where does a farmer work? A farmer works on a farm. What does a builder do? A builder builds houses. Where does a travel agent work? A travel agent works in tourism.			
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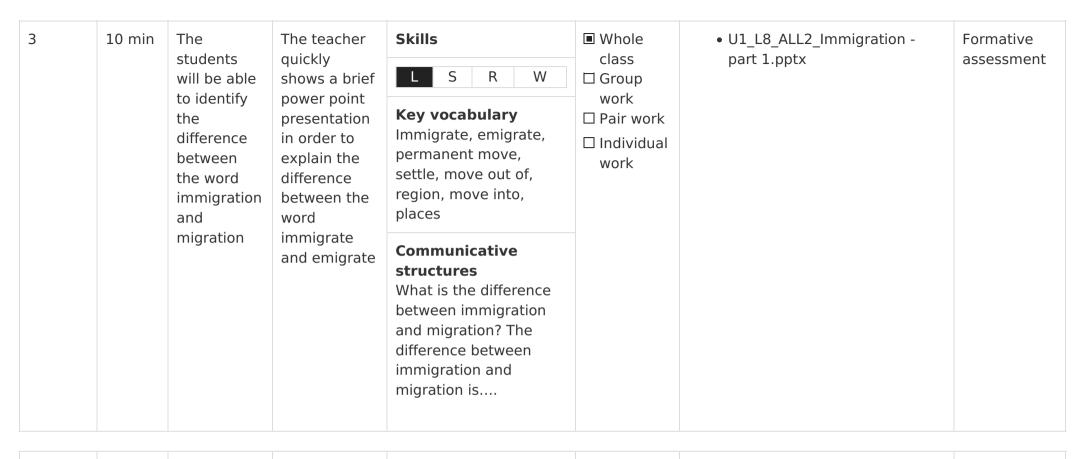
Unit number 1 Lesson number 8 Title THE UNITED KINGDOM - Immigration - Part 1

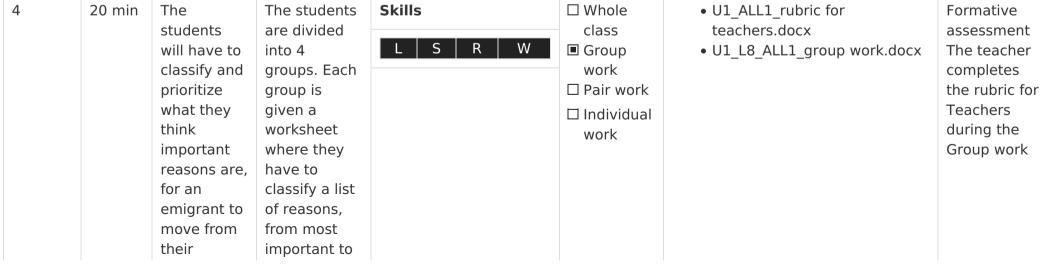
Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
1	05 min	The students will be able to recognize and guess what the next topic will be about by connecting the words to the next subject.	The teacher shows a WORDLE slide with words linked to immigration. The students will guess the next topic. The teacher writes the key question on the blackboard. What will our next topic be about?	Key vocabulary Immigration, population, poverty, move, region, migrate, differences, relocation, war, people, new country.	■ Whole class □ Group work □ Pair work □ Individual work	Exercise book	Formative assessment

Communicative structures

What will the next topic be about? The next topic will be about....
What words linked you to immigration? The words that linked me to immigration were.....
Do these words summarize immigration? Yes, they do. No, they don't.
What are your ideas on immigration? I think that immigration is...

2	10 min	The students will be able to identify themselves in a real immigration situation.	The teacher shows a quick video about an ordinary girl who finds herself in a modern war.	Skills L S R W Key vocabulary Immigration, modern war, happening now, scary,	■ Whole class □ Group work □ Pair work □ Individual work	link	Formative assessment
		This video will help the students reflect on what is really happening in the world today.	This video has a very big impact on the students, so listening is what is required.	Communicative structures What do you think about the video? I think that the video was Can you imagine yourself in her spot? Yes, I can. No, I can't.			





country to a new country.	least important, as to why an emigrant leaves their home country. Once the groups have classified	Key vocabulary Emigrant, reasons, new country, escape poverty, war, better job opportunities, better education, political system, natural disasters, higher quality of life
	their information, each group reads their worksheet to the class.	Communicative structures What do you think the reasons are for an emigrant to move? I think that they are Which reason does your
		group classify as first? Our group has classified as the first reason. Which reason does your group classify as last? Our group has classified as the last

reason.

5	15 min	The students will be able to select and assess what they think is important for them if they were in an emigrant situation.	The teacher hands out a work sheet. The students are asked to fill in the worksheet. The students have to put themselves in an emigrant situation. Once they have completed the worksheet they compare their answers with their desk mate. The teacher then asks questions, and listens to the students answers. The teacher assigns homework - see worksheet.	Key vocabulary Emigration emergency, suitcase, miss, feelings, looking forward to, Communicative structures What would you put in your suitcase? In my suitcase I will put What are things that you will miss about your country? The things I will miss about my country are How are you feeling about this move? I am feeling Is there anything that you are looking forward to? I am looking forward to	□ Whole class □ Group work ■ Pair work □ Individual work	 U1_L8_ALL3_Emigration emergency.docx U1_L8_ALL4_HOMEWORK.docx 	Formative assessment
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Unit number 1 Lesson number 9 Title THE UNITED KINGDOM - Immigration - Part 2

Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
1	05 min	The students will be able to remember words that were linked, to the previous lesson on immigration	TENNIS WORD GAME The teacher quickly divides the class into two groups. The groups must play a quick game of tennis using words that they can remember from the last lesson. They must not use the words immigration or emigrate. As each group says a word, the teacher writes the words on the blackboard.	Key vocabulary Population, poverty, move, region, differences, relocation, war, people, new country, permanent move, settle, move out of, region, move into, places, reasons, new country, escape poverty, war, better job opportunities, education, political system, natural disasters, higher quality of life	□ Whole class ■ Group work □ Pair work □ Individual work	Blackboard	Formative assessment

Communicative structures

Can you remember which words were linked to our last lesson? Some words that I can remember that were linked in our last lesson were... Can you give me some words that we used in the last lesson? Some words we used in our last lesson were....

> • U1 L9 ALL1 Ellis Island Video.docx

2 15 min The students will be able to link differences between todays immigration, compared to yesterdays immigration

The teacher shows a quick video on Ellis Island in New York. The students will be given a worksheet to complete. They must fill in the missing words. The teacher then corrects the worksheet together with the students.

Skills

S

Key vocabulary Fire, Hudson River, Medical, immigration station, hope, granted, reunion, harsh, crowed conditions, neglected, rejected, ancestry,

R

Communicative

link

□ Whole

☐ Group

work

☐ Pair work

Individual

work

class

structures Listen to the video and

fill in the blanks using the words from the box.

• U1_L9_ALL2_Immigration | Formative

Formative

Assessment

will discover the differences between push and pull factors involved with migration and immigration. quickly snows a power point presentation explaining what the push and full factors are linked o immigration and migration. The teacher also repeats to the students the difference between immigrant and migrant.

Skills



Key vocabulary

Push and pull factors, origin, destination, causes, environmental, social, economic, political, poverty, fear, disasters, unemployment, safety, opportunity, stability, freedom,

Communicative structures

Can you tell me what you think are the push factors? The push factors are.... Can you tell me what the pull factors are? The pull factors are.... What is the difference between an immigrant and a migrant? The difference between an immigrant and a migrant is that an immigrant.... and a migrant......

■ Whole - part 2.pptx

class

work

☐ Pair work

☐ Individual

work

☐ Group

assessment

1 15	The students	The teacher	Ckilla	□ \Mbolo	- 111 10 A112 Facility	Formative
15 min	The students will be able to find the missing, words from a text about English immigration whilst listening to his/her desk mate.	The teacher hands out a worksheet. The students are to work in pairs. Student A is given text A and student B is given text B. Each student must read each other their text and they must fill in the blanks with the missing words. Once they have completed the fill in the blanks task, they must answer the questions with a full sentence. The teacher then corrects the worksheets together with the class.	Key vocabulary Began, colonies, colonists, ethnic, heritage, allegiance, monarch, extension, newcomers, claimed	□ Whole class □ Group work ■ Pair work □ Individual work	U1_L9_ALL3_English Immigration.docx	Formative assessment

Communicative structures When did the English first establish colonies on the east coast of North America? The **English first** established.... What did the colonists have in common? The colonists had in common Who 5 The students The teacher **Skills**ned their new □ Whole • U1 L9 ALL4 push and 10 min **Formative** will be able home?governed pull factors group.docx divides the class class assessment their neS/ to classify into 4 groups. hor**R**e Group • U1 L9 ALL5 Worksheet claimed the land after 4 - Homework.docx Each group is and consider work Keyavoçabulary what they given a ☐ Pair work Natural odisastarra e barrie worksheet, where think are the □ Individual Of repeter this air ball of important they have to work HARKENTEN GIANTST WERE push and pull consider and freedomnie is seen as? classify what they factors standarchofdiwiegs seen involved with think the Medigalsare/magicine, immigration important push Feixiture eighent Malish and pull factors and Easthon's medical trace, that are, when it migration. BAOV add Cationichowere They will also comes to €Q#tupáliteiatures that be able to migration and PRPERTURISTY estanous Property of the control of th argue and immigration. governments Religious assess what When the freedom or freedom in immigrants students have general. today are finished the experiencing teacher asks each group to present their work. Speaking skills will be involved as each

into what you think is the correct column. (U1_L9_ALL5) the students must group classify as push factors? Our group classified these factors as push /pull factors. Worksheet 3 - Why did you group put into the push column? Our group put this factor into the push column? Our group put this factor into the push column? Our group put this factor into the push column?
used during the into the push

 Unit number
 1
 Lesson number
 10
 Title
 THE UNITED KINGDOM - Culture in the UK

Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
1	05 min	The students will be able to name the different cultural facts linked to the UK.	The teacher hands out a worksheet where there are 20 questions – true or false - related to the British Culture – Food and Drink – Sports – The Queen and Music. They quickly complete the worksheet and keep it in their books for correction at the end of the lesson.	Key vocabulary beef, lamb, pork, chicken and fish and chips, Afternoon tea, supper (dinner), cricket, enormous popularity,	□ Whole class □ Group work □ Pair work ■ Individual work	U1_L10_ALL1_true or false what do you know about the uk.docx	Formative assessment

Communicative structures	
Answer true or false to the 20 questions on you worksheet. Have you answered all 20 questions? Yes, we have. No, we haven't. Were there any questions that you didn't understand? Yes, there were. No, there weren't. Keep the worksheet in you exercise book for correction at the end of the lesson.	

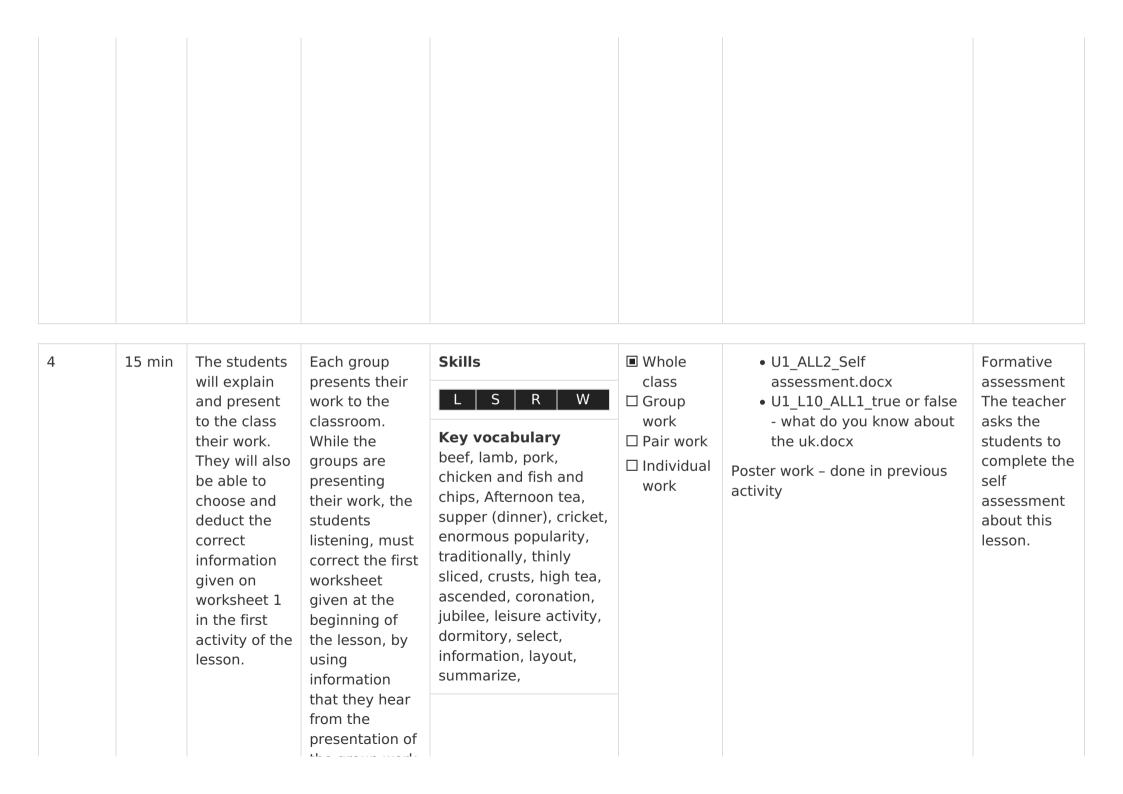
2 The students The teacher **Skills** ☐ Whole • U1 L10 ALL8 THE Formative 10 min will observe shows a power class **QUEEN.pptx** assessment S R the different point W ☐ Group • U1 L10 ALL9 SPORTS.pptx cultural illustrating the work • U1 L10 ALL10 MUSIC.pptx **Key vocabulary** aspects of four cultural ☐ Pair work • U1 L10 ALL11 FOOD.pptx beef, lamb, pork, the UK - food facts that will ☐ Individual U1 L10 ALL2 Power point chicken and fish and and Drink be delt with work presentation link (Adele) link chips, Afternoon tea, during this the Queen -(Coldplay) link (Ed Sheeran) link supper (dinner), cricket, lesson. On Sports and (One Direction) link (The enormous popularity, Music. The presenting the Beatles) traditionally, thinly students will power point, sliced, crusts, high tea, listen, and be the teacher ascended, coronation, asks the able to iubilee. leisure activity. recognize students to dormitory, read the slides and name as a reading music related **Communicative** task. In the last to them. structures part of the Can you please read power power slide 1.2... Can I read point, the slide....? teacher asks the students to auess the music. The teacher firstly, gets the students to listen to the music and the students must write down the name of the group or singer they think it is.

3 The students The teacher □ Whole Formative 30 min • U1 ALL1 rubric for Skills will be able class teachers.docx divides the assessment to select class into 4 • U1 L10 ALL3 GROUP 1 The teacher Group S R W relevant groups. Each work FOOD AND DRINK.docx uses the group is • U1 L10 ALL4 GROUP 2 information **Key vocabulary** ☐ Pair work rubric for on the allocated a THE QUEEN.docx beef, lamb, pork, teaches to ☐ Individual cultural facts topic - FOOD • U1 L10 ALL5 GROUP 3 chicken and fish and assess the work AND DRINK -SPORTS IN THE UK.docx assigned. students chips, Afternoon tea, They will be THE QUEEN while they • U1 L10 ALL6 GROUP 4 supper (dinner), cricket, SPORTS - THE **BRITISH INVASION.docx** able to enormous popularity, are working. breakdown **BRITISH** traditionally, thinly Poster cardboard - 4 sheets Felt the important INVASION. Each sliced, crusts, high tea, tip pens Scissors Glue points group must ascended, coronation, regarding the present a jubilee, leisure activity, poster with key topic given dormitory, select, and they will information. information, layout, be able to The teacher summarize, hands out a present the information worksheet to each group to the rest of the class. with the Sentence relevant information. A starters are given to help group leader the students will be assigned. The create a text from the group leader information assigns a task on the to each worksheets. student. Readers of information layout of poster and decoration - a writer etc. At the end of

the task, the groups present their work to the class.

Communicative structures

Read the information given and create a small text to present to the class. Can you find/select the important information from the worksheets? Yes. I can find the important information. Can you please cut the pictures? Yes, I can. Can you please write the text? Yes, I can. Will you organize the layout of the poster? Yes, we can organize the layout of the poster? Who will be the group leader? I can be the group leader. What facts would you select to show.....? The facts that we would select are... What do you think are the important facts to select? The important facts to select are... What way would you design the poster? We will design the poster in this way. Can you think of an original way of presenting the work?



Communicative structures What were the important factors in Food and Drink/ The Queen/ Sports/ The British Invasion? Important facts were Group 1/2/3/4 present your work Our group has created a poster on Our group today will present work on The topic we will be talking about today is	
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Unit number	1	Lesson number	11	Title	THE UNITED KINGDOM - SUMMATIVE TEST - Lessons 1 - 5 - part 1 /lessons 6 -10 - part 2
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment

1 60 min PART 1 The students will be The tests **Skills** ☐ Whole • U1 ALL3 TEST Summative for able to distinguish the have been class **UNITS 1 - 5** Test S each countries that are part of the designed to L R W ☐ Group BES.docx test United Kingdom by cover the 10 work • U1 ALL4 TEST **Key vocabulary** completing a diagram. They lessons in 2 □ Pair work **UNITS 1 - 5** see lessons 1 -10 will be able to draw a parts. The Part 1.docx ■ Individual histograph and state teacher can • U1 ALL5 TEST work Communicative **UNITS 1 - 5** representing countries that either stop structures speak English. They will be Part 2.docx at lesson 5 see lessons 1 - 10 able to create sentences and • U1 ALL6 TEST **UNITS 6 - 10** about the physical features administrate of England. They will test - part 1 BES.docx complete a fill in the gaps • U1 ALL7 TEST and then UNITS 6 exercise about Liverpool. administrate 10.docx They will answer true of false test part 2 at the end of questions about London and they will also be able to lesson 10 select the correct word in a text regarding information on Manchester, PART 2 The students will be able to create and draw a graph with regards to climate. They will also answer open questions with regards to the data on the graph. They will be able to complete an activity with regards to the economy in the UK. The students will be answer simple questions about Immigration and finally they will be able to complete a fill in the blanks exercise about the culture in the UK.

Unit number 2 Lesson number 1 Title The Republic of Ireland - Location and Main Cities

Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
1	05 min	The students will recognize images and connect them to the next topic – Ireland. They also will be able to recognize music linked to Ireland.	The teacher shows a power point presentation. The teacher slowly projects images and music related to the Ireland. The students complete a worksheet where they have to write down the name of the country they have guessed. The teacher asks the students what they think the topic is about.	Key vocabulary The Republic of Ireland, Communicative structures What will the next topic be about? The next topic will be about What can you see in the pictures? in the Pictures I can see What makes you think that the next topic will be about? Because I can see The music makes me feel	■ Whole class □ Group work □ Pair work □ Individual work	• U2_L1_ALL1.pptx • U2_L1_ALL2.docx	Formative assessment
2	10 min	The students will be able	The teacher goes through the images with the	Skills	□ Whole class	• U2_L1_ALL1.pptx • U2_L1_ALL2.docx	Formative assessment

to describe what they see in the pictures and write a short text.

students in order to see if they understand certain terminology and key words that will help them with the following task. The teacher hands out a worksheet. The students are given key words in order to help them write a short text about what they see in the images. Once finished the students correct read their texts to the rest of the class.



Key vocabulary

rolling hills, beautiful, rugged cliffs, mountains, lakes, green meadows, crashing waves, ocean, green fields, ancient, charming, clovers, traditional villages, picturesque, stone walls

- ☐ Group work
- ☐ Pair work
- Individual work

Communicative structures

What can you see in the pictures? In the pictures I can see... What are the Cliffs like? The cliffs are... Are their any traditional villages? There are traditional villages. What are the walls in the country made of? The walls are... Can you find clovers in the green meadows? In the meadows I can find....



Communicative structures Where is Ireland located in... what

located? Ireland is separates Ireland from Great Britain? The...... separates.... Is it the largest island in the World? No, it is... What is the population? The population is... What is the currency used in Ireland? The currency used is the.... Do the Irish speak only English? No, they also speak... What is the primary religion in Ireland? the primary religion is... What does the flag look like? the flag is....

4 10 min	The students will be able to label a seas, oceans and major cities located in Ireland. The teacher hands out a worksheet for the students to label. The teacher puts out a Political Map of Ireland - or projects it from the power point, in order to help the students locate	Skills L S R W	□ Whole class □ Group work □ Pair work ■ Individual work	• U2_L1_ALL1.pptx • U2_L1_ALL3.docx	formative assessment
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the cities, seas and oceans. Once the students have finished the worksheet they correct it with the rest of the class.

Key vocabulary

The Republic of Ireland, Northern Ireland, Atlantic Ocean, Celtic Sea, Irish Sea, Dublin, Limerick, Cork, Falway, Dùn Laoghaire.

Communicative structures

Can you tell where
Dublin is located?
Dublin is located....
What borders to the
North/south/east/west
with Ireland? To the
north/south/east/west
we can find... What is
the capital of Ireland?
The capital of Ireland
is... What are the
names of the oceans
and seas that border
with Ireland? The
names are....

5 25 min The students The teacher shows a Skills □ Whole • U1 ALL1 rubric formative will be able power point presentation for teachers.docx class assessment of the main cities in S to categorize ☐ Group • U2 L1 ALL1.pptx The teacher and classify Ireland. Firstly, the work • U2 L1 ALL4.docx uses the **Key vocabulary** information teacher divides the class ☐ Pair work • U2 L1 ALL5.docx rubric for capital city, Dublin, about the into 6 groups of 4. Each Teachers to Individual Vikings, writers, Croke group will have to list main cities in valuate the work Park, hurling, splits, two Ireland. They down key words from the students channels, re-converge, will be able slides that will help them work in quays, docks, founder, later search for to select groups. Blarney Castle, "Gift of information and classify it information the Gab", persuasive, and group into the correct grid. suburban seaside town, Once the power point has the major port, renamed, been read (with students information organ concert, historic taking turns in reading in a grid. core, bounded by, head and jotting down of, widens, estuary, information), the groups Treaty Stone, granting, are given worksheets to notable interest, classify. Once the groups gateway, merchant have finished classifying families, vibrant the information, the lifestyle, teacher has 5 minutes to do a small quiz. The group that answers correctly and has classified all the information, receives a plus in grades.

Communicative	
structures	
Write down the key	
words from the slides?	
Once finished, find the	
correct information and	
classify into the correct	
column. Have you	
finished classifying?	
See worksheet for	

questions on quiz.

 Unit number
 2
 Lesson number
 2
 Title
 The Republic of Ireland - Physical Features

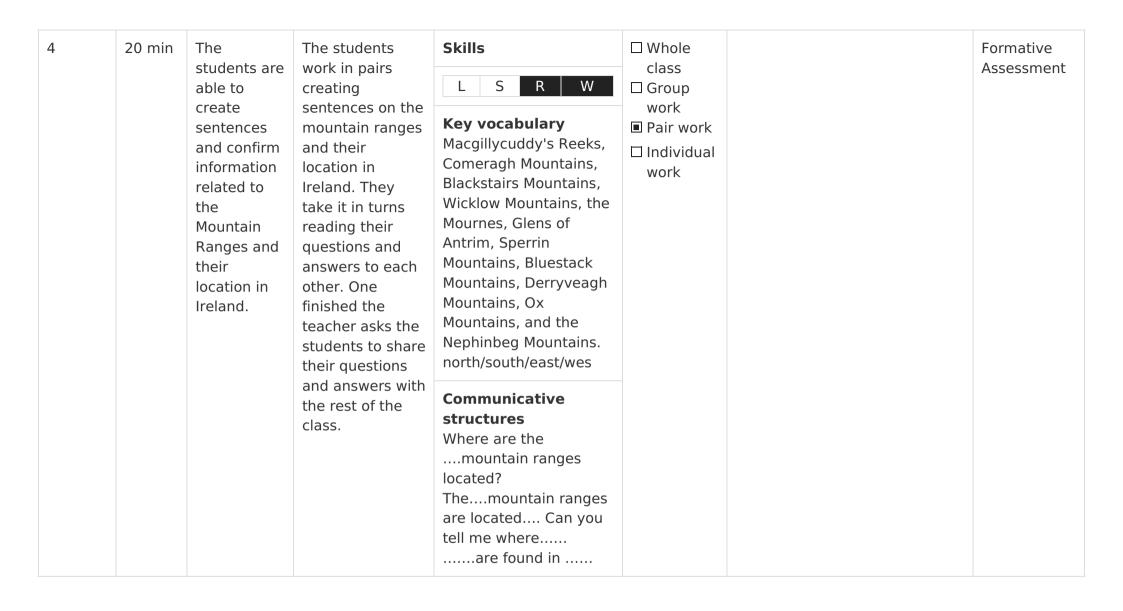
Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
1	10 min	The students will recall information about Ireland from the previous lesson.	The teacher hands out a worksheet for the students to complete. Once finished the worksheet the students compare their answers with the rest of the class.	Key vocabulary Hilly, Irish Sea, Green, Dublin, Orange, religion, northwest, Christianity, Connacht, Munster, Ulster, Leinster.	□ Whole class □ Group work □ Pair work ■ Individual work	U2_L2_ALL1.docxU2_L2_ALL1_Answers.docx	Formative assessment
				Communicative structures Complete the following worksheet by filling in the gaps Who would like to read the answers? May I please read the text.			
2	10 min	The	The teacher	Skills	■ Whole	• U2 L2 ALL2.pptx	Formative

be able to point ☐ Group L S R presentation with recognize work the Physical and ☐ Pair work **Key vocabulary** remember Features of ☐ Individual boundary, split Ireland. The the physical work between, mostly flat features in teacher invites low-lying land, rivers, Ireland. the students to take it in turns reading the slides and ask questions if necessary.

Where is Ireland located? Ireland is located... In how many parts is the country split into? The country is split into Is Ireland mostly flat land? Ireland is... What is the name of the main river? The main river is the.... What are some of the mountain ranges found in Ireland? Some of the mountain ranges are.... What is the name of the highest peak? the highest peak is... What are the names of some lakes in Ireland? Some lakes are.... Into which ocean does the Shannon River enter? The Shannon River enters.... What are other major rivers in Ireland? Other major

rivers are...

3	20 min	The students will be able to associate and label the important mountain ranges found in Ireland.	Teacher hands out a worksheet where the students work in pairs and have to label the important mountain ranges in Ireland. The students are asked to use a double page in their exercise book for space. Once finished, the students	Key vocabulary Macgillycuddy's Reeks, Comeragh Mountains, Blackstairs Mountains, Wicklow Mountains, the Mournes, Glens of Antrim, Sperrin Mountains, Bluestack Mountains, Derryveagh Mountains, Ox Mountains, and the Nephinbeg Mountains.	□ Whole class □ Group work ■ Pair work □ Individual work	• U2_L2_ALL3.docx	Formative assessment
			correct the worksheet using the power point presentation.	Communicative structures Where can you find themountain ranges? The are located			



Unit number 2 Lesson number 3 Title The Republic of Ireland - Population and the Great Irish Famine

Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
1	20 min	The students will observe	The teacher divides the class into 6 groups. The	Skills	□ Whole class	• U2_L3_ALL3.docx	formative assessment
		and give reasons as to	teacher shows a Video on the Great Irish	L S R W	■ Group work	link	ussessmene
		why there was a Great Famine in Ireland.	why there Famine. The groups must complete the questions on the	Key vocabulary The Great Irish Famine, 19th century, transporting, working hard, grow, living conditions, disaster.	□ Pair work □ Individual work		
				Communicative structures What was Ireland like in			
				the Middle of the 19th Century? Ireland was What has the man been transporting on the			
				back of the donkey? The man has been transporting What do you notice about their			
				clothes? Their clothes are What is this man			

doing? This man is.... Where to you think they are transporting the potatoes to? The potatoes are been transported to... What are they using to transport the potatoes around? They are using.... Do you think the men are working hard? Yes/no, the men are What could you grow on this land? On this land you could grow.... Where are all the houses? All the houses are.... Describe the living conditions in this area of Ireland. The living conditions are.... Where are all the animals? The animals are.... Why are the women dressed like this? The women are dressed like this because.... What are the men building? The men are building.... Would you have liked to be poor in this area of Ireland during the middle of the 19th Century? Why? Does this film give you any

				ideas why the famine was a disaster for some people in Ireland?			
2	10 min	The students	The teacher shows a	Skills	■ Whole	• U2_L3_ALL2.pptx	Formative
	will observe facts and	power point presentation on the population of	L S R W	class Group		assessment	
	figures with regards to the population in Ireland.	Ireland. the teacher invites the students to read the slides.	Key vocabulary population, growth, below the record high, future predictions, developed economies,	work □ Pair work □ Individual work			
				Communicative structures What was the population of Ireland in 2016? The population was In which years did Ireland experience rapid population growth? Between and In which year is it predicted that the population growth will be just over 5 million? In			
3	10 min	The students will know and	The teacher hands out a fill in the gaps exercise.	Skills L S R W	□ Whole class	• U2_L3_ALL1.docx	Formative assessment
		confirm general facts about the	The first task asks the students to complete the blanks with the words	L 3 N W	☐ Group work		

	population of Ireland.	from the box. The second task asks the students to work in pairs asking and answering questions from the worksheet. Once completed, the students compare their answers with the rest of the class.	Key vocabulary population, growth, northern, rapid, area, Communicative structures What was the population of the Island of Ireland in 2016? The population was What was the population in Northern Ireland? The population in Northern Ireland was In what year was it in some way record high? Init was record high. In which years did Ireland experience a rapid growth? InIreland experiences a rapid growth. In 1840, what was the total population? In 1840 the total population was What was the population in 1841? In 1841 the population was	■ Pair work □ Individual work		
4 2	0 min The students know what the Great	The teacher hands out a worksheet. The Students complete the worksheet	Skills	□ Whole class	• U2_L3_ALL4.docx	Formative assessment

Famine is.
The students
are able to
answer short
questions on
the Great
Potato
Famine in
Ireland.

in pairs – reading the text to each other and filling in the blanks with the words they hear. Finished the first task, they work in pairs answering the questions with a full sentence. Once finished the worksheets the students compare their answers with the rest of the class.

L S R W

Key vocabulary

Irish Potato famine, struck, dark period, main source of food and income, starvation, potato blight, fungus, rot, thrived in damp weather, air-borne, wiping out.

- ☐ Group work
- Pair work
- ☐ Individual work

In what period did the Potato famine Strike? The Potato famine striked in.... What was the main source of food and income? The main source of.... What did most Irish do as jobs? Most Irish were.... What is the Potato Famine, also referred to as? It is also referred to as.... What is a famine? A famine is.... What was the potato famine caused by? It was caused by... How did the disease spread? The disease spread by.... Which were the worst years of the famine? The worst years of the famine were... What percentage of potatoes did the potato blight wipe out? The

percentage was.... In what year were almost all the potatoes lost to the potato blight? In

.

Unit number 2 Lesson number 4 Title The Republic of Ireland - Culture

Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
1 10 min	10 min	The students recognize	The teacher plays the song "SUNDAY BLOODY	Skills	■ Whole class	• U2_L4_ALL1.docx	Formative assessment
		words from a song by the	SUNDAY", by the famous Irish Group, U2. The	L S R W	☐ Group work	IIIIK	
		famous Irish Band, U2. The song is	students fill in the gaps by listening to the song	Key vocabulary Sunday bloody Sunday, strewn, battle, begun,	☐ Pair work ☐ Individual work		
		"SUNDAY BLOODY SUNDAY".		Communicative structures Listen to the song and fill in the gaps. What do you think this song is about? This song is about Which words help you understand that? The words that help me understand that this song is aboutare			

2	10 min	The students	The teacher invites the	Skills	■ Whole	• U2_L4_ALL2.pptx	Formative	
		will know	students to read the		class		assessment	
		WIII KIIOW	students to read the		Class		assessifient	

who and slides in the power point L S what the presentation about the famous Irish famous rock band, U2. **Key vocabulary** Group, U2, The students take it in post-punk music, are and also turns reading. musical career, lyrics, the reason to sociopolitical themes, writing the political songs, British famous song, troops, protesters, "SUNDAY bystanders, reject hate, BLOODY retaliation, undercover SUNDAY". agents, paratroopers, civil rights, protest, IRA (Irish Republican Army),

☐ Group

work

☐ Pair work

☐ Individual

work

Who are U2? U2 are.... What are the names of the group members? The group members are... What do they usually sing about? They usually sing about... What is the song "SUNDAY BLOODY SUNDAY" about? Sunday Bloody Sunday is about... Which are the two Bloody Sundays in Irish History? The two Bloody Sundays are... When did U2 first

perform the

Skillsgettable Fire

Tour? They first perfo S R

Key vocabulary

post-punk music, musical career, lyrics, sociopolitical themes, political songs, British troops, protesters, bystanders, reject hate, retaliation, undercover agents, paratroopers, civil rights, protest, IRA (Irish Republican Army), U1_ALL1_rubric for teachers.docx

• U2 L4 ALL3.docx

Formative assessment The teacher uses the rubric for teachers to assess the students work.

to make use of the information from the text to create questions for

group work.

The students

will be able

3

20 min

The teacher divides the class into 4 groups. Each group is given a worksheet where they will find information on U2. They must create questions using the information from the text. Once created, they swap the worksheets around with the other groups. Each group must answer the questions with a complete sentence. Once finished, the students compare their answers with the

■ Group
work
□ Pair work
□ Individual
work

☐ Whole

class

rest of the class. Communicative structures Who are U2? U2 are.... What are the names of the group members? The group members are... What do they usually sing about? They usually sing about... What is the song "SUNDAY BLOODY SUNDAY" about? Sunday Bloody Sunday is about... Which are the two Bloody Sundays in Irish History? The two Bloody Sundays are... When did U2 first perform the Unforgettable Fire Tour? They first performed....

4	10 min	The students	The teacher shows a	Skills	■ Whole	U2_L4_ALL2.pptx	Formative
		know what	power point presentation		class		assessment
		other	on other culture and	L S R W			
		traditions	traditions there are in				

and culture are part of Ireland.	Ireland. The students take it in turns reading the slides. They are also asked to jot down key words that will help them do the following exercise.	Key vocabulary traditions, St Patrick's Day - Patron Saint, Pub Culture, Halloween, Irish Music, Guiness Beer, Guisers, the Harp.	☐ Group work ☐ Pair work ☐ Individual work	

				Irish traditions are When is St Patrick's Day? St Patrick's day is on Was he Irish? What are pubs seen as? Pubs are seen as What is one of the most famous icons of Ireland? One of the most famous icons of Ireland is What is the name of the founder of this famous icon? His name is Is Halloween celebrated in Ireland? Yes, Halloween is What do Guisers do?			
5	10 min	The students reconfirm knowledge about the cultural traditions in Ireland.	The teacher hands out a worksheet with true or false questions about Irish Culture. The students complete the worksheet. Once completed the students correct the worksheet with the rest of the class.	Guisers Which instruments does traditions R W typically employ? Traditions R W typically employ? Traditions R W typically employ? Traditions R W W typically employ? Traditions R W W W W W W W W W W W W W W W W W W	□ Whole class □ Group work □ Pair work ■ Individual work	• U2_L4_ALL5.docx	Formative assessment

Communicative

What are some of the Irish Traditions? Some

structures

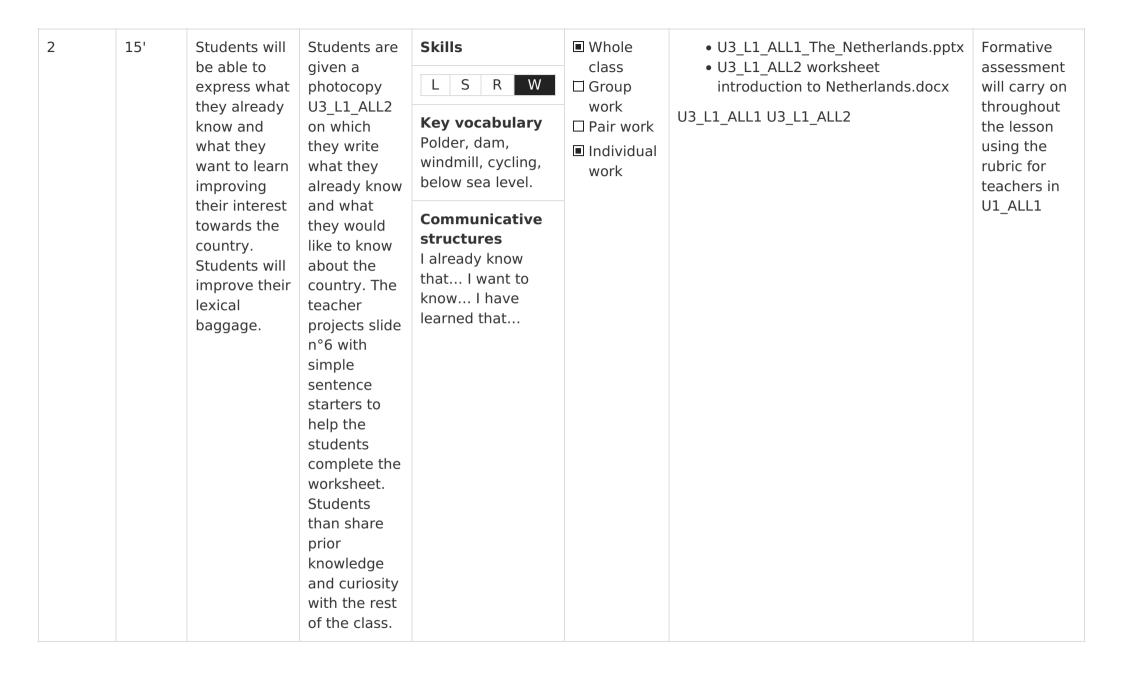
What are some of the Irish Traditions? Some Irish traditions are... When is St Patrick's Day? St Patrick's day is on.... Was he Irish? What are pubs seen as? Pubs are seen as.... What is one of the most famous icons of Ireland? One of the most famous icons of Ireland is... What is the name of the founder of this famous icon? His name is.... Is Halloween celebrated in Ireland? Yes, Halloween is.... What do Guisers do? Guisers.... Which instruments does traditional Irish music typically employ? Traditional Irish music typically employs..... What is the official symbol of Ireland? The.....is the official symbol of Ireland.

Unit number 2 Lesson number 5 Title The Republic of Ireland - Summative Test

Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
1	60 min	The students complete a Summative test where they will be able to label a map of Ireland locating Seas, Cities and Oceans. The students will know how to fill in the gaps activity about general facts and figures on Ireland. The students will know how to match important features to the main cities studied. The students will be able to match sentences about the Great Famine in Ireland.	The teacher hands out the test to the students. They have 60 min to complete the test.	Skills L S R W Key vocabulary see lessons 1 - 4 Communicative structures see lessons 1 - 4	□ Whole class □ Group work □ Pair work ■ Individual work	 U1_ALL2_Self assessment.docx U2_L5_ALL1_BES.docx U2_L5_ALL2_TEST.docx 	Summative assessment At the end of the test the teacher asks the students to complete the students self assessment worksheet.

Unit number 3 Lesson number 1 Title The Netherlands - Location and main features

Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
1	10'	The students will be able to guess the name of the country that will be the topic for the following unit, reasoning about the characteristic words given. Students will relate some characteristic words and their prior knowledge to guess what the given words refer to.	The teacher shows a slide with different words about the country. The students read the words and try to guess what the country is. If the students can't guess the teacher will show them some characteristic pictures.	Skills L S R W Key vocabulary Polder, dam, windmill, cycling, below sea level. Communicative structures What country will we talk about? In my opinion, we will talk about	■ Whole class □ Group work □ Pair work □ Individual work	• U3_L1_ALL1_The_Netherlands.pptx U3_L1_ALL1	Formative assessment will carry on throughout the lesson using the rubric for teachers in U1_ALL1



3	15'	Students learn some general aspects about Netherlands and improve their ability in reading	Teacher projects slide n°8 of the PPT in U3_L1_ALL1 and students answer the questions about the geographical location on U3_L1_ALL2 Once the students have finished they compare their answers with the rest of the class.	Skills L S R W Key vocabulary Borders, cardinal points, mountainous, hilly, flat.	■ Whole class□ Group work□ Pair work■ Individual work	 U3_L1_ALL1_The_Netherlands.pptx U3_L1_ALL2 worksheet introduction to Netherlands.docx U3_L1_ALL1 U3_L1_ALL2 	Formative assessment will carry on throughout the lesson using the rubric for teachers in U1_ALL1
		maps.		Communicative structures Where are the N.? What do the N. border with?			

4	20'	Students will improve their ability in searching for information using the Internet.	Teacher divides the class into groups of four. Each group is assigned a	Skills L S R W Key vocabulary Population, city, language, river.	□ Whole class ■ Group work □ Pair work □ Individual work	U3_L1_ALL2 worksheet introduction to Netherlands.docx U3_L1_ALL2	Formative assessment will carry on throughout the lesson using the rubric for
		Students will confirm the use of simple sentence structures.	tablet with Internet access. The students complete exercise 3 from worksheet U3_L1_ALL2	Communicative structures What is the population of? The population is millions. What language is spoken in? What are the main cities? What are the main rivers?			teachers in U1_ALL1

5	confirm Str knowledge co learnt during lea this lesson. co	Homework: Students complete the learned column in U3_L1_ALL2	Skills L S R W Key vocabulary See activity 1 to 4	☐ Whole class ☐ Group work ☐ Pair work ☐ Individual	U3_L1_ALL2 worksheet introduction to Netherlands.docx U3_L1_ALL2		
			task 2	Communicative structures See activity 1 to 4	work		

Unit number 2 Title Netherlands - polders and windmills

Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
1	10'	Students will confirm the learning outcomes from the previous lesson.	The teacher hands out the worksheet U3_L2_ALL1. The students resume what they learned in the previous lesson.	Skills L S R W Key vocabulary Geographic location; borders; population; capital city; language; physical features	□ Whole class □ Group work □ Pair work ■ Individual work	U3_L2_ALL1_worksheet resuming L1.docx U3_L2_ALL1	Teacher use the rubric for teacher to evaluate the learning outcomes from previous lesson.

Communicative structures The Netherlands are The Netherlands border with The Netherland are/is The	
Netherlands have/has/ The capital is/ In the Netherlands they speak/	

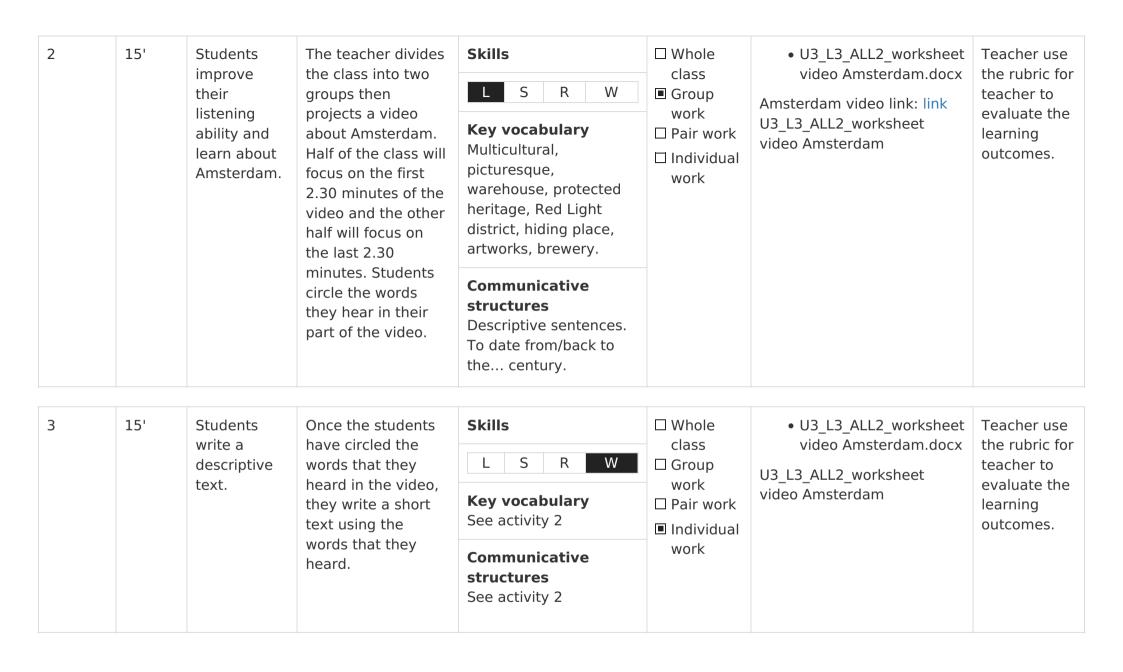
2	20'	Students will be able to select and recognize	Teacher shows a video on polders	Skills L S R W	☐ Whole class ☐ Group	U3_L2_ALL2 worksheet polders and windmills.docx U3_L2_VIDEO_LINK: link U3_L2_ALL2	Teacher use the rubric for teacher to
		information and words from a video.	and windmills in the Netherlands Students listen to the video and select the right keywords from the worksheet U3_L2_ALL2.	Key vocabulary Densely populated, reclaimed land, natural resources, windmill, Archimedes' screw, to drain. Communicative structures Noun + verb + comparative adjective + than + noun. Passive sentences.	work Pair work Individual work	worksheet polders and windmills	evaluate the learning outcomes.

3	verbal descriptions their visual	associate four verbal descriptions to	Teacher hands out worksheet U3_L2_ALL3 Students describe the construction	Skills L S R W Key vocabulary Dike, dam, pump, canal.	☐ Whole class ☐ Group work ☐ Pair work ☐ Individual work	U3_L2_ALL3 what is a polder.docx U3_L1_ALL1 U3_L2_ALL3 what is a polder Polder	Teacher use the rubric for teacher to evaluate the learning outcomes.
			of a polder by matching the four phases of the construction of a polder with the four sentences from PPT slide n°12.	Communicative structures Passive sentences.			

4	20'	Students read and interpret a thematic map. Students reflect about the relationship between environment and human activities and technology.	Students watch the thematic map from slide n° 14 and answer the questions using sentence chunks. (U3_L2_ALL4). Students compare their answers in pairs. If there is left of the time the students write what they have learned in their exercise book.	Key vocabulary Farming, flood, building polders, sea level rise. Communicative structures Why I sb./sth.called like that? Why did sb. start building polders? What do you think the expression mean? Why is sth. dangerous for sth.? In my opinion, Use of could in conditional sentences.	□ Whole class □ Group work ■ Pair work ■ Individual work	U3_L1_ALL1_The_Netherlands.pptx U3_L2_ALL4 questions on a thematic map.docx U3_L1_ALL1 U3_L2_ALL4 questions on a thematic map Exercise book	Teacher use the rubric for teacher to evaluate the learning outcomes.
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Unit number 3 Lesson number 3 Title 10 facts about the Netherlands and Amsterdam

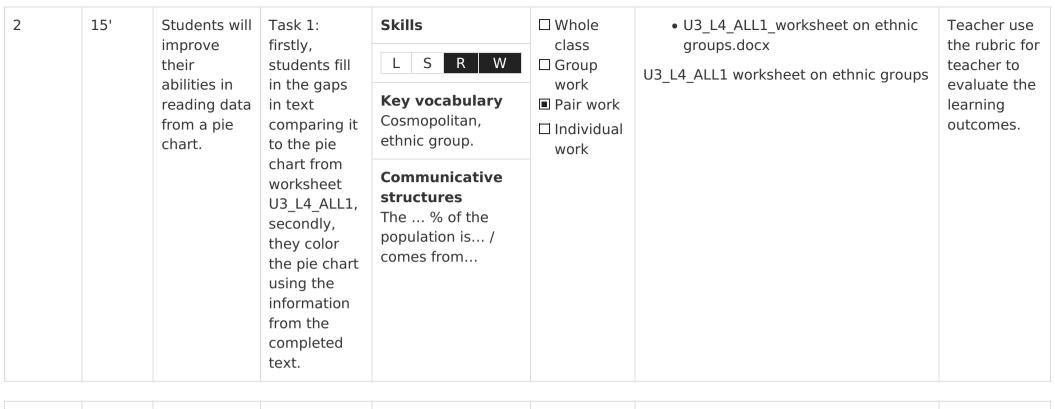
Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
1	15'	Students will learn some interesting facts about the Netherlands and improve their writing speed.	Students watch a video that lists 10 facts of the Netherlands and write them in a grid. Once the students have finished they compare their knowledge of what they knew and what they didn't know.	Skills L S R W Key vocabulary same sex marriage, European Union, soft drugs, to get high, tulips.	■ Whole class Group work Pair work Individual work	U3_L3_ALL1_worksheet 10 facts about the Netherlands.docx U3_L3_ALL1_worksheet10 facts about the Netherlands Video link link	Teacher use the rubric for teacher to evaluate the learning outcomes.
				Communicative structures I already knew that I didn't know that Use of comparative and superlative adjectives.			

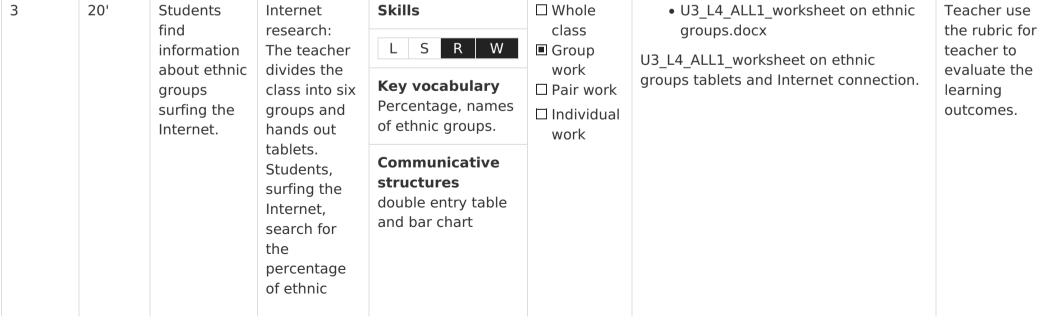


4	15'	Students consolidate their learning on Amsterdam.	Teacher hands out a worksheet with questions from the video. Students of each group ask the other group information about the part of the video they didn't work on.	L S R W Key vocabulary See activity 2 Communicative structures See activity 2	□ Whole class ■ Group work □ Pair work □ Individual work	U3_L3_ALL3 questions video Amsterdam.docx U3_L3_ALL3 questions video Amsterdam	Teacher use the rubric for teacher to evaluate the learning outcomes.
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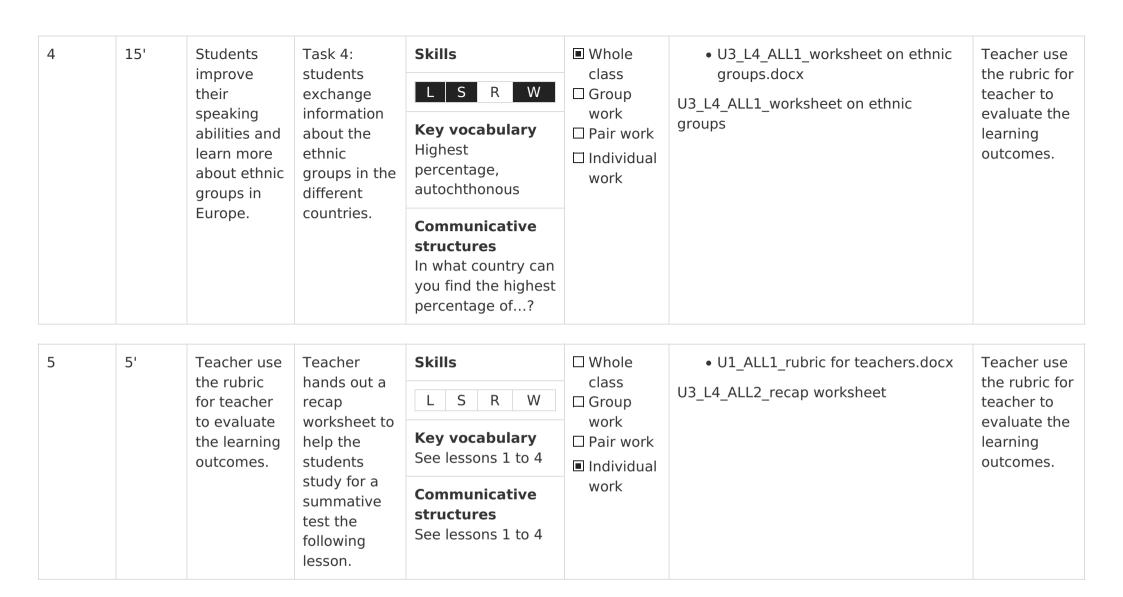
Unit number 3 Lesson number 4 Title The Netherlands - Population and ethnic groups

Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
1	5'	Students will learn about the ethnic groups in the Netherlands.	reacher shows images of different ethnic groups in the Netherlands (slides 18-24 in PPT U3_L1_ALL1). The students have to quess where	Skills L S R W Key vocabulary Africa, America, Asia, Europe, Oceania Communicative structures Judging from the	■ Whole class Group work Pair work Individual work	• U3_L1_ALL1_The_Netherlands.pptx U3_L1_ALL1	Teacher use the rubric for teacher to evaluate the learning outcomes.
				appearance, they come from			





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Unit number 3 Lesson number 5 Title the Netherlands - Summative test

Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
1	60'	The students will be able to write a short text describing a physical map of the Netherlands. The students will know how to complete a text choosing the correct word from a list. They will be able to list some peculiarities of the country. They will be able to interpret a pie chart.	The teacher hands out the test to the students. They have 60 min to complete the test.	L S R W Key vocabulary See lessons 1 to 4 Communicative structures See lessons 1 to 4	□ Whole class □ Group work □ Pair work ■ Individual work	U3_L5_ALL1_Summative test_the Netherlands.docx U3_L5_ALL2_Summative test_the Netherlands_for DSA.docx U3_L5_ALL1_Summative test_the Netherlands U3_L5_ALL1_Summative test_the Netherlands U3_L5_ALL1_Summative test_the Netherlands_for DSA	Summative test