

CLICK on e-CLIL



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CLIL LESSON PLANS

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ABOUT THE PROJECT
“Click on e-CLIL”
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Language learning is very important not only for the school life of a child to get better marks, but also for the real life, to get a better job, for travelling. It is a requirement of globalization. After a thorough study and research on new methodologies for teaching foreign languages, we came to the conclusion that CLIL (Content and Language Integrated Learning) and TELL (Technology Enhanced Learning) are the most viable in adopting a holistic approach to language teaching and learning. CLIL is considered as a driver to innovation by the European Commission, as well as an effective methodology, which can contribute to improving the quality of education all over the member states. The objectives of our project are linked to the priorities we have selected: promoting a comprehensive approach to language teaching and learning, tackling early school leaving and disadvantage, social inclusion.

Main objective of the project: Exchange of Good Practices

Project Title: Click on e-CLIL

Project Start Date: 01-09-2019

Project End Date: 31-08-2022

Site: <https://clickoneclilerasmus.wordpress.com/>

COORDINATOR**Romania**

Liceul Tehnologic "Octavian Goga" Jibou

Strada Wesselényi Miklós nr. 3

455200

Jibou

Website: <http://www.ogogajibou.ro>

PARTNERS**Spain**

CEIP Santa María del Mar

Calle Ataman 24,

Santa Maria del Mar

38111 Santa Cruz de Tenerife

Canary Islands,

Spain

Website: <http://www.ceipsantamariadelmar.org/>

Lithuania

Vilniaus Sausio 13-osios progimnazija

Architektų St. 166

04203

Vilnius

Website: <https://sausio13progimnazija.lt/>

Portugal



Agrupamento de Escolas do Barreiro

Rua Ferrer Trindade,

Urbanização da Escavadeira

Barreiro

Portugal

Website: <https://www.aebarreiro.pt/>

CLIL LESSON PLANS
CHAPTER 1
History CLIL Lessons

ROMANIA

School: Liceul Tehnologic Octavian Goga Jibou

Lesson plans

- The Tudors
- The British Empire and Slavery
- Thanksgiving – How it All Started
- The Royal Grandchildren
- Famous Explorers

SPAIN

School: CEIP Santa María del Mar

Lesson plans

- More than History
- Nelson and Tenerife
- Early humans
- Victorian Age I
- Victorian Age II

LITHUANIA

School: Vilniaus Sausio 13-osios progimnazija

Lesson plans

- Queens of England
- King Arthur: A British Legend
- The Legend of Vilnius
- Monuments
- The Greatest Inventions of XIX Century

PORTUGAL

School: Agrupamento de Escolas do Barreiro

Lesson plans:

- Portuguese Art
- René Magritte and his hat
- Swans Reflecting Elephants

The Tudors

School: Liceul Tehnologic Octavian Goga Jibou, Romania

Age of students/Grade: 11 years old /5th grade

Level of English: A1

Teacher(s): Nagy Melinda

Subject(s): English / History

Aims:

- Identify and understand the similarities and differences between Tudor and modern-day.
- Understand that Tudor society had a strict hierarchy.
- Research and learn about kings and queens in history.

Teaching points

Language	Content
<ul style="list-style-type: none"> • Ruler • Kingdom • Sovereign • War • King • Queen 	<ul style="list-style-type: none"> • The Tudor Dynasty • War of Roses • Protestants vs. Catholics

Resources: laptop, video projector, speakers, tablets.

Description of the activities:

Activity 1: watching a video about children’s life in the Age of Tudors (1485-1603). Stating similarities and differences.

Activity 2: Reading & Comprehension – (War of Roses & The Tudor rulers) – answering questions:

1. What is the name of the dynasty ruling England between 1485 and 1603?
2. Who is the third Tudor king?
3. What is Henry VIII known for?

4. Who is called Bloody Mary and why?
5. Who are the two opponents in the Wars of the Roses?

Activity 3 – Digital poster creation

Imagine you have a time machine that takes you to your favorite past age, under the rule of a historical figure you admire. Use pictures and write a few lines mentioning his / her name, ruling period and why he / she is famous.

Supplementary material:

Textbook for the 5th grade:

<https://manuale.edu.ro/manuale/Clasa%20a%20V-a/Limba%20moderna%20engleza/Booklet/>

The British Empire and Slavery

School: Liceul Tehnologic Octavian Goga Jibou, Romania

Age of students/Grade: 11 years old /5th grade

Level of English: A1

Teacher(s): Nagy Melinda

Subject(s): English / History

Aims:

By the end of this enquiry pupils should:

- be able to use accurately and explain the terms empire, colony, colonist, ‘mother country’, conquest
- give reasons why the slave trade was important to Britain

Teaching points

Language	Content
<ul style="list-style-type: none"> • empire • colony • colonist • conquest • slave trade • peak • guns • campaign • abolition 	<ul style="list-style-type: none"> • The Expansion of the British Empire • Slave trade of the British Empire • Slavery Abolition Act In Great Britain

Resources: laptop/smartphone/tablet, internet connection, Zoom App, online textbook

Description of the activities:

Activity 1: Students read the text and label the diagram with the steps of the slave trade

Activity 2: Students read the text for specific details and answer the questions

Activity 3: Writing

Imagine you are a slave involved in the slave trade and you managed to return home. Write a letter (50–70 words) to a friend telling him / her how you spent this long period, following the points below.

- you arrived in the West Indies three months ago, on a British ship;
- the journey was very long and the conditions were very bad;
- the ship from Liverpool sailed to Africa where the slave traders loaded many slaves;
- you arrived in the West Indies, but lots of slaves died in the journey;
- you worked hard every day on the sugar and tobacco plantations.

<https://manuale.edu.ro/manuale/Clasa%20a%20VI-a/Limba%20moderna%20engleza/U0MgQVJUIEtMRVRUIFNS/#book/u10-2-128-129>

Thanksgiving – How it All Started

School: Liceul Tehnologic Octavian Goga Jibou, Romania

Age of students/Grade: 12 years old /6th grade

Level of English: A1-A2

Teacher(s): Melinda Nagy

Subject(s): English / History

Aims:

- To enable students to talk about celebrations.
- To describe customs and traditions.
- To learn about the origins of Thanksgiving.

Teaching points

Language	Content
<ul style="list-style-type: none"> • Thanksgiving • Pilgrims • Native Americans • journey • strong winds • reach • harvest • governor • announce • declare 	<ul style="list-style-type: none"> • Celebrations in the UK and USA • Celebrations in Romania • Thanksgiving

Resources: internet connection, laptop/tablet/smartphone, Google Meet, online textbook

Description of the activities:

Activity 1: - whole class discussion

-talking about ways of celebrating New Year, Valentine’s Day, Easter, April’s Fools Day, May Day, Mother’s Day, Father’s Day, Christmas

Activity 2: - Reading

-reading the text “Thanksgiving, how it all started”

Activity 3: - reading for specific information

-multiple choice exercise based on the text

Activity 4: -discussion

-Which is your favourite celebration from your country?

Textbook: - pages 128-129

<https://manuale.edu.ro/manuale/Clasa%20a%20VI-a/Limba%20moderna%20engleza/UNISCANGRUPEDUCA%C8%9AIONAL1/>

The Royal Grandchildren

School: Liceul Tehnologic Octavian Goga Jibou, Romania

Age of students/Grade: 11 years old /5th grade

Level of English: A1-A2

Teacher(s): Melinda Nagy

Subject(s): English / History

Competences: cultural awareness and expression, digital competence, initiative

Aims:

- to revise vocabulary related to family relationships and jobs
- to learn about the British royal family
- to be able to create a family tree

Teaching points

Language	Content
<ul style="list-style-type: none"> • official • air-sea rescue • helicopter • soldier • disabled 	<ul style="list-style-type: none"> • The British Royal Family

Resources: internet connection, laptop/tablet/smartphone, Google Meet, online textbook

Description of the activities:

Activity 1: Discussions

Before students read the text, they discuss the following questions:

- What do you know about the British royal family?
- What is the name of the Queen?
- Who is the future King?

Activity 2: Reading and writing

Students read the first two paragraphs of the text and complete the family tree for the royal family.

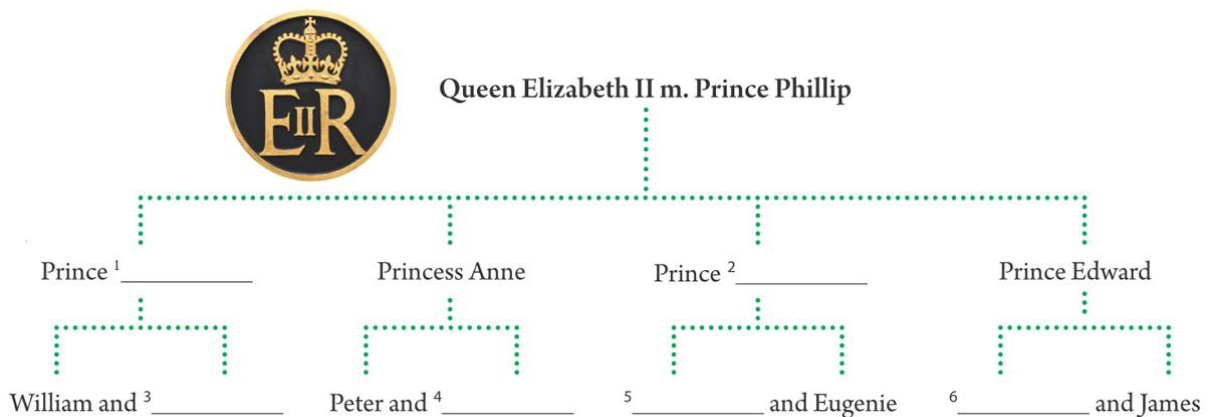
The United Kingdom has got a royal family. Queen Elizabeth II is the head of the family. Her husband is Prince Phillip and they’ve got four children: Prince Charles, Princess Anne, Prince Andrew and Prince Edward. The Queen has got eight grandchildren and five great-grandchildren.

The royal grandchildren are: Prince Charles’s sons, William and Harry; Princess Anne’s son and daughter, Peter and Zara; Prince Andrew’s daughters, Beatrice and Eugenie, and Prince Edward’s daughter and son, Louise and James.

The British monarchy today is different from in the past. The young generation of royals have got very different lives from their parents and grandparents. Their lives are more similar to the lives of ordinary people: school, university and work. They’ve got jobs but they’re also members of the royal family, so they’re often at official occasions, too.

Prince William’s an air-sea rescue helicopter pilot. He’s also a future king and he’s often the Queen’s representative on official occasions. His wife is Kate Middleton and they’ve got two children, George and Charlotte. His brother, Prince Harry, is a soldier and a pilot. Harry is a very popular young man and his favourite sports are rugby and polo. He’s the organiser of the Invictus Games, a sports event similar to the Paralympics, for disabled soldiers.

William and Harry’s cousin, Zara Phillips, is a sports champion. Her sport is horse-riding and she’s got lots of medals from international competitions. She hasn’t got a royal title – she’s just Zara Phillips. Her husband is a sportsman, too. He’s Mike Tindall, a rugby player. They have a very normal life – in the world of sport! They’ve got a daughter called Mia.



Activity 3: Reading and comprehension

Students continue to read the text and answer the questions:

1. What is the name of the Queen’s daughter?
2. What is Prince William’s job?
3. What is Prince Harry’s job?

4. Which are Prince Harry’s favourite sports?
5. Who is Zara Phillips?
6. What is her sport?

Activity 4: Project work

Find another royal family from Europe and create their family tree. Present it to the class.

Famous Explorers

School: Liceul Tehnologic Octavian Goga Jibou, Romania

Age of students/Grade: 11 years old /5th grade

Level of English: A1/A2

Teacher(s): Nagy Melinda

Subject(s): English / History

Aims:

-to find out about the lives and amazing achievements of famous explorers.

-to enrich students’ vocabulary related to exploration, places and equipment.

Vocabulary	Teaching points
<ul style="list-style-type: none"> • The North Pole • The South Pole • Pacific Ocean • Arctic Circle • Antarctic Circle space 	<ul style="list-style-type: none"> • Famous explorers • James Cook • Roald Amundsen • Valentina Tereshkova

Resources: internet connection, laptop/tablet/smartphone, Google Meet, online worksheets.

Description of the activities:

Activity 1: Introduction

Discussions about exploration with the pupils. T explains to them that much of the world has already been explored but there are still areas which we know very little about, like, for example, the oceans and space. T asks them to think about what kind of people explorers are. T explains that there have been many women explorers as well, although they are not usually as well known.

Activity 2: Warm-up


T shares a page with the following words: North Pole, Arctic Circle, the South Pole, Antarctic Circle, Pacific Ocean, space and asks the pupils to imagine they are going to explore each of these places and asks them about the equipment they would need to take with them.

Explorers usually need to navigate: T asks the pupils if they know what explorers use to navigate (compass, map and, these days, GPS).


Activity 3: Reading and Comprehension

Pupils read the texts and match them to the pictures.

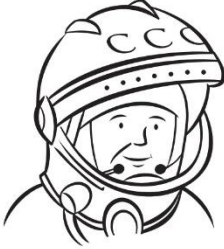
1 Read and match the people and the pictures.



1 Roald Amundsen was the first explorer to reach the South Pole in 1911. In 1926 he went to the Arctic. He was the first explorer to fly over the North Pole.



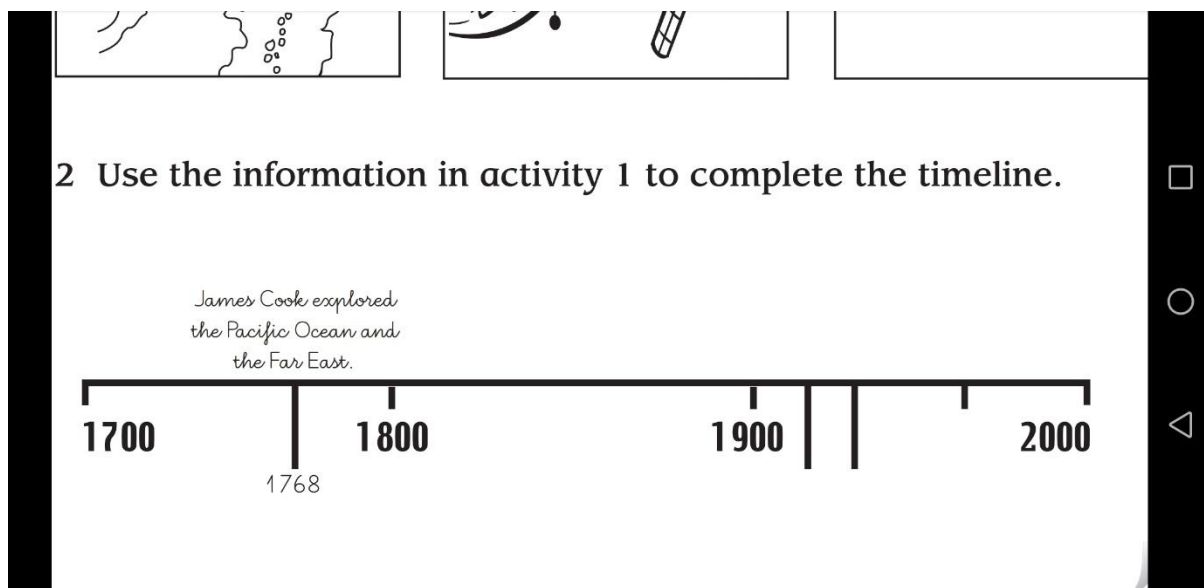
2 James Cook was a great explorer. In 1768 he explored the Pacific Ocean and the Far East. He used science and mathematics to help him. He made maps of the oceans and the seas.



3 Valentina Tereshkova was the first woman in Space. In 1963 she orbited the Earth for more than three days.

Activity 4: Reading and Comprehension

Pupils extract information from the texts and write it on the time line.



2 Use the information in activity 1 to complete the timeline.

James Cook explored the Pacific Ocean and the Far East.

1700 1768 1800 1900 2000

The screenshot shows a mobile application interface. At the top, there are three icons: a map, a globe, and a pencil. Below the icons, the text reads "2 Use the information in activity 1 to complete the timeline." Below this text, there is a timeline starting at 1700 and ending at 2000. A vertical line is drawn at 1768, with the text "James Cook explored the Pacific Ocean and the Far East." written above it. The timeline has major tick marks at 1700, 1800, 1900, and 2000, and minor tick marks in between. On the right side of the screen, there are three navigation icons: a square, a circle, and a triangle.

Activity 5: Project

Pupils research another famous person. They choose a century and find out how many famous people you know were born then they put them on a time line.

More than History

School: CEIP Santa María del Mar, Spain

Age of students/Grade: 10/12 years old 5th/6th grade

Level of English: A1

Teachers: Montserrat Fernández & Myriam Monzón

Subjects: English/ History

Aim:

- To listen and read for specific information.

Teaching points

Language	Content
<ul style="list-style-type: none"> • Vocabulary: colours, natural elements (mountain, volcano, sea, island...) • structures There is, There's, There are, past of regular verbs, do you...?, comparative and superlative adjectives: There are two ways to make or to "form" a comparative adjective: short adjectives: add "-er" long adjectives: use "more" As with comparative adjectives, there are two ways to form a superlative adjective: short adjectives: add "-est" long adjectives: use "most" 	<ul style="list-style-type: none"> • To pronounce the islands' names in English. • Identify the main flags of our islands.

Resources: Video projector, smart board, notebook, dictionaries and worksheets

Description of the activities:

Activity 1: Read and summarize the text about Canary Islands. At home Ss have to colour the flags of, at least, 3 islands.

Activity 2: Read and summarize “8 facts about us” from 1 to 4, using their dictionaries.

Activity 3: Read and summarize “8 facts about us” from 5 to 8, using their dictionaries.

Activity 4: Answer the questions.

Canary Islands

The Canary Islands are a group of islands off the coast of Morocco. There are eight islands. The people who live there speak Spanish. The autonomous community has two capital cities, of equal status: Santa Cruz de Tenerife and Las Palmas de Gran Canaria. Every island has been created by volcanoes on the bottom of the sea. Those volcanoes slowly rose above the water and made the islands. This process lasted many thousands of years. The islands have a very long and interesting history. When Europeans first came to the Canary Islands, they found people already living there. These people were called the Guanches, even only the inhabitants of Tenerife were named Guanches. Many of the Guanches were killed in 15th century battles with the Spanish, and the ones who remained adopted the Spanish way of life. After the Spanish conquest many battles were also fought against pirates. After the Spanish conquest many Europeans settled there. Portuguese and Spaniards, and also Belgians and Maltese were among the early settlers. Recently many people from all over Europe, America, India and Africa have also become citizens or permanent residents. The eight islands are: La Palma, La Gomera, El Hierro, Tenerife, Gran Canaria, Lanzarote, Fuerteventura and La Graciosa. People from La Gomera have a whistle language that children there learn at school. Tenerife has the highest mountain in the Canary Islands and Spain too, the Teide. The islands are popular with tourists because of their warm climate and nice beaches.

8 facts about us

1. They were NOT named after canary birds!

Despite the name, the islands were not named after canaries, the cute, chirping birds. The name comes from the Latin word for dog, “canaria.” One story is that when some of the first Europeans arrived, they found large dogs on the island of Gran Canaria. In fact, these islands might not even be named after dogs at all, but rather after seals that used to inhabit the island, which the Romans called “sea dogs.”

2. You can cook food over a volcano.

As mentioned above, the Canary Islands are volcanic in origin. While there are no volcanoes currently erupting on the island, there was a great deal of activity on the island of Lanzarote between 1730 and 1736, when over 100 volcanoes appeared on the landscape. The last eruption was in 1824, but there is still a significant amount of heat just below the surface. If you enter Timanfaya National Park, you can visit El Diablo Restaurant where they have several demonstrations showing the heat just below the surface. In one demonstration, they toss straw into a hole—it promptly bursts into flame due to the heat. In another, they pour water down a hole, which instantly turns into a tower of steam. The temperature of the grill reaches 400C and uses no energy.

3. It is home to a whistling language

On the island of La Gomera, there is a language used to communicate over the large distances across valleys called “Silbo Gomero.” As technology changed the ease in which people could communicate, the language was in danger of dying out in the 20th Century. The government took measures to teach the language to children in school. The whistling is actually just a form of Spanish and it’s primarily used for announcements and news, not for personal conversation. It was listed as a “Masterpiece of the Oral and Intangible Heritage of Humanity” by UNESCO in 2009.

4. The Canary Islands has its own form of wrestling

Lucha Canaria is the name of the traditional form of wrestling on the islands. It’s sort of a cross between Greco-Roman wrestling and Sumo wrestling. The traditional wrestling aspects come from the grappling, and the Sumo aspects come from the round circle they fight in and try to throw each other out of.

5. The Canary Islands used to be home to a species of giant lizards

Prior to humans settling on the islands, there were lizards called the giant Gallotia, which were about the size of a modern-day monitor lizard. There are Gallotias on the islands of El Hierro and La Palma today, but they are much smaller relatives of the original giant lizard.

6. The Canary Islands has been a filming location for many Hollywood movies

Due to the unique landscape and stunning beauty of the Canary Islands, they have been a filming location for many movies over the years. Some of the films shot on location in the Canary Islands include: • Fast & Furious 6 • The Land That Time Forgot • Clash of the Titans • Exodus: Gods and Kings • The Hitchhiker’s Guide to the Galaxy • Rambo V: Last Blood • Solo: A Star Wars Story • Krull

7. The Canary Islands has two capitals

The province of the Canary Islands has capitals on the two largest islands of Tenerife and Gran Canaria. Santa Cruz on Tenerife and Las Palmas on Gran Canaria are both jointly considered the capitals of the province. The Canary Island Parliament sits in Santa Cruz. The two capitals date back to when the islands were two different provinces of Spain, with each city serving as capital. When the provinces were merged, they both continued to hold the title of capital.

8. They have the highest point in Spain

Despite having the Pyrenees mountains located in the north of the country, the highest point in Spain is actually on the island of Tenerife. El Teide is 3,718m (12,198ft) high. There are other tall peaks in the Canaries as well, including Roque de Los Muchachos on the island of La Palma 2,400 m (7,874 ft). This mountain is of note because it is home to one of the largest collection of astronomical telescopes in the world, including the world’s largest telescope—the 10.4m Gran Telescopio Canarias. The high volcanic mountains that sit above the clouds make it similar to the observing conditions you can find in Mona Kea in Hawaii.

FINAL ACTIVITIES

1. Name the islands and their capitals.
2. Do you know the name of the ancient inhabitants of our islands?
3. Do you know the name of the “special language” in La Gomera ?
4. You can cook in a volcano in
5. The name of the islands comes from
6. There are two species of giant lizards, do you know where they live?
.....
7. Where is one of the largest collection of astronomical telescopes in the world?

Nelson and Tenerife

School: CEIP Santa María del Mar, Spain

Age of students/Grade: 12 years old /6th grade

Level of English: A1

Teacher(s): Montserrat Fernández, Myriam Monzón

Subject(s): English / History

Aims:

- To listen for specific information from a video.
- To consolidate information in a text.

Teaching points

Language	Content
<ul style="list-style-type: none"> • defeat • squadron • Admiral • wounded • army • battle 	<ul style="list-style-type: none"> • Learning about our history

Resources: Videoprojector, tablets and worksheet.

Description of the activities:

Activity 1: To watch the video

- Ss guess what they know about this part of our history.

Activity 2: To watch the video again for key information

Activity 3: To consolidate information in a worksheet

VIDEO 1

Where was Admiral Horatio Nelson suffered his worst military defeat?

What was the name of Nelson’s ship?9

When did Nelson’s squadron arrived off Tenerife?

Who was the Spanish leader in Tenerife?

How many soldiers had Commander Gutiérrez?

How many soldiers had Admiral Nelson?

How many killed and wounded men suffered the British Army?

How many killed and wounded men suffered the Spanish defenders?

How many British prisoners were captured by the Spanish army?

There are three cut heads of lions in the emblem of Santa Cruz de Tenerife. Why are they lions and why are they cut?

Supplementary materials

https://youtu.be/xu_i7fZq9LY

Early Humans

School: CEIP Santa María del Mar, Spain

Age of students/Grade: 12 years old /6th grade

Level of English: A1

Teacher(s): Montserrat Fernández, Myriam Monzón

Subject(s): English / History

Aims:

- To learn for specific information about human being

Teaching points

Language	Content
<ul style="list-style-type: none"> • Prehistory • Artifacts • Nomads • Tribe • Hominid • Fossils 	<ul style="list-style-type: none"> • Learning about our history

Resources: Video projector, tablets and worksheet

Description of the activities:

Activity 1: Watch the video

It introduce vocabulary

Ss watch the video trying to recognize words

Activity 2:

- Ss have to read it after teacher, underline the words they don't know and look for the meaning in their dictionaries

Very early humans probably ate mostly plants, fruit, nuts and roots that they found. Any meat they got was by scavenging after other animals. Early humans did not have strong claws to help them hit fight. They could not outrun saber-toothed tigers or cave lions. Early humans had to get smart to survive. They had to use reason and invention.

In 1974, a very old skeleton was found in Africa. The bones were those of young female, approximately 20 years old when she died. Scientists named this "young lady" *Lucy*. About 3 million years ago, when Lucy was alive, she was rather short, about 4 feet tall, and probably weighed about 50 pounds. Her brain was about the size of an orange. Her bones showed she probably walked erect, although she still had the ability to climb trees easily. There were no signs of broken bones or teeth marks that might show why she died. Scientists suspect that she probably fell into a lake or river and drowned. Scientists are like detectives. They can tell a great deal from a skeleton, even when it is 3 million years old!

Activity 3:

- Ss answer the questions about the text.

What did probably eat early humans?

Where do you think that they live?

Were they tall?

Who was the oldest early human?

Using your tablet answer the following questions

When did they turn in to sedentary?

What did they do to eat?

When did they discover fire?

What was the name of the ancient people who lived in the Canary Islands?

Did they Know pottery?

Draw 5 pottery pintaderas.

Supplementary materials

<https://youtu.be/rLFGra2TiTE>

Victorian Age I

School: CEIP Santa María del Mar, Spain

Age of students/Grade: 12 years old /6th grade

Level of English: A1

Teacher(s): Montserrat Fernández, Myriam Monzón

Subject(s): English / History

Aims:

- To learn for specific information about a very important period in the world wide history

Teaching points

Language	Content
<ul style="list-style-type: none"> • richest • poorest • empire • steel • cramped • relief 	<ul style="list-style-type: none"> • Learning about British history

Resources: Video projector, tablets and worksheet

Description of the activities:

Activity 1:

Tt introduce the topic

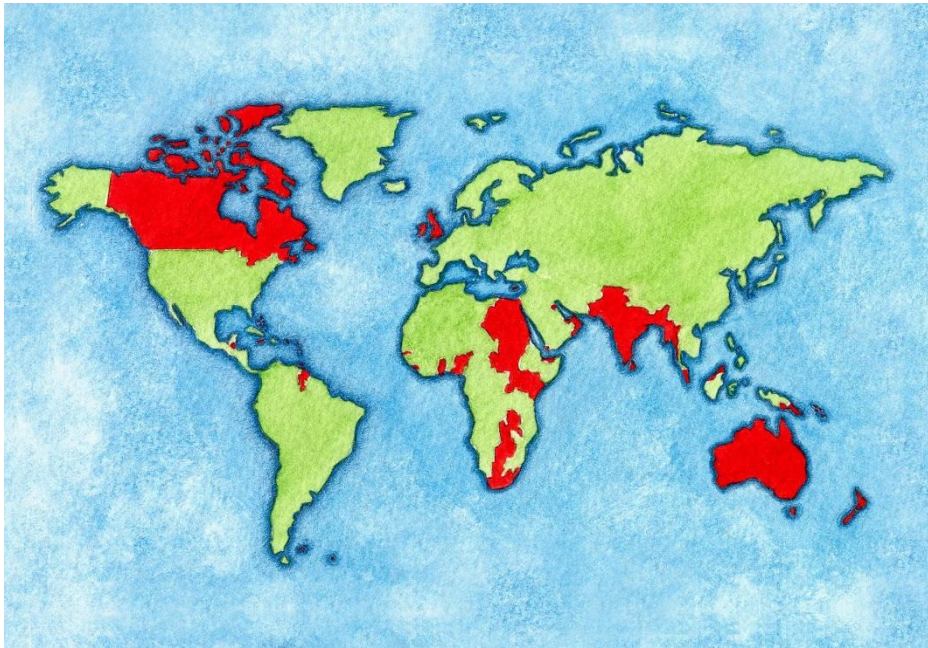
Ss have to answer the questions using their tablets

The Victorians were the people who lived during the reign of Queen Victoria, from the **20 June 1837 until the date of her death on the **22 January 1901**. It was an era of exciting discoveries, inventions and exploration following the Industrial Revolution.**

Curiosities and facts about Victorian Age

During the Victorian era, **Britain** expanded its territory throughout the world and became the largest, richest and most powerful empire in world history. A quarter of the world’s population lived in the empire and Queen Victoria was even **Empress of India!** Today, we look back at the British Empire differently to how it was viewed at the time. Indigenous people were often treated unfairly by the invading British. Human zoos were very popular.

1. Name the countries of the British Empire.



- Europe:.....
- America:.....
- Africa.....
- Asia:.....
- Oceania:.....

2. What do you think a human zoo is? Can you find any image of it?

.....

.....

.....

.....

.....

.....

 New inventions, like the **telephone, motorcar, typewriter, bicycle** and **moving film** totally changed the way that people lived, worked and travelled. In 1856, an engineer named **Henry Bessemer** invented a new method for turning iron into steel making it possible to build ships, bridges and other structures on a scale like never before!

1. Who invented the telephone?

.....
2. Who invented the typewriter?

.....
Who invented the bicycle?

.....
 The boom in industry saw lots of people moving to cities to find work. For the first time in world history, **more people lived in cities than in the countryside**, making city centres very cramped! Poor people lived in houses which were overcrowded, smelly and in bad repair. As technology advanced, **new machines** left lots of people without jobs. Many resorted to **workhouses**, which provided basic poor relief like food, medical care and shelter in exchange for labour. Conditions were poor and sadly, families were often separated.

Many charities for the poor, like the **Salvation Army**, were established during the Victorian era. They fed the hungry in soup kitchens, and looked after the poorest children in orphanages.

Name, at least, 3 charities organizations in our island.

.....

Are they actually necessary? Why?

.....

 Believe it or not, television didn't exist in Victorian times! Therefore, Victorians entertained themselves by going to the **theatre** or watching **live music**. Visiting the **music hall** was a popular British pastime for poorer people.

1. How do they have fun in their free time?

.....

.....

.....

.....

Activity 2: watch the video twice and read the subtitles.

SS have to discuss about the way of life during this historical period in groups of 4-5 pupils.

Activity 3:

Ss have to colour the clothes and the Victorian house





Supplementary materials

<https://youtu.be/FDZe512gPeE>

Victorian Age II

School: CEIP Santa María del Mar, Spain

Age of students/Grade: 12 years old /6th grade

Level of English: A1

Teacher(s): Montserrat Fernández, Myriam Monzón

Subject(s): English / History

Aims:

- To learn for specific information about a very important period in the world wide history

Teaching points

Language	Content
<ul style="list-style-type: none"> •to fit • coal •sweepers • improvements • past of some verbs • pioneers 	<ul style="list-style-type: none"> • Learning about British history

Resources: Video projector, tablets and worksheet

Description of the activities:

Activity 1:

Tt introduce the topic.

Ss have to answer the questions using their tablets.

Curiosities and facts about Victorian Age II

Victorian children were expected to work long hours and for less money than adults. Seems unfair, right?! To make matters worse, the jobs were often dangerous and conditions were hard.

Children were favoured because they could fit into tight spaces that adults couldn't. Therefore, many children worked in factories, coal mines and as chimney sweeps.

What do you think about children work?

.....
.....
.....
.....
.....
.....

Before the Victorian era, most of Britain's population couldn't read or write and had limited access to education. Queen Victoria believed that education should be for all, and by the end of her reign, going to school became compulsory for all children, rich or poor.

Is important to educate boys and girls equality? Why?

.....
.....
.....
.....

Improvements in education meant that more people could enjoy reading. Children's books were no longer just for learning, they were fun! New titles such as *Alice's Adventures in Wonderland*, *Treasure Island* and *The Jungle Book* became hugely popular. Victorian children loved an adventure story!

Who wrote *Alice's Adventures in Wonderland*?

.....

Where do we find the characters of the jungle book? Would you name any of them?

.....
.....

What is the name of the pirate from *Treasure Island*?

.....

Who wrote it?

.....

Healthcare saw huge improvements under the Victorians. Medical pioneers like Florence Nightingale worked with the government to improve hospital cleanliness — which hadn't been considered as important before!

Do you remember Florence Nightingale? Can you say/write something about her?

.....

.....

.....

.....

Activity 2: watch the video twice and read the subtitles.

SS have to write the differences about the education between boys and girls.

Before:.....

.....

.....

.....

.....

.....

.....

Actually:.....

.....

.....

.....

.....

Activity 3: cooking time

Ss after watch the video have to make with their families a trifle and take a picture of it.

Optional

SS have to write the recipe.

How to Make _____
Just Like My Mom!

Written by: _____

What You Need:

- _____	- _____
- _____	- _____
- _____	- _____
- _____	- _____

What You Do:

First... _____

Then... _____

Next... _____

After that... _____

Finally... _____

I Love It Because:

Supplementary materials

<https://youtu.be/oPKIgB11XuA>

Queens of England

School: Vilniaus Saasio 13-osios progimnazija, Lithuania

Age of students/Grade: 11 years old /5th grade

Level of English: A1

Teacher(s): Žana Šunina

Subject(s): English / History

Aims:

- To introduce the topic and new vocabulary.
- To present and practise Roman numerals.
- To listen for specific information.
- To consolidate information in the texts.
- To develop research skills; to give a presentation on biography of Queen Victoria.

Teaching points:

Language	Content
<ul style="list-style-type: none"> • To be beheaded • Throne • Sewing • To shoot a bow and arrow • Pale • Jewellery • Follower • Reign • Scholar • Coronation • Duke 	<ul style="list-style-type: none"> • Biography of Queen Elizabeth I • Biography of Queen Elizabeth II • Biography of Queen Victoria

Resources: video projector, laptop, speakers

Description of the activities:

Activity 1: To introduce the topic and new vocabulary

- T directs Ss to the pictures and asks questions. Ss look at the pictures, answer the questions.
- T explains/elicits the meanings of any unknown words.

Activity 2: To present and practise Roman numerals

- T explains the Roman numerals 1-10.
- Ss write numerals 11-20 in their notebooks. T checks Ss' answers on the board.

Activity 3: To listen for specific information

- Ss listen to the article on Elizabeth I and Elizabeth II.
- Ss fill in the gaps with numbers.
- T checks Ss' answers.

Activity 4: To consolidate information in the texts

- Ss read the article.
- Ss read sentences and put ‘I’ for Elizabeth I and ‘II’ for Elizabeth II (ANNEX 1).
- In pairs, Ss read the royal quiz and choose the correct alternative (ANNEX 2).

Activity 5: To develop research skills; to give a presentation on biography of Queen Victoria

- T explains to students that they have to find information about Queen Victoria. T points out that Ss may collect data through the Internet, encyclopedias and other published sources.
- Ss use this information to do PowerPoint presentations about Queen Victoria. Ss do this task at home.
- Ss present their homework the next lesson.

Supplementary materials:

“Welcome 3” – textbook for the 5th grade, Express Publishing, pages 106-107.

ANNEX 1

Read and put I for Elizabeth I or II for Elizabeth II.

1. She was born in Greenwich Palace.
2. Her father was King Henry VIII.
3. She married Philip Mountbatten.
4. She became Queen of England in 1952.
5. She loved shooting a bow and arrow.

6. She had lessons at home with her sister, Princess Margaret.
7. She named her first son Charles.
8. She lived at the same time as William Shakespeare.

Answers:

1-I; 2-I; 3-II; 4-II; 5-I; 6-II; 7-II; 8-I.

ANNEX 2

Royal Quiz

Work with a partner. Try to guess the correct answer.

1. Who is Prince Charles' eldest son?
 - A- Prince Andrew
 - B- Prince William
 - C- Prince Henry
2. What is Prince Andrew's title?
 - A- Duke of York
 - B- Prince of Wales
 - C- Sir Andrew
3. Who's the Duke of Edinburgh?
 - A- Prince Edward
 - B- Prince Charles
 - C- Prince Philip
4. Who did Prince Charles marry?
 - A- Lady Diana Spencer
 - B- Lady Jane Grey
 - C- Sarah Ferguson
5. Where is Buckingham Palace?
 - A- London
 - B- Edinburgh
 - C- Cardiff
6. What is one of Prince Charles' favourite hobbies?
 - A- Bowling
 - B- Dancing
 - C- Gardening
7. When was the Queen Mother born?

- A- 1926
 - B- 1952
 - C- 1900
8. Where does the Queen spend her summer holidays?
- A- Windsor Castle
 - B- Balmoral Castle
 - C- Edinburgh Castle
9. When you speak to the Queen, you must call her...
- A- Mrs Windsor
 - B- Your Majesty
 - C- Madam Elizabeth
10. Where can you see the Crown Jewels?
- A- Big Ben
 - B- St Paul's Cathedral
 - C- The Tower of London

Answers:

1-B; 2-A; 3-C; 4-A; 5-A; 6-C; 7-C; 8-B; 9-B; 10-C.

King Arthur: A British Legend
(Online lesson)

School: Vilniaus Sausio 13-osios progimnazija, Lithuania

Age of students/Grade: 11 years old /5th grade

Level of English: A1

Teacher(s): Žana Šunina

Subject(s): English / History

Aims:

- To introduce the topic and new vocabulary.
- To listen and for specific information.
- To consolidate information in the text.
- To consolidate new vocabulary.
- To develop research and IT skills.

Teaching points

Language	Content
<ul style="list-style-type: none"> • Wizard • Castle • Enemy • Battle • To rescue • Knight • Sword 	<ul style="list-style-type: none"> • Legend about King Arthur

Resources: computers/laptops/tablets/mobile phones, Zoom app, internet connection.

Description of the activities:

Activity 1: To introduce the topic and new vocabulary

- T directs Ss to the pictures and names (Arthur, Merlin, Sir Lancelot, Guinevere) and asks questions: “Who was a king? Who was a knight? Who was a wizard? Who was a princess?” Ss look at the picture and names, answer the questions.
- T explains/elicits the meanings of any unknown words.

Activity 2: To listen for specific information

- Ss listen to the information about the legend of King Arthur.
- Ss choose the correct alternatives to complete the sentences (ANNEX 1).
- T checks Ss’ answers.

Activity 3: To consolidate information in the texts

- Ss read the legend.
- Ss correct sentences (ANNEX 2).

Activity 4: To consolidate new vocabulary.

- Ss find the words in the text which mean the same as the words given (ANNEX 3).
- T checks Ss’ answers.

Activity 5: To develop research and IT skills.

- T explains to students that they have to find information about King Arthur to complete sentences. T points out that Ss should use the Internet to find the answers (ANNEX 4).
- Ss do this task as homework.
- Ss present their homework the next lesson.

Supplementary materials:

“Welcome to the UK” – CLIL readers, Express Publishing, pages 20-23, 40-41.

“Welcome 3” – textbook for the 5th grade, Express Publishing, pages 114-115.

ANNEX 1

Choose the correct answer:

1. Excalibur was a
a) beautiful sword, b) Round Table
2. Guinevere was Arthur’s
a) daughter, b) wife
3. Arthur’s favourite knight was
a) Sir Lancelot, b) Sir Galahad
4. ... killed Arthur.

a) Merlin, b) Mordred

Answers: 1-a; 2-b; 3-a; 4-b.

ANNEX 2

Read the text and correct the sentences.

King Arthur: A British Legend

The story of King Arthur and the knights of the Round Table is probably one of the Britain's most famous legends. No one knows if the story is true. Some people believe that King Arthur lived in Britain hundreds of years ago.

The Lady of the Lake gave Arthur's father his famous sword, Excalibur. It was a beautiful sword, covered with jewels. Excalibur was the best sword in the world. The legend says that Arthur became King after pulling the sword out of the stone. He became a brave and well-loved King, helped by Merlin, a wizard who could perform magic.

Arthur lived in a castle called Camelot. He fell in love with Princess Guinevere. She was the daughter of the King Leodegrance and she was very beautiful and clever. Guinevere became Arthur's wife. As a wedding present, King Leodegrance gave Arthur the Round Table. The table was huge; it could seat a hundred knights. The legs were thick and carved with birds, animals, leaves and flowers. Around the table there were beautiful golden seats with the names of each knight on the back. Arthur's favourite knight was Sir Lancelot. Sir Lancelot's son, Sir Galahad, was the bravest knight in the world.

Arthur's enemies were his half-sister and Mordred, her son. After many battles, it was Mordred who finally killed Arthur. Before Arthur dies, he asked one of his knights to throw Excalibur back into the lake. As the knight threw the sword, a hand came up from the lake to catch it.

The lady of the Lake took Arthur away to the Isle of Avalon. Some people say that he didn't die! They say he is sleeping in a cave until Britain needs home again to rescue its people from danger.

1. Arthur became King after pulling the sword out the lake (the correct answer is the stone).
2. Arthur's castle was called Galahad (the correct answer is Camelot).
3. The Round Table was a birthday present from King Leodegrance (the correct answer is wedding).
4. Arthur's favourite knight was Sir Mordred (the correct answer is Lancelot).
5. The Lady of the Lake took Arthur away to the Isle of Wight (the correct answer is Avalon).

ANNEX 3

Read the text again and find the words which mean the following:

1. a soldier on a horse (knight);
2. a famous old story (legend);
3. rock (stone);
4. not afraid of dangerous things (brave);
5. a man who can perform magic (wizard);
6. a large strong building (castle);
7. gift (present);
8. not friends (enemies);
9. fights (battles);
10. save (rescue).

ANNEX 4

Complete the sentences. Use the Internet to help you.

1. King Arthur was also known as
2. King Arthur was the son of
3. King Arthur's half-sister was called
4. Arthur's wounds were treated by
5. King Arthur was killed in

Answers: 1. 'The One, True King of the Britons'; 2. King Uther and Queen Igraine; 3. Morgan le Fay; 4. Three mysterious women; 5. The Battle of Camlann.

The Legend of Vilnius

School: Vilniaus Sausio 13-osios progimnazija, Lithuania

Age of students/Grade: 11-12 years old /5th grade

Level of English: A1

Teacher(s): Žana Šunina

Subject(s): English / History

Aims:

- To introduce the topic through pictures.
- To read for detailed understanding.
- To develop research skills.

Teaching points

Language	Content
<ul style="list-style-type: none"> • Iron • Howl • Wise man • Vivid • Dream • Castle • Valley • Chase • Auroch • Greatness • Duke • Overwhelmed 	<ul style="list-style-type: none"> • The Legend of Vilnius • Gediminas' Castle • Castles in Lithuania

Resources: video projector, laptop, speakers, handouts of the text.

Description of the activities:

Activity 1: To introduce the topic through pictures

- T directs Ss to the pictures and asks questions <https://www.govilnius.lt/visit-vilnius/routes/your-love-story-in-vilnius/gediminas-tower> .

- Ss look at the pictures, watch video

<https://www.youtube.com/watch?v=drRbW1f11F8>

answer the questions: What is the capital of Lithuania? When was Vilnius found?

What do you know about Grand Duke Gediminas?

Activity 2: To read for detailed understanding

- Ss read the text and put the paragraphs in the correct order (ANNEX 1).
- T explains the meaning of any unknown words.
- T checks the answers, shows video

<https://www.youtube.com/watch?v=XUjuN5xSsm8>

Activity 3: To develop research skills

- T gives Ss time to collect information about castles in Lithuania from the Internet.
- Ss present information they found.

Supplementary materials:

<https://en.wikipedia.org/wiki/Vilnius>

<https://www.youtube.com/watch?v=drRbW1f11F8>

<https://www.youtube.com/watch?v=XUjuN5xSsm8>

<https://www.govilnius.lt/visit-vilnius/routes/your-love-story-in-vilnius/gediminas-tower>

ANNEX 1

Read the text. Put the paragraphs in the correct order.

The Legend of Vilnius

A

In his dream, Gediminas saw a huge iron wolf standing on the hill. That wolf was howling with a powerful voice which sounded as if hundreds of wolves were trapped inside it. In the morning, concerned Grand Duke Gediminas went to his priest Lizdeika and asked for advice.

B

Grand Duke Gediminas immediately sent his men to Šventaragis valley and ordered them to start building the castles. He then named the newly-created city, Vilnius, and made it the new capital of Lithuania. Today, thousands of people visit [Gediminas Castle](#), which stands on the exact hill which Grand Duke Gediminas dreamt of, and spread the word of Vilnius' greatness!

C

Trakai, one of the most stunning cities in the Baltic States, was the capital of Lithuania and the home of Grand Duke Gediminas in the 14th-century. One day, Gediminas went on a hunting trip about 20 kilometers away from Trakai. To everyone's fortune, the trip was successful and Gediminas killed aurochs, the biggest animal in Lithuania. Overwhelmed with joy, Gediminas decided not to come back to Trakai that night and camp in the woods, at Šventaragis valley. That is when he dreamed a very strange but extremely vivid dream.

D

Lizdeika, the wisest man in the whole country, explained to Gediminas that the iron wolf on the hill symbolized a great capital which will stand right in that place. Lizdeika also assured Gediminas that the powerful howl of the wolf meant that the whole world will know about the greatness of that capital one day.

Answers:

1-C; 2-A; 3-D; 4-B.

Monuments (Online lesson)

School: Vilniaus Sausio 13-osios progimnazija, Lithuania

Age of students/Grade: 12-13 years old /6th grade

Level of English: A1/A2

Teachers: Žana Šunina, Ieva Kildušytė

Subject(s): English / History

Aims:

- To present new vocabulary through pictures.
- To read for specific information.
- To consolidate information in the text.
- To prepare a poster.

Teaching points

Language	Content
<ul style="list-style-type: none"> • Monument • Special • Event • Narrow • Honour • Structure • Passageway • Royal family • Statue • Military Hero • Empire 	<ul style="list-style-type: none"> • Monuments around the World • Monuments in Lithuania

Resources: computers/laptops/tablets/mobile phones, Zoom app, internet connection.

Description of the activities:

Activity 1: To present new vocabulary through pictures.

- T directs Ss to the pictures (ANNEX 1).

- T asks Ss to describe each monument.

Activity 2: To read for specific information

- Ss read the text ‘‘Our World of Monuments’’ (ANNEX 2).
- Ss choose the monument each text refers to.

Activity 3: To consolidate information in the text.

- T elicits three things Ss remember from the text from various Ss around the class.

Activity 4: To prepare a poster.

- T gives Ss time to collect pictures and information about monuments in Lithuania from the Internet.
- Ss prepare a poster.
- T asks Ss to present their posters to the class.

Supplementary materials:

“Upstream Elementary A1/A2” – Student’s book, Express Publishing, page 86.

ANNEX 1





ANNEX 2

Our World of Monuments

People usually build monuments to remember a famous person or a special event. There are different types of monuments around the world.

A Obelisks

An obelisk looks like a tall narrow pyramid. One famous obelisk is the Washington monument in Washington, D.C. It honours George Washington, the first president of the USA. It has 897 steps inside it and visitors can also go up the monument in a lift.

B Triumphal Arches

A triumphal arch is a large structure that has a passageway that goes through it. Marble Arch in London was in front of Buckingham Palace in 1851. Only members of the royal family could pass through it. In 1851 they moved it to the northeast corner of the Hyde park.

C Equestrian Statues

An equestrian statue is a statue with a person on a horse. Most of them honour military heroes. One such statue is the Genghis Khan Statue in Mongolia. Genghis Khan ruled a large empire in the 12th century. The statue is in the countryside. Visitors can walk inside it and get great views from the horse's eyes!

The Greatest Inventions of XIX Century

School: Vilniaus Sausio 13-osios progimnazija, Lithuania

Age of students/Grade: 11-12 years old /5th grade

Level of English: A1

Teachers: Ieva Kildušytė, Žana Šunina

Subject(s): English / History

Aims:

- To enrich vocabulary related to inventions;
- To learn about the greatest inventions and transportation methods created during the Industrial Revolution;
- To develop research and ICT skills.

Teaching points

Language	Content
<ul style="list-style-type: none"> • Invention • Inventor • Sewing machine • Matches • Typewriter • Microphone • Telegraph • Traffic lights • Roller coaster • Diesel engine • Barbed wire 	<ul style="list-style-type: none"> • The Industrial Revolution • Inventions of the XIX century

Resources: internet connection, laptop/tablet/smartphone, Zoom platform.

Description of the activities:

Activity 1: To enrich vocabulary related to inventions.

- T directs Ss to the pictures (sewing machine, matches, typewriter, microphone, telegraph, traffic lights, roller coaster, diesel engine, barbed wire and others) and asks questions. Ss look at the pictures, answer the questions.
- T explains/elicits the meanings of any unknown words.

Activity 2: To learn about the greatest inventions and transportation methods created during the Industrial Revolution.

- T presents the information about the Industrial Revolution. T demonstrates the greatest inventions and transportation methods created in the XIX century.

<https://nevadainventors.org/30-inventions-1800s/>

Activity 3: To develop research and ICT skills.

- Ss create digital posters about the greatest inventions of the XIX century using *Canva* (a graphic design platform). They search for information on the Internet.

Portuguese Art

School: Agrupamento de Escolas do Barreiro, Portugal

Age of students/Grade: 12 years old /7th grade

Level of English: A2

Teacher(s): Ana Pina

Subject(s): TIC / History

Aims:

- To develop critical reflection on social issues using students' life experiences.
- To enable pupils to reflect on the role of art and its function in society.

Resources: Video projector, laptop, tablets

Description of the activities:

Activity 1:

Introduce the concept that we each have a personal and European identity. Develop a discussion with pupils around key questions relating to this, whilst focusing on local issues and contemporary art.

Key questions might include:

- What does the word 'art' mean to you?
- What do you think art is for?
- What ideas, feelings and emotions can we express through art?
- What kind of words do you relate with your nation and Europe in contemporary society?

Activity 2: Power-point Creation

- Work in groups of 4 and create a presentation with the title “Portuguese Art”.
- Present their work.

René Magritte and his hat

School: Agrupamento de Escolas do Barreiro, Portugal

Age of students/Grade: 12 years old /7th grade

Level of English: A2

Teacher(s): Ana Pina

Subject(s): TIC / History

Behavioral Objective: The student, after a discussion on the works of René Magritte, will critique the works of art using vocabulary related to art elements.

Strategies:

- Visuals will be used in the form of paintings displayed via a PowerPoint presentation.
- The topic will be introduced through building background and vocabulary.
- Text will be highlighted by making importance evident.
- Text will be simplified through vocabulary previews.
- Cooperative teaching and learning through small group peer interaction.

Lesson Content:

A. Surrealism (early 1900's)

B. Works of Art

The False Mirror Oil on canvas, 80.9 x 54 cm, 1928

In The False Mirror, Magritte painted a large lashless eye with clouds found inside of it. The painting is described as both a mirror and as something that sees. The viewer can look through it, as through a window, and is also looked by it simultaneously because it is an eye.

The Large Family

Oil on canvas, 81 x 100 cm, 1963

In The Large Family, Magritte painted a large dove with white clouds inside superimposed over a turbulent sea background with dark clouds. This contrast alludes the emotions that occur inside a family. The dove symbolizes peace while the sea symbolizes hardship.

The Son of Man

Oil on canvas 89 x 116 cm, 1964

The Son of Man could very well be Magritte’s most notable piece of art. The painting shows a man, which could be Magritte himself, wearing an overcoat and a bowler hat. The man’s face is covered by a green apple. Magritte explained that the apple, which is something we see, is hiding something that we want to see, in this case it is the man’s face.

C. Biography of the artist

René François Ghislain Magritte, better known as René Magritte, was a Belgian surrealist born on November 21st, 1898. Magritte was born in the small town of Lessines, Belgium. When he was 13 years old, his mother committed suicide by drowning herself in the town’s river. Some speculate that his surrealist drawings are inspired by his mother’s death and him wishing that she was still alive. Magritte began his artistic education at age of 18 but found no need for further education and left the school at age 20.

His works are often negations of real life. The way he portrays surrealism is very witty and even titles his works in such a way that the observer has to reconsider the meaning many times because the purpose of the painting is sometimes obscure and not related to the title in an obvious way. His most iconic art piece is titled The Son of Man and was painted in 1964. He passed away of pancreatic cancer three years later in 1967.

D. Vocabulary list:

1. Line
2. Shape
3. Form
4. Contrast
5. Emphasis
6. Movement
7. Symmetry
8. Reflection symmetry
9. Rotational symmetry

E. List of Relevant Questions:

1. Who is the artist?
2. What is the name of the artwork?
3. When was it painted?
4. Is there a subject? What is it?
5. What kinds of shapes do you see?
6. What are the materials used?

7. How are the colors used?
8. What effect do they have on the artwork?
9. How has the artist used shadows?
10. What is the artist trying to say?
11. What is going on in the painting?
12. What do the different elements mean?
13. Do you think it is a good piece of art?
14. Do you like the artwork? Why or why not?
15. What is your least favorite thing about the painting?
16. What is your favorite thing about the painting?
17. Is there symmetry in this painting?
18. What type of symmetry do you see in the painting?

Set:

I will show the students a 7 minute video about Magritte and specifically tailored for children their age. The video is titled Art with Mati and Dada – René Magritte | Kids Animated Short Stories in English. This video is very entertaining and will engage the students in the lesson as they will want to learn more about Magritte and his paintings.

URL: https://www.youtube.com/watch?v=yD53mLZ_y8

Teaching Strategies:

1. I will greet the students by asking them about their day and telling them what we are going to do.
2. I will play the video to begin the set and get the students engaged in the lesson.
3. I will do my presentation and conduct the class discussion about the works of art.
4. I will have distribute the worksheet for students to complete.
5. The closure will be to ask for volunteers to talk about their favorite work of art that was critiqued today and why.

References:

- <http://www.moma.org/collection/works/78938?locale=en>
- <http://www.aaronartprints.org/magritte-lagrandefamille.php>
- <http://totallyhistory.com/the-son-of-man/>

Swans Reflecting Elephants

School: Agrupamento de Escolas do Barreiro, Portugal

Age of students/Grade: 12 years old /7th grade

Level of English: A2

Teacher(s): Ana Pina

Subject(s): TIC / History

Artist

Salvador Dalí Year

1937 Medium

Oil on canva



This activity is a 'Picasso dictation' where the teacher describes a picture and the students draw it. This is based on Salvador Dalí's 1937 surrealist painting "Swans Reflecting Elephants". It can be adapted for the language and artistic skills of your students.

Procedure

- Tell your students to get out a blank sheet of paper and drawing materials. Read out the description of the picture one line at a time and let students draw what you describe.
- You might prefer to read the whole description once before students start to draw and then read one line at a time.
- Read at a speed suitable for the language ability of the students and give enough time for students to draw before reading the next line.
- If your focus is art then give more time, if language is more important give less time. You may need to read each line several times.

- Tell students not to look at each other’s drawings until the end. (Optional – give students the written description of the picture to see if they want to make any changes) When the students have finished drawing, tell them to look at each others’ pictures – this usually leads to a lot of laughing!
- Finally, show the class the original picture.

Description of Swans Reflecting Elephants (Salvador Dalí 1937)

In the foreground there is a rectangular lake which takes up half of the picture. On the lake in the centre of the picture there are three large swans next to each other. The swans on the left and in the middle are facing the viewer with their necks pointing up. The swan on the right is facing left and is cleaning its left wing with its beak. Directly behind the swans there is an island which crosses most of the lake. On the island there are ten tree trunks with no branches at the bottom and only a few at the tops of the trees. There are no leaves on the trees. The trees are in pairs with one behind the other. Two pairs of trees are between the swans on the left and the centre. The next two are behind the middle swan and the last two pairs of trees are behind the swan on the right. The swans and trees are reflected in the lake to look like elephants. The reflection of the swans’ wings makes the elephants’ ears, the swans’ necks and heads make the elephants’ trunks and the trees make the elephants’ legs. In the background of the picture to the left and right of the lake there are cliffs. On the left, below the cliffs there is a man standing on the lakeshore, facing left. In the sky above the cliffs on the left there are two small clouds. The one on the right is larger than the other one and is tall and thin. The cloud on the left is half the height of the other cloud.

Chris Baldwin

CHAPTER 2

Geography CLIL Lessons

ROMANIA

School: Liceul Tehnologic Octavian Goga Jibou

Lesson plans

- The United Kingdom
- Latitude and longitude
- Weather Around the World
- The Continents
- The Solar System

SPAIN

School: CEIP Santa María del Mar

Lesson plans

- My country
- Volcanoes
- Landscapes
- Natural wonders
- Climate, a question of future

LITHUANIA

School: Vilniaus Sausio 13-osios progimnazija

Lesson plans

- The UK
- Bring Your Umbrella
- Clouds
- Mountains
- How Does a Waterfall Form?

The United Kingdom

School: Liceul Tehnologic Octavian Goga Jibou, Romania

Age of students/Grade: 11 years old /5th grade

Level of English: A1

Teacher(s): Nagy Melinda

Subject(s): English / Geography

Aims:

- To present the United Kingdom.
- To present a country of the UK.
- To draw a map.
- To collect information about famous landmarks in the cities.

Teaching points

Language	Content
<ul style="list-style-type: none"> • Island • Monument • Stadium • Landmark • Bridge • Wall 	<ul style="list-style-type: none"> • Countries of the United Kingdom • Capital cities • Important cities and landmarks in the UK

Resources: hand-outs of the lesson, video projector, laptop, speakers, tablet.

Description of the activities:

Activity 1: To present the United Kingdom

- T explains the use of “the” with geographical names and hands out the picture dictionary.
- T asks Ss to look at the map. Plays the recording.
- Ss listen to and read the texts and identify the cities 1-8.
- T checks Ss’ answers.

Activity 2: To present a country of the UK

- T asks Ss to work in group and assigns each group a country and to copy the table into their notebooks, complete it with the information in the texts.
- T asks various Ss to present one of the countries of the UK to the class.

Activity 3: Digital Poster creation

- Ss work in groups of 4 and create a poster for the country they were assigned.
- Ss present their work.

Supplementary materials:

Poster creation using: PosterMyWall

Latitude and Longitude

Liceul Tehnologic Octavian Goga Jibou, Romania

Age of students/Grade: 11 years old /5th grade

Level of English: A1/A2

Teacher(s): Nagy Melinda

Subject(s): English / Geography

Aims:

- To know the difference between latitude and longitude.
- To present a museum.
- To understand a written text.

Teaching points

Language	Content
<ul style="list-style-type: none"> • Measure • Degrees • reference line • to last • mean solar time 	<ul style="list-style-type: none"> • Latitude & Longitude • Equator & Prime Meridian • Meridians & Parallel

Resources: : internet connection, Zoom app, laptop/smartphone/tablet.

Description of the activities:

Activity 1: To check Ss students knowledge of Latitude & Longitude

-Ss explain the difference between Latitude & Longitude

Activity 2: Reading & Comprehension

- 1. Ss Read the text and put the words in the box in the correct place.
- 2. Ss Answer the questions related to the text.

Activity 3: Dialogue Practice/Writing Practice

- Mark is going on a trip to Greenwich and he wants to visit the National Maritime Museum. Ss fill in the blanks with the phrases below.
- Kim wants to visit the Royal Observatory of Greenwich. Ss complete the email she writes to Linda using the words in the box.

ORAL PRESENTATION: Ss present information about their favourite museum

<https://manuale.edu.ro/manuale/Clasa%20a%20V->

[a/Limba%20moderna%20engleza/ART1/#book/u9-1-u9-p126-127](https://manuale.edu.ro/manuale/Clasa%20a%20V-a/Limba%20moderna%20engleza/ART1/#book/u9-1-u9-p126-127)

Weather Around the World

School: Liceul Tehnologic Octavian Goga Jibou, Romania

Age of students/Grade: 11 years old /5th grade

Level of English: A1

Teacher(s): Nagy Melinda

Subject(s): English / Geography

Aims:

- To enrich and revise vocabulary related to weather, clothes and holiday items.
- To learn about different climates around the world.

Teaching points

Language	Content
Vocabulary related to: <ul style="list-style-type: none"> • weather • clothes • holiday items 	<ul style="list-style-type: none"> • Different climate around the world

Resources: hand-outs of the lesson, video projector, laptop, speakers, tablet.

Description of the activities:

Activity 1: - revising and enriching vocabulary related to weather

<https://www.youtube.com/watch?v=GKGKdV5NunI>

Activity 2: practising vocabulary related to weather, matching the words with the pictures

<https://learnenglishkids.britishcouncil.org/word-games/weather-1>

Activity 3: Poster creation

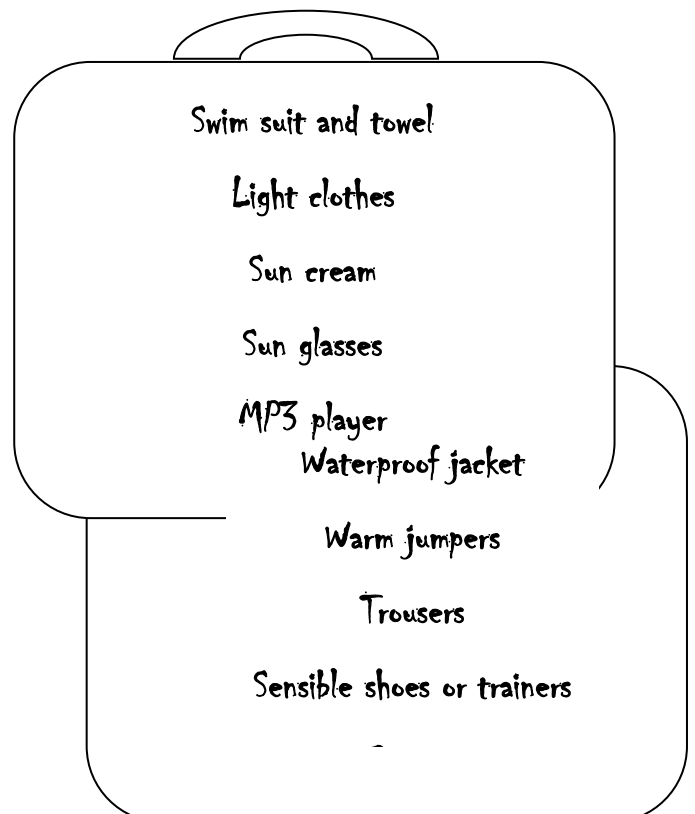
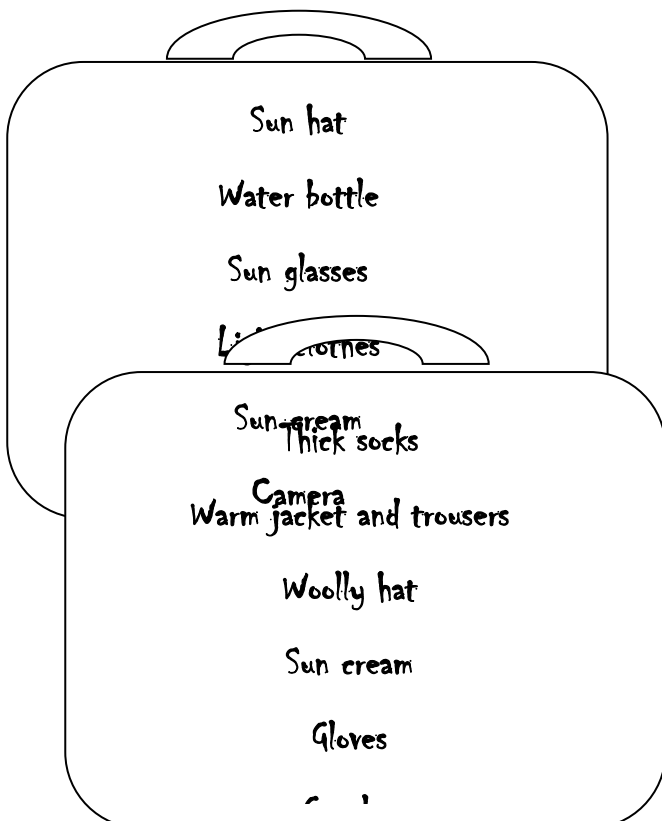
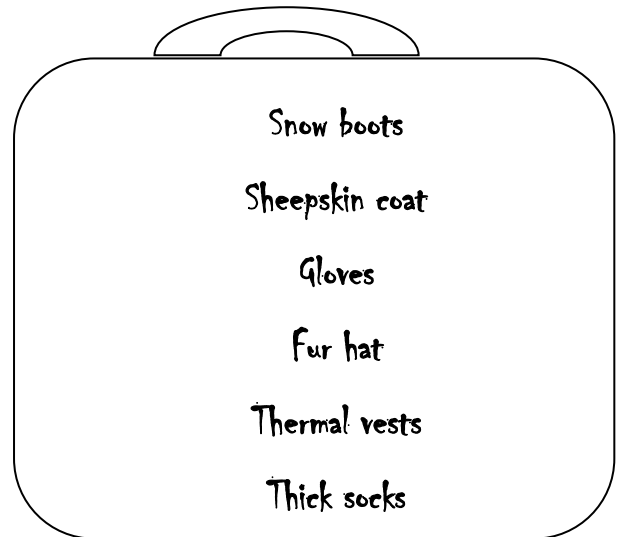
Matching the labels of countries with the appropriate suitcases.

ANNEX 1

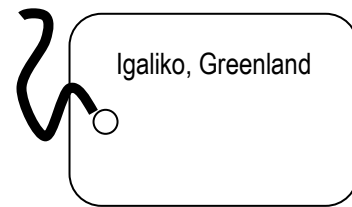
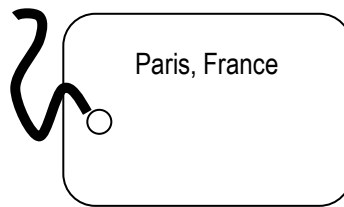
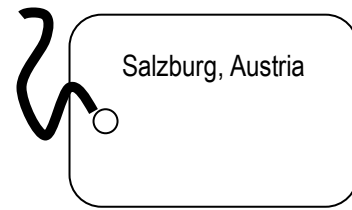
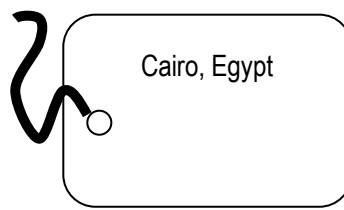
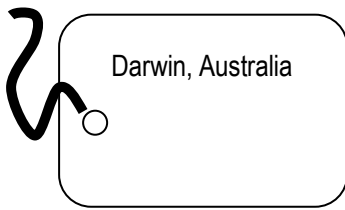
Match the locations to what the passengers have packed in their suitcase.



Now find this place on your globe or in an atlas and record the climate in that place.



ANNEX 2



The Continents

School: Liceul Tehnologic Octavian Goga Jibou, Romania

Age of students/Grade: 11 years old /5th grade

Level of English: A1

Teacher(s): Nagy Melinda

Subject(s): English / Geography

Aims:

- To enrich and revise vocabulary related to continents.
- Be able to locate and recognize the seven continents on a map of the world.

Teaching points

Language	Content
<ul style="list-style-type: none"> • Rainforest • waterfall • island 	<ul style="list-style-type: none"> • The 7 continents: Asia, Africa, North and South America, Antarctica, Europe, Australia

Materials: internet connection, Google Meet, laptop/tablet/computer/smartphone, online worksheets

Description of the activities:

Activity 1 – introduction of vocabulary

-while watching the video on YouTube about the 7 continents, students need to write their names

https://www.youtube.com/watch?v=K6DSMZ8b3LE&feature=emb_logo

Activity 2: - reading for specific information

-teachers shares screen with the lyrics of the continent song, students need to complete the worksheet, fill in the gaps with the given words

Worksheet: <https://www.liveworksheets.com/mn621486fi>

Activity 3 – Quizzes

The activities are followed by the 2 online quizzes related to continents and geographical features

Online Quiz 1: <https://www.liveworksheets.com/at1400542cu>

Online Quiz 2: <https://www.liveworksheets.com/xv633461vq>

The Solar System

School: Liceul Tehnologic Octavian Goga Jibou, Romania

Age of students/Grade: 11 years old /5th grade

Level of English: A1/A2

Teacher(s): Nagy Melinda

Subject(s): English / Geography

Aims:

-to practise ordinal numbers

-to learn about the solar system

Vocabulary	Teaching points
Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune	Ordinal Numbers The Planets

Resources: internet connection, laptop/tablet/smartphone, Google Meet, online worksheets

Description of the activities

Activity 1: Introduction

T asks Ss whether they know the name of the 8 planets. Ss write the names of the planets in their notebooks. T checks answers with the whole class. Then shares a link in the chat, where Ss need to find all the planets in the word grid.

<https://www.liveworksheets.com/nz1262867mr>

Activity 2: Watching and comprehension

T shares the YouTube video on the screen and asks Ss to write 1-2 characteristics of each planet as they watch the video.

<https://www.youtube.com/watch?v=ZHAqT4hXnMw>

Activity 3: Reading and Comprehension

T sends the link of the online worksheet in the chat. Ss read the text and label the planets.

<https://www.liveworksheets.com/da1534097tn>

Activity 4: Watching and comprehension/Evaluation

T sends the link of the online worksheet in chat. Ss watch the video and answer the questions.

<https://www.liveworksheets.com/jq1430093mm>

My Country

School: CEIP Santa María del Mar, Spain

Age of students/Grade: 11/12 years old 5th/6th grade

Level of English: A1

Teachers: Montserrat Fernández & Myriam Monzón

Subjects: English / Geography

Aims:

- To locate the partner countries on a European map.
- To pronounce countries' names in English language.
- To identify the flags of the partner countries.

Teaching points

Language	Content
<ul style="list-style-type: none"> • vocabulary: colours, natural elements (mountain, volcano, sea, island...) cardinals points. • communicative functions: <i>Where are you from? Where do you live? What colour is the...flag? What/Who's your favourite...?</i> • structures <i>There is, There's, There are, simple present, do you...?</i> 	<ul style="list-style-type: none"> • Learn about our partners.

Resources: Video projector, smart board, tablets.

Description of the activities:

Activity 1: draw and colour our flag and the flags of the partner countries.

Activity 2: colour our country and the partner countries on a European map.

Activity 3: sing and mime the actions of “Cardinal direction song”

Activity 4: watch the video “*About Teide, the third highest volcano in the world*” and answer the questions using the class tablets.

Supplementary materials: Bilingual dictionary. Oxford ED.

Songs: “Cardinal directions song” and “Spain Geography” from YouTube

https://youtu.be/f2I81_BFb-s

<https://youtu.be/GFWiXN9E3CQ>

“About Teide, the third highest volcano in the world” from YouTube

<https://youtu.be/7z3MvftjV5E>

Volcanoes

School: CEIP Santa María del Mar, Spain

Age of students/Grade: 11/12 years old 5th/6th grade

Level of English: A1

Teachers: Montserrat Fernández & Myriam Monzón

Subjects: English / Geography

Aims:

- To know how is a volcano.
- To know how to do when a volcano erupts.
- To answer the questions about volcanoes around the world.
- To extract information from a text and a video.

Teaching points

Language	Content
<ul style="list-style-type: none"> • Volcano • Magma • Blurt up • Eruption • Chamber 	<ul style="list-style-type: none"> • Learn about volcanoes • Be conscious that we live in an active volcanic island

Resources: Video projector, smart board, tablets

Description of the activities:

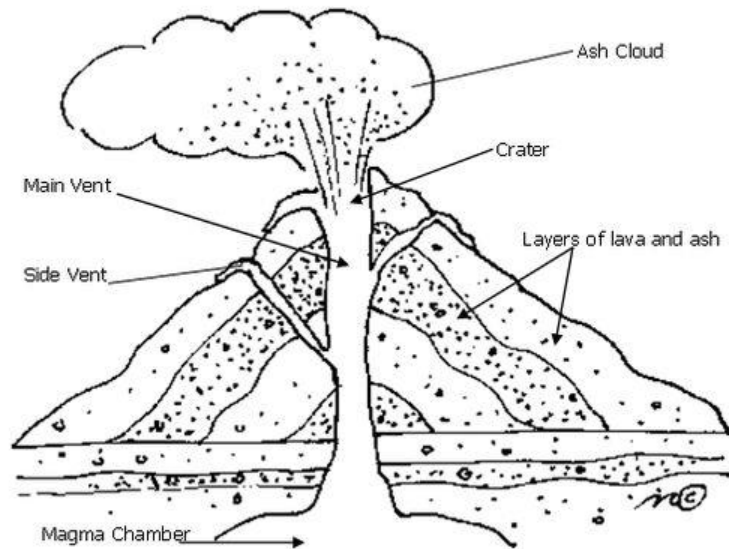
Activity 1: To introduce a volcano

- T explains what a volcano is and why they are so important in the creation of the Earth.
- Ss watch the video about volcanoes
- Ss answers the questions of the video
- T checks Ss' answers

Activity 2: To know a volcano

- T asks Ss do the worksheet about the volcano.

- T asks various Ss to talk about the parts of a volcano.



Activity 3: questions about volcanoes

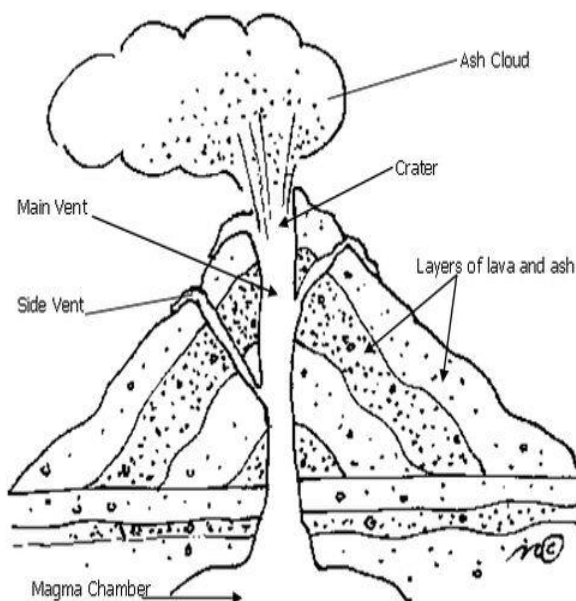
- Ss work in groups of 4 the worksheet about volcanoes using the tablets.
- Ss check the worksheet.

Supplementary materials:

What is a volcano? video

<https://youtu.be/1AmqsMQG3RM>

Inside the volcano



Volcano Questions

1. What is a volcano?
2. How are volcanoes formed?
3. Why do volcanoes erupt?
4. How many volcanoes are there?
5. What is the difference between lava and magma?
6. What is the largest active volcano?
7. What is the Ring of Fire?



Landscapes

School: CEIP Santa María del Mar, Spain

Age of students/Grade: 11/12 years old 5th/6th grade

Level of English: A1

Teachers: Montserrat Fernández & Myriam Monzón

Subjects: English / Geography

Aims:

- To know the main landscape forms
- To extract information from a text and a video

Teaching points

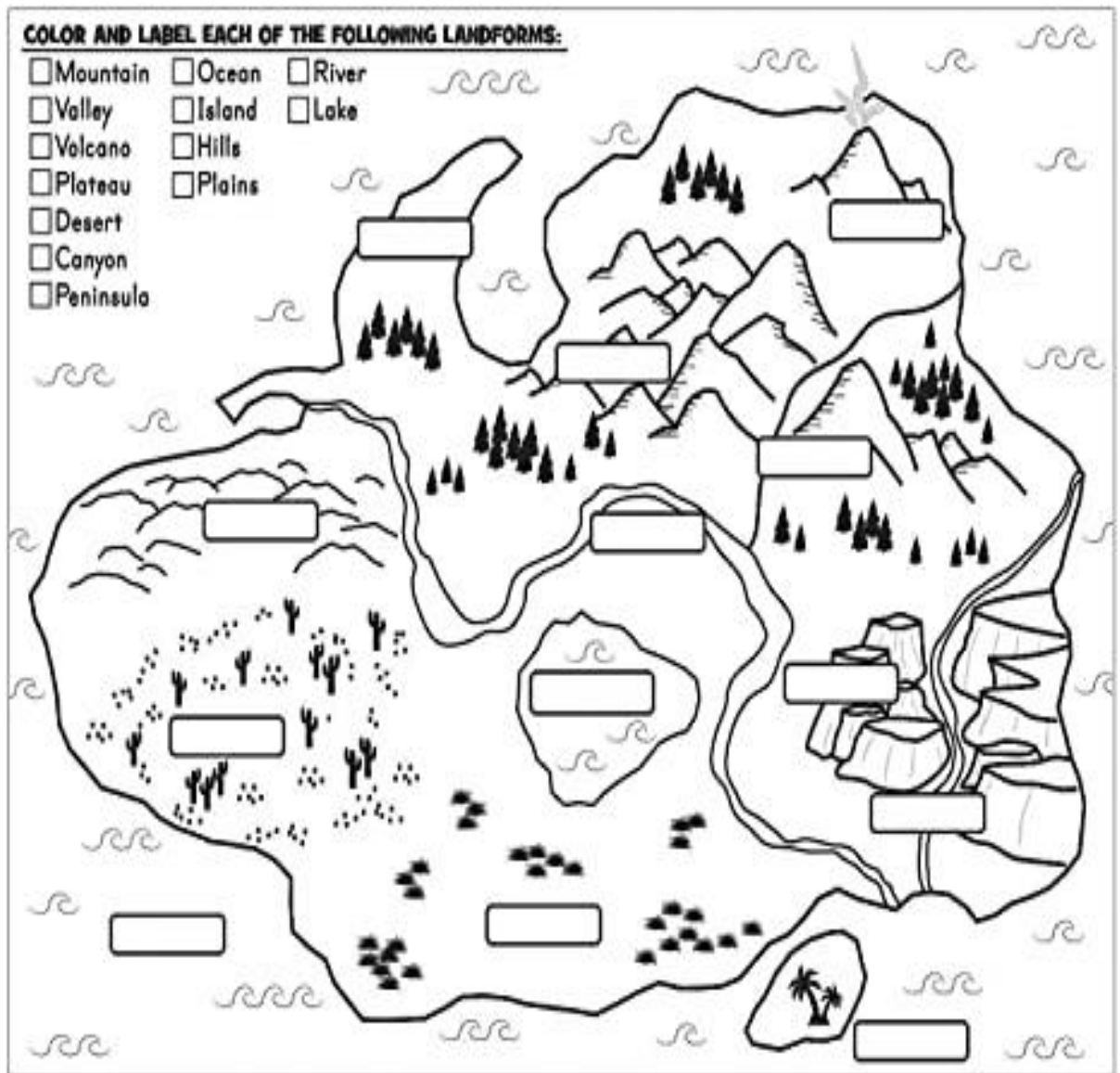
Language	Content
<ul style="list-style-type: none"> • Valley • Plateau • Desert • Canyon • Peninsula • Hills • Plains 	<ul style="list-style-type: none"> • Learn about the different landscapes • Be conscious that we can change the landscape if we don't take care of it

Resources: Video projector, smart board, tablets

Description of the activities:

Activity 1: To introduce vocabulary using their dictionaries to look for the words they don't know.

- Tt explain what a landscape is and the fact that we can find different ones surrounding us.
- Ss do the worksheet



Activity 2: discovering landscapes

Students watch the video about landscapes and do the crossword

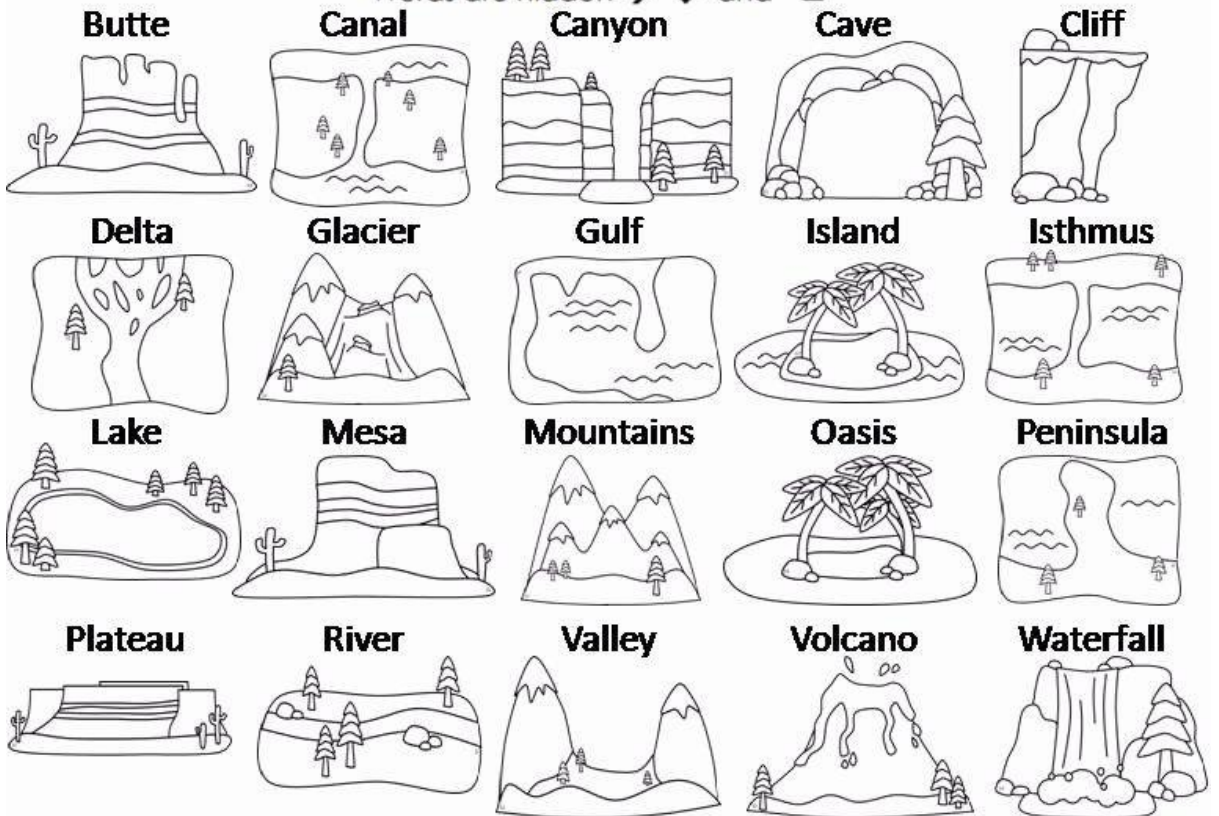
Name: _____

Landforms



© copyright © and all rights reserved

Words are hidden → ↓ and ↘



Activity 3: Make your own landscape

- Ss work to draw and write a short text about a landscape using the information they have.
- Tt check the worksheet.

Supplementary material

https://youtu.be/QLhKCr_qTJU

Natural Wonders

School: CEIP Santa María del Mar, Spain

Age of students/Grade: 12 years old /6th grade

Level of English: A1

Teacher(s): Montserrat Fernández, Myriam Monzón

Subject(s): English / Geography

Aims:

- To learn topic-related vocabulary
- To listen and read for specific information

Teaching points

Language	Content
<ul style="list-style-type: none"> • To travel • located • falls • border • reef • snorkel • harbour 	<ul style="list-style-type: none"> • to know about natural wonders

Resources: Video projector, tablets and worksheet

Description of the activities:

Activity 1: To watch the video and read the text. *It takes 3 sessions*

- Ss read the text and fix the places in the map.

THE NORTHERN LIGHTS

The Northern Lights have become a sensation for tourists travelling in the Northern Hemisphere. The Northern Lights are auroras, or naturally occurring phenomena that consist of mystifying displays of light in the sky. The northern lights dance across the sky and emanate a diffused glow along the northern horizon.

The intensity of northern lights increases as you head north towards the magnetic pole in the Arctic. Some of the most popular places to see northern lights are in **Canada's far north, Alaska, Iceland, Norway, Sweden, and Finland.**

The probability of seeing Northern Lights increases during the winter months. They occur throughout the year but the dark skies in winter make them easier to see.

THE GRAND CANYON

You only need to stand on the rim of the Grand Canyon once to know why it's one of the 7 natural wonders of the natural world. The Grand Canyon's massive and colourful landscape provides breath-taking views that can't be found anywhere else in the world.

The Grand Canyon is located in **Arizona, USA.** The closest major cities are Las Vegas and Phoenix.

PARICUTIN, A BABY VOLCANO

Even avid travellers may not know about Paricutin, mainly because this natural wonder resides in **Michoacán, Mexico.** This cinder cone volcano was named one of the 7 natural wonders of the world, even over famous volcanoes, such as Yellowstone.

Paricutin last erupted in 1952. It was coined one of the natural wonders of the world because mankind witnessed its birth and rapidly growing formation.

VICTORIA FALLS

Victoria Falls is located in Africa along the **borders of Zambia and Zimbabwe.** This spectacular waterfall runs off from the Zambezi River.

Visitors can access the falls from Victoria Falls in Zimbabwe and Livingston in Zambia. Cross the border to gain different perspectives of this magnificent natural wonder. The best views are from Zimbabwe, but you can get a closer experience from Zambia. The rainy season runs from late November through early April. A good time to visit is immediately after this, when the volume of water coming over the falls is still immense, but the weather is pleasant.

MOUNT EVEREST

Mount Everest has an approximate elevation of 29,029 feet. Mountaineers consider this mountain the highest spot on Earth; however, it is not the tallest mountain in the world, a title that belongs to Mauna Kea in Hawaii. Everest lies within the Himalayan mountain range on the **border of Nepal and Tibet, China.**

THE GREAT REEF

As the world's largest coral reef, the Great Barrier Reef includes over nine hundred islands, roughly three thousand separate reefs, and sustains a diverse ecosystem. Boat trips offer visitors a chance to see the reef up close. Snorkelling or dive trips can be arranged and provide

opportunities to see colourful fish, coral, and marine life. Tours can be day trips or multi-day excursions.

THE HARBOUR OF RIO DE JANEIRO

The Harbour of Rio de Janeiro is surrounded by granite mountains and pinnacles, including Sugar Loaf Mountain, Corcovada Peak, and the Tijuca hills. It was created by erosion caused by the Atlantic Ocean.

The traditional way of seeing this natural wonder is to travel to the uppermost region surrounding the granite peaks that overlook it. This will provide spectacular views of the beautiful beaches that lie inside the harbour.

Activity 2: Complete the sentences

Students have to complete the sentences using the following words

Waterfall mountain ocean reef canyon volcano

Paricutin is in Mexico. It is a high

Mount Everest is in Asia. It is a very high

Victoria Falls is in Africa. It is a very high

The Gran Canyon is in the U.S.A. It is a very wide

The Pacific Ocean is between Asia and America. It is a very deep

The Great Barrier Reef is in Australia. It is a very long

Supplementary materials



Wonders of the world

https://youtu.be/jXjtMhOX_Ak

Climate, a Question of Future

School: CEIP Santa María del Mar, Spain

Age of students/Grade: 12 years old /6th grade

Level of English: A1

Teacher(s): Montserrat Fernández, Myriam Monzón

Subject(s): English / Geography

Aims:

- To learn topic-related vocabulary
- To listen and read for specific information

Teaching points

Language	Content
<ul style="list-style-type: none"> • Climate • Weather • Rain forest • Tundra • Savanna • Difference between Celsius and Fahrenheit 	<ul style="list-style-type: none"> • To know why weather is so important in our planet. • To learn that we can change the weather, it depends on our attitude

Resources: Video projector, tablets and worksheet.

Description of the activities:

Activity 1:

Tt explain the difference between them.

Ss read the text and say and write the vocabulary that they know related to the topic

Watch the video.

What is climate?

Climate is the average measurements of temperature, wind, humidity, snow, and rain in a place over the course of years. Climate is like the weather, but over a long time.

Climate vs. Weather

Climate is different than weather. Weather is changes in the atmosphere that occur on a daily basis. The weather we experience today could be completely different than the weather we have tomorrow.

Climate is a pattern of weather that occurs over a long time such as years and centuries. For example, the climate in an area could be dry in that it rarely rains there. However, on days when it does rain, the weather is rainy for that day.

What are the words I remember about weather and climate?

.....

.....

.....

.....

Activity 2:

Tt explain that our planet has different climate zones.

Ss have to colour the climate zones in the map using the tablets.

Types of climate

There are lots of ways that scientists use to describe different types of climate. One way is to divide up climates into five types: tropical, dry, mild, cold, and polar. There are also important subcategories including rain forest, desert, tundra, savanna and steppe.

Climate can determine a lot of things, but it especially determines what kind of plants and animals can live in an area. For example, polar bears need a cold climate. They would be terribly hot and would die quickly in the desert. When climates start to change, animals and plants become endangered.




Fun Facts about Climate

- Since the sun hits the land and ocean around the equator at a direct angle, this area is generally the warmest area on the planet.
- Winds are generally in the same direction in certain places over the oceans. They have names like the North East Trade winds and Westerlies. These winds are important in climates and were also important to ancient sailing ships which needed the power of the wind to travel.
- The wettest place on Earth is Mawsynram, Assam, India which gets 467 inches of rain a year.
- The driest place is the Atacama Desert, Chile which gets virtually no measurable rain on a yearly basis.
- The hottest place on Earth is the Danakil Depression in Ethiopia where the average temperature is 34 degrees C (93 degrees F).
- The coldest place is Plateau Station, Antarctica where the average temperature is -56.7 degrees C (-70.1 degrees F).

Activity 3: Greta Thunberg speech video

It introduce Greta to the class and explain the importance of her in the world. After that watch her speech at UN.

SS have to do the activity below


Global  **Worksheet Series**
Warming

Name: _____
Date: _____

Climate Change Vocabulary Word Search

E O K E E N C I Q S G L O B A L W A R M I N G C
 T W D E N J L A T E A C S K E M T O R K X S A A
 A X E A A R I E E S A N L D J N S E K L M Z X R
 M G P A H C M H E A S O I I I A I V L O P N N B
 I I M Q T C A T C G M X E R M C G B C T S I P O
 L R Z W E H T L V E O H P O A A Q U E U L W U N
 C V W K M Y E D X S R T B L H K T P L Z W V C D
 L F T I H Y Y R U U O V G T S J W E C R Z V D I
 A Y Z J A D I O B O B X I G H Q H R C S L U M O
 B Q A J W F R I F H O L M X U U L I A H H S H X
 O C I E R T X N I N G I R I A U G X P U A P X I
 L P W H I F O A W E F O S S I L F U E L S N V D
 G G C N M B X R C E X O V I I J R H P X D G G E
 T N E Q R K N V B R B S V O Q E L E T J I B Q E
 F H W A E T L J B G M Q C H T A O D O A R X J K
 B J C M U B G I C W X G P R O L C K F E B L N E

Carbon Dioxide	Fossil Fuels	Greenhouse Gases
Carbon Footprint	Glacier	Methane
Climate	Global Climate	Nitrous Oxide
Climate Change	Global Warming	Weather



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Supplementary material

<https://youtu.be/5tC800xOFEk>

Greta speech

<https://youtu.be/VFkQSGyeCWg>

The UK

School: Vilniaus Sausio 13-osios progimnazija, Lithuania

Age of students/Grade: 11 years old /5th grade

Level of English: A1

Teacher(s): Žana Šunina

Subject(s): English / Geography

Aims:

- To present and practise topic-related vocabulary.
- To listen and read for specific information.
- To consolidate information in a text.
- To draw a map and write a fact file.

Teaching points

Language	Content
<ul style="list-style-type: none"> • Capital city • Official language • Include 	<ul style="list-style-type: none"> • The UK, its capital city and the countries it consists of • A map of the UK • A map of Lithuania

Resources: Video projector, laptop, handouts of the text, speakers

Description of the activities:

Activity 1: To present and practise topic-related vocabulary

- T gives Ss time to look up the meanings of the words in the dictionaries. T explains the words and gives examples.

Activity 2: To listen and read for specific information

- Ss look at the map and elicit the country. T plays the recording. Ss listen to the text and read it to match the countries to the nationalities (ANNEX 1).

Activity 3: To consolidate information in a text

- T gives Ss time to complete the table (ANNEX 2).
- T asks various Ss around the class to present the UK to the rest of the class.

Activity 4: To draw a map and write a fact file

- T gives Ss time to draw a map of Lithuania including the capital city and other main cities and write a short fact file about it.
- T asks various Ss to present their maps to the class.

Supplementary materials (books, links, etc).

“On Screen 1” – textbook for the 5-6th grades, Express Publishing, page 22.

ANNEX 1

The United Kingdom

The UK includes: England, Scotland, Wales and Northern Ireland. London is the capital city of the UK and England. English is the official language.

This is England. Its capital city is London. Its official language is English.

This is Scotland. Its capital city is Edinburgh. Its official languages are English and Scottish Gaelic.

This is Wales. Its capital city is Cardiff. Its official languages are English and Welsh.

This is Northern Ireland. Its capital city is Belfast. Its official languages are English and Irish.

ANNEX 2

Complete the table. Then present the UK to the class.

Country	Capital City	Official language(s)
England		
Scotland		
Wales		
Northern Ireland		

Bring Your Umbrella

School: Vilniaus Sausio 13-osios progimnazija, Lithuania

Age of students/Grade: 10-11 years old /4th-5th grade

Level of English: A1

Teacher(s): Žana Šunina

Subject(s): English / Geography

Aims:

- To introduce the topic and new vocabulary.
- To read for specific information.
- To identify true or false statements based on information from the text.
- To consolidate prior knowledge with new information in the text.
- To develop research and IT skills.

Teaching points

Language	Content
<ul style="list-style-type: none"> • Region • Wellington boots • North • South • East • West • Dry • Mild • Cool • Flood • Hurricane • Predict • Average 	<ul style="list-style-type: none"> • The weather in the UK. • Different types of weather. • Temperatures.

Resources: computers/laptops/tablets/mobile phones, Zoom app, internet connection.

Description of the activities:

Activity 1: To introduce the topic and new vocabulary

- T directs Ss to the new words. T explains/elicits the meanings of any unknown words.
- T asks Ss to find the words in a row of letters and write them down ‘norweatherlliapredictsoumildbodloqdeahurricaneroytemperatureworregionapq’.
(the words hidden are: weather, predict, mild, hurricane, temperature, region).
- Ss present the words they found to the class.

Activity 2: To read for specific information

- Ss read the text ‘Bring Your Umbrella’.
- Ss choose the correct alternatives to complete the sentences (ANNEX 1).
- T checks Ss’ answers.

Activity 3: To identify true or false statements based on information from the text.

- T asks Ss to identify true and false statements according to the text (ANNEX 2).
- T checks Ss’ answers.

Activity 4: To consolidate prior knowledge with new information in the text.

- T asks questions ‘What did you know about the weather in the UK?’, ‘What new things did you learn from the text?’, ‘What would you like to know about the weather in the UK?’.
- T asks various Ss to share their answers with the class.

Activity 5: To develop research and IT skills.

- T explains to students that different parts of the UK have got different types of weather. T points out that Ss should use the Internet to find the answers (ANNEX 3).
- Ss do this task as homework.
- Ss present their homework the next lesson.

Supplementary materials:

“Welcome to the UK” – CLIL readers, Express Publishing, pages 16-17, 36-37.

ANNEX 1**Read the text and complete sentences.**

Bring You Umbrella

‘Rain, rain, go away. Come again another day.’ This famous rhyme is a good description of the weather in the UK. Rain in the UK is not unusual. In fact, it rains there about one in three

days on average. But you don't always need wellington boots and umbrellas. Some parts of the country are actually quite dry! For example, London receives less rain each year than Rome and New York City.

It's difficult to predict the weather in the UK. It changes from day to day and from region to region. There are slightly different climates depending on where you are. For example, the north-east of the UK has got cool summers and cold winters. However, the south-east has got warm summers and mild winters.

But how 'warm' are the summers? Well, it's very unusual for the UK to have high temperatures. England is generally the warmest of the four countries and Scotland is the coolest. The average temperature for July in Glasgow, Scotland is 19 degrees Celsius compared to 22 degrees Celsius in London.

Did you know?

- The UK doesn't have much extreme weather, although there are sometimes floods and hurricanes.
- Ben Nevis, in Scotland, is the coldest place in the UK!

1. It rains about one in three days on in the UK.
2. You need and an umbrella when it rains.
3. Some parts of the UK are quite
4. It's difficult to the weather in the UK.
5. It's unusual for the UK to have high
6. There are sometimes in the UK.

Answers: 1-average; 2-wellington boots; 3-dry; 4-predict; 5-temperatures; 6-hurricanes.

ANNEX 2

Match true or false statements.

1. Rain is very unusual in the UK.
2. London receives less rain than Rome each year.
3. Weather changes from day to day in the UK.
4. All over the UK the climate is the same.
5. The north-east of the UK has got warm summers.
6. The south-east of the UK has got mild winters.
7. England is the coolest of the four countries.

8. Ben Nevis is the coldest place in the UK.

Answers: 1-false, 2-true, 3-true, 4-false, 5-false, 6-true, 7-false, 8-true.

ANNEX 3

Read and match the correct answer. Use the Internet to help you.

1. The west and north-west is wetter/drier than the east.
2. The north and west is less windy/windier than the south and east.
3. The south coast of England is the sunniest/wettest part of the country.
4. Temperatures in the south/north of the UK are usually lower.
5. It is sunnier/wetter in the mountains in the west.

Clouds

School: Vilniaus Sausio 13-osios progimnazija, Lithuania

Age of students/Grade: 12-13 years old /6th grade

Level of English: A2

Teachers: Žana Šunina, Ieva Kildušytė

Subject(s): English / Geography

Aims:

- To introduce the topic and present new vocabulary.
- To read for comprehension.
- To identify antonymous words.
- To consolidate information in a text through comparisons.
- To consolidate new vocabulary.
- To consolidate information in a text.

Teaching points

Language	Content
<ul style="list-style-type: none"> • Be made of • Drop • Ice • Thin • Float • Reflect • Thick • Flat layer • Light rain • Sprinkle of snow • Blanket • Hang low • Ground • Fog • Fluffy 	<ul style="list-style-type: none"> • Types of clouds. • Differences between clouds.

- | | |
|---|--|
| <ul style="list-style-type: none"> • Cotton wool • Fair weather | |
|---|--|

Resources: video projector, laptop, handouts of the text, dictionaries

Description of the activities:

Activity 1: To introduce the topic and present new vocabulary

- T reads the title of the text “Clouds” and invites Ss to tell the class what they know about clouds.
- Ss look at the pictures of the clouds. T explains that there are four types of clouds and elicits their names (Stratus, Cumulus, Cirrus, Nimbus).
- T reads the sentences (ANNEX 1) aloud and explains the meaning of any unknown words.
- Ss match the sentences to the types of clouds shown in the pictures.
- T elicits answers from Ss around the class.

Activity 2: To read for comprehension.

- Ss read the text “Clouds” (ANNEX 2). T explains any unknown words.
- Ss answer the questions (ANNEX 3).
- T checks Ss’ answers.

Activity 3: To identify antonymous words.

- T reads out the words from the list (thick, ordinary, uneven, heavy, far, small, bright) and gives time to match them to the highlighted words in the text. Ss can use dictionaries if necessary.
- T checks Ss’ answers (thick-thin; special-ordinary; flat-uneven; light-heavy; near-far; big-small; dark-bright).

Activity 4: To consolidate information in a text through comparisons.

- T asks Ss to read the text again and compare the different types of clouds.
- T elicits sentences from Ss around the class.

Activity 5: To consolidate new vocabulary.

- Ss complete the mind map with words connected to the clouds.
- T gives Ss handouts with new words/phrases and their meanings/definitions. Ss have to match the words to their definitions (ANNEX 4). Before the lesson T cuts the sheet of

paper (ANNEX 4) so that the definitions of the words are on separate slips of paper. Ss do the task in pairs or in groups of three.

- T gives time to look up the meanings of the words in dictionaries.
- T checks Ss' answers.

Activity 6: To consolidate information in a text.

- Ss tell the class four things they learnt from the text.

Supplementary materials:

“The Weather” – CLIL readers, Express Publishing, pages 6-7, 26.

“On Screen 2” Student’s book, Express Publishing, page 58.

ANNEX 1

Match the sentences to the correct type of cloud.

1. They are big and fluffy.
2. They form in flat layers.
3. They cover the sky.
4. They are wispy and made of ice crystals.
5. They look like a grey blanket that hangs in the sky.

Answers: 1. Cumulus; 2. Stratus; 3. Nimbus; 4. Cirrus; 5. Stratus.

ANNEX 2

Read the text.

Clouds

Clouds are made of drops of water or ice. These drops are small and **thin** so they can float in the air. Clouds are white because they reflect the light of the sun. When they get thick or high above light, they look grey. There are four types of clouds, each one different and **special**.

STRATUS

These clouds form in **flat** layers. They often bring **light** rain or sprinkles of snow. They look like a grey blanket that hangs low in the sky. When they are **near** the ground, we call them fog.

CUMULUS

These clouds are **big** and fluffy and look like balls of cotton wool one on top of the other. People call them “fair weather clouds” and we see them in the middle of the sky when the weather is good. Sometimes, they are white, other times they are grey.

CIRRUS

These clouds are thin and are high up in the sky. They are made of ice crystals. If you see them in the sky, when it will be a nice day.

NIMBUS

These clouds cover the whole sky and are **dark**. They are low in the sky and bring heavy rain or snow.

ANNEX 3**Answer the questions.**

1. What do cumulus clouds look like?
2. Which clouds can be grey?
3. When do we call stratus clouds fog?
4. Which clouds can bring rain or snow?
5. Which clouds suggest the weather will be nice?

ANNEX 4**Match the words/phrases to their definitions.**

be made of	consist of
Drop	a small amount of liquid
Ice	frozen water
Float	to hang in the air
Reflect	to send light back from its surface
Thick	not thin
flat layer	a level of sth that is smooth
light rain	Drizzle

sprinkle of snow	a light snowfall
Blanket	Covering
hang low	to be suspended not far off the ground
Ground	the earth
Fog	thick clouds near the ground that make it difficult to see
Fluffy	soft and light
cotton wool	a soft mass of cotton
fair weather	good weather, sunny and not rainy

Mountains

School: Vilniaus Sausio 13-osios progimnazija, Lithuania

Age of students/Grade: 13-14 years old /7th grade

Level of English: A2

Teacher(s): Žana Šunina

Subject(s): English / Geography

Aims:

- To introduce the topic.
- To read for specific information.
- To consolidate new vocabulary.
- To consolidate information in the text.
- To develop writing and presentation skills.

Teaching points

Language	Content
<ul style="list-style-type: none"> • The Earth's crust • Fold upwards • Mountain range • Extreme weather • Altitude • Rocky ground • Survive • Adapt • Harsh environment • Mountain path • Tons of rubbish • Continent • Length • Wildlife 	<ul style="list-style-type: none"> • Formation of mountains • The Himalayas • Mountain ranges in your continent

Resources: computers/laptops/tablets/mobile phones, Zoom app, internet connection.

Description of the activities:

Activity 1: To introduce the topic

- T explains how the mountains are formed (ANNEX 1).
- T asks Ss to think of three questions Ss want to find out about the Himalayas.

Activity 2: To read for specific information

- Ss read the text ‘‘The Himalayas’’ (ANNEX 2).
- Ss find the answers to the questions they have thought about.
- Ss find the information that refers to the numbers in the text: 14 – 200 – 27,000 – 2,400 – 20 – 8,000 (ANNEX 3).
- Ss read the text again and find the: continent the Himalayas are in; five countries the Himalayas cross; names of four animals; capital city of Nepal (ANNEX 4).

Activity 3: To consolidate new vocabulary

- T gives Ss time to look up the meaning of the highlighted words in their English-English dictionaries.
- T asks Ss to explain the meaning of the highlighted words (ANNEX 5).

Activity 4: To consolidate information in the text.

- T asks various Ss to present the information they remember from the text.

Activity 5: To develop writing and communication skills.

- T asks Ss to find out information about a mountain range in your continent. T points out that Ss should write a text about where the mountain range is, its length/height, people/wildlife.
- Ss do this task as homework.
- Ss present their homework the next lesson.

Supplementary materials:

‘‘Upstream Elementary A2’’ – Student’s book, Express Publishing, page 41.

ANNEX 1**How Are the Mountains Formed?**

The ground we stand on is called the Earth’s crust. When there is a strong push under that crust, continents hit each other, fold upwards and form mountains.

ANNEX 2

The Himalayas

The Himalayas (or "Land of Snow") in Asia is in the highest **mountain range** in the world! It is 2,400 km long and 200 km wide. It **crosses** Northeastern Pakistan, Northern India, Southern China (Tibet), Nepal and Bhutan. Ten of the world's 14 highest mountains, including Mount Everest, are part of the Himalayas and are all over 8,000 metres high.

Extreme weather conditions, high altitudes and **rocky ground** make life very difficult for people who live in the Himalayas. These people use simple hand tools and oxen to grow just enough food to live. Many animals and plants cannot **survive** there. Some, however, have **adapted** to the **harsh** environment. Among them are the mountain goat, with its thick warm coat and strong hooves, the red panda, the snow leopard and the yak.

Like other mountain areas, the Himalayas **attract** many tourists. In 1964, only 20 hikers visited Kathmandu, the capital of Nepal. In 2000, there were 27,000! This tourism provides income for locals, but it also causes many problems as tourists destroy mountain **paths** and leave **tons of rubbish** behind.

ANNEX 3

What do the following numbers refer to?

14 – 14 world's highest mountains;

200 – 200 km width of the Himalayas;

27,000 – the number of hikers who visited Nepal in 2000;

2,400 – 2,400 km length of the Himalayas;

20 – the number of hikers who visited Nepal in 1964;

8,000 – 8,000 m minimum height of the Himalayas' 10 highest mountains.

ANNEX 4

Read again and find the:

1. Continent the Himalayas are in (Asia).
2. Five countries the Himalayas cross (Northeastern Pakistan, Northern India, Southern China (Tibet), Nepal and Bhutan).
3. Names of four animals (the mountain goat, the red panda, the snow leopard, the yak).
4. Capital city of Nepal (Kathmandu).

ANNEX 5

Explain the words

Mountain range – a long line of mountains;

cross – pass through/over;

extreme (weather) – very cold/hot/wet etc;

rocky ground – area with lots of large stones;

survive – to manage to live;

adapt – to change and become better suited to something;

harsh (environment) – very difficult;

attract – to make people want to go to the place;

path – walkway from one place to another;

tons of rubbish – lots of junk.

How Does a Waterfall Form?

School: Vilniaus Sausio 13-osios progimnazija, Lithuania

Age of students/Grade: 13-14 years old /7th grade

Level of English: A2/B1

Teacher(s): Žana Šunina

Subject(s): English / Geography

Aims:

- To introduce the topic.
- To read for specific information.
- To develop research and speaking skills.

Teaching points

Language	Content
<ul style="list-style-type: none"> • Hard rock • Soft rock • Erosion • Plunge pool • Surface • Overhang • Collapse • Adapt • Retreat • Steep-sided valley • Gorge • Continent • Length • Wildlife 	<ul style="list-style-type: none"> • Formation of waterfalls • Famous waterfalls

Resources: computers/laptops/tablets/mobile phones, Zoom app, internet connection.

Description of the activities:

Activity 1: To introduce the topic

- T asks Ss to think of the facts they already know about waterfalls and what Ss want to find out waterfalls.
- Ss watch the video about volcanoes:
<https://www.youtube.com/watch?v=iJzge07mcs>
- Ss discuss the video.

Activity 2: To read for specific information

- Ss read the text ‘‘How does a waterfall form?’’ (ANNEX 1).
- Ss find the answers to the questions they have thought about.

Activity 3: To practise research and speaking skills

- T gives Ss time to find answers to the question (ANNEX 2) on the internet.
- Ss discuss the answers in pairs in breakout rooms.
- T asks various pairs of Ss to present the information they have found.

Supplementary materials:

“On Screen 3” – Workbook, Express Publishing, page 21.

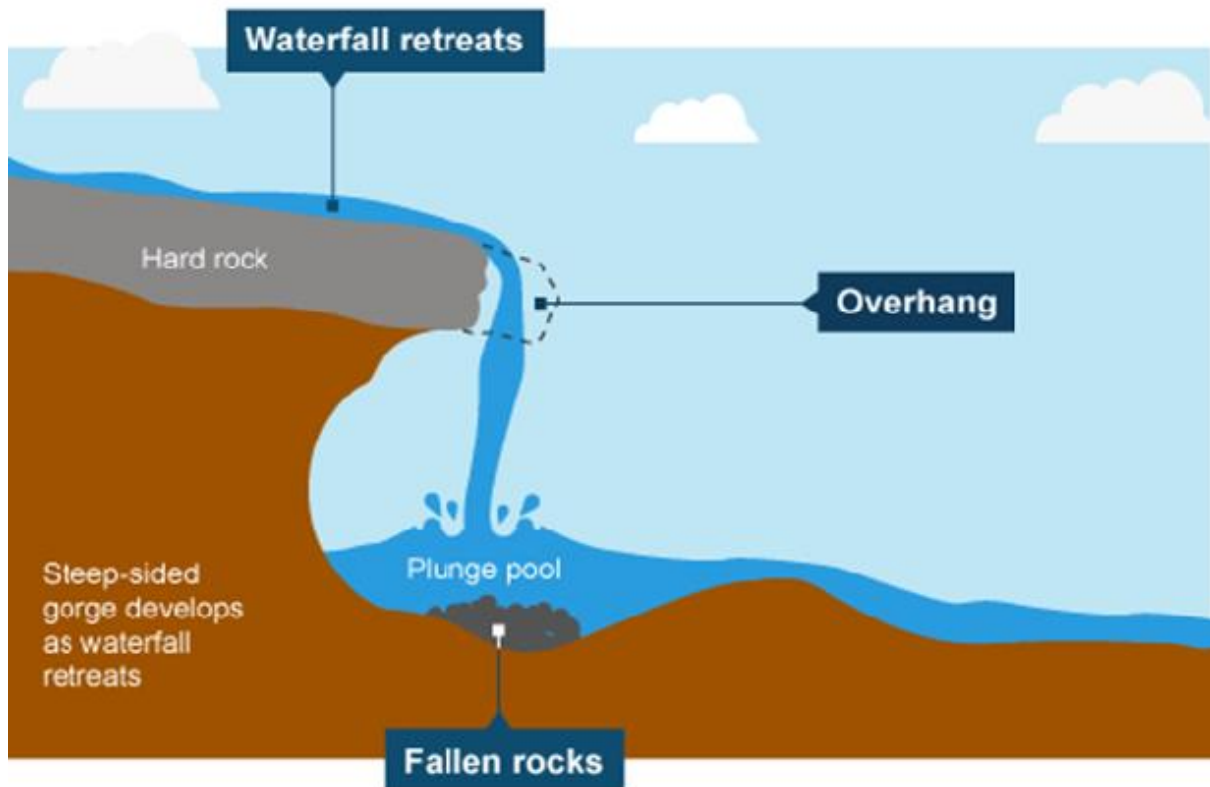
ANNEX 1

How Does a Waterfall Form?

A waterfall occurs when a river, travelling on its way towards the sea, flows over a boundary between a hard rock and soft rock. Over time, the force of the water wears away the soft rock in a process called erosion.

As the water crashes over the fall into the river below, it creates a plunge pool – an area of deeper water right underneath the waterfall. The water hitting the surface of the river is also constantly splashing - called splash back – slowly eats away at the soft rock behind the waterfall, carving out a cave behind the falling water and leaving the hard rock above sticking out. This shelf of hard rock is referred to as an overhang. Eventually, there is not enough soft rock to support the hard rock above and the overhang collapses into the plunge pool below.

This process of erosion and collapse happens again and again over the centuries. This causes the waterfall to retreat up the river, leaving behind a steep-sided valley called a gorge.



ANNEX 2

Questions for Pair Work

1. What is a waterfall?
2. How does a waterfall form?
3. How are waterfalls classified?
4. What are types of waterfalls?
5. What are the most famous waterfalls in the world? Present information about three famous waterfalls (country, height, interesting facts).

Chapter 3

Civics Education Lessons

ROMANIA

School: Liceul Tehnologic Octavian Goga Jibou

Lesson plans

- Good Students
- Public Behaviour
- How to avoid COVID-19
- Green Resolutions – Protection of the environment
- Netiquette – How to behave online?

SPAIN

School: CEIP Santa María del Mar

Lesson plans

- Be wise, use me twice
- Fighting against viruses
- Different people, different Christmas
- Adoption is the option
- Amazing women
- 3Rs: Reduce, Reuse, Recycle

LITHUANIA

School: Vilniaus Sausio 13-osios progimnazija

Lesson plans

- Our Precious Planet!
- Charity
- How to Volunteer during the Spread of COVID-19?
- Road Signs
- 3Rs: Reduce, Reuse, Recycle

PORTUGAL

School: Agrupamento de Escolas do Barreiro

Lesson plans:

- World Heritage

Good Students

School: Liceul Tehnologic Octavian Goga Jibou, Romania

Age of students/Grade: 11 years old /5th grade

Level of English: A1

Teacher(s): Nagy Melinda

Subject(s): English / Civics Education

Aims:

- To listen and read for specific information.
- To read for key information.
- To consolidate information in a text.

Teaching points

Language	Content
<ul style="list-style-type: none"> • pay attention • realise • set a limit • waste • respect • polite • raise your hand • treat 	<ul style="list-style-type: none"> • Being a good student • “Respect yourself and others will respect you.” • Planning your time • Taking care of yourself

Resources: Video projector, laptop, tablets, handouts of the text, speakers.

Description of the activities:

Activity 1: To listen and read for specific information

- Ss look at the picture and read the title of the text and the headings.
- Ss guess what they will read about.
- T plays the recording. Ss listen and read and find out.

Activity 2: To read for key information

- T gives Ss time to read the text again and match the headings to the paragraphs.
- T checks Ss' answers.

Activity 3: To consolidate information in a text

- T asks Ss to discuss in pairs how they think they are a good student and what things from the text they feel they have to work on.
- T asks various Ss to share their answers with the class.

Activity 4: Poster creation

- Ss work in groups of 4 and create a poster with the title “How to be a good student”
- Ss present their work

Supplementary materials (books, links, etc).

“Right On” – textbook for the 6th grade, Express Publishing, page 26.

Public Behaviour

School: Liceul Tehnologic Octavian Goga Jibou, Romania

Age of students/Grade: 11 years old /5th grade

Level of English: A1

Teacher(s): Nagy Melinda

Subject(s): English / Civics Education

Aims:

- Presenting vocabulary for gestures.
- Talking about gestures; practising new vocabulary.
- Predicting the content of a text; listening and reading for gist.
- Reading for specific information.
- Comparing gestures in two countries.
- Preparing a collage.

Teaching points

Language	Language Content
<ul style="list-style-type: none"> • Offensive • Guide • Check out • Rude • Catch sb's eyes • Stick out your tongue 	<ul style="list-style-type: none"> • Gestures and their meanings in different countries. • Body language around the world.

Resources: Videoprojector, laptop, tablets, handouts of the text, speakers.

Description of the activities:

Activity 1: Presenting vocabulary for gestures

- T asks Ss to look at the pictures.
- T plays the recording with pauses for Ss to repeat chorally and/or individually.
- T checks Ss' pronunciation and intonation

Activity 2: Talking about gestures; practising new vocabulary

- T explains the task and read out the example.
- T elicits similar sentences from Ss around the class

Activity 3: Predicting the content of a text; listening and reading for gist

• T asks Ss to look at the title of the guide extract and the first paragraph and elicit Ss' guesses as to what it is about.

- T gives Ss time to listen to and read the text in their books to find out.

Activity 4: Reading for specific information

- T explains the task and ask Ss to read the sentences (1-5).
- T gives Ss time to read the text again and complete the task.
- T checks Ss' answers

Activity 5: Preparing a collage – TASK: Collect tips for people who want to visit your country.

Prepare a “Did you know?” collage with tips.

- T explains the task and give Ss time to complete the task.
- T asks various groups to read out their collages to the class

READING TEXT

The Philippines Don't curl your finger at a waiter to ask them to come over. In the Philippines, this is very rude. It means you think you are better than them. Just try to catch their eye.

Thailand The thumbs up gesture means OK in most countries, but not in Thailand. There, it's the same as sticking out your tongue at someone! Use the other OK gesture – with your thumb and index finger forming a circle. Be careful not to use this one in France however. There it means 'zero' and it's really rude!

Bulgaria Shaking the head means no and nodding means yes, right? Well, in most countries, yes, but in Bulgaria, it's the exact opposite! So remember – in Sofia, it's a nod for no.

Indonesia Most people agree that it's not polite to point at another person, but in Indonesia, pointing at anything with your index finger is rude. If you really need to point at something, use the thumb on your right hand.

T (True), F (False) or NS (Not stated).

- 1 The guide is for business travellers.
- 2 Looking at a waiter is impolite in the Philippines.
- 3 Most Thai children use the thumbs up gesture.
- 4 Making the thumbs up gesture is rude in Thailand.
- 5 Nodding to say yes is very common worldwide.

6 In Indonesia, it's rude to point with your thumb.

How to avoid COVID-19

School: Liceul Tehnologic Octavian Goga Jibou, Romania

Age of students/Grade: 11 years old /5th grade

Level of English: A1

Teacher(s): Nagy Melinda

Subject(s): English / Civics Education

Aims:

- To enrich vocabulary in English related to health issues.
- To learn how to avoid and prevent the spread of COVID-19.

Teaching points

Language	Content
<ul style="list-style-type: none"> • fever • cough • sneeze • sore throat • breathing difficulties • pneumonia • mild symptoms • severe symptoms • imperative 	<ul style="list-style-type: none"> • Coronavirus

Resources: Laptop, video projector, internet, worksheets.

Description of the activities:

Activity 1: Introduction

What is the name of the new virus? What city was it reported first?

Activity 2: Learning new words on English related to the symptoms of coronavirus, based on a picture dictionary (fever, cough, sneeze, sore throat, breathing difficulties, pneumonia)

Online activity: matching the words with the correct image

Which of the symptoms are mild and which are severe ones?

Activity 3: How can you prevent the spread of the coronavirus disease? Match the picture and recommendation.

[https://www.liveworksheets.com/worksheets/en/English_as_a_Second_Language_\(ESL\)/Coronavirus/Health_problems_ve301321gg](https://www.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ESL)/Coronavirus/Health_problems_ve301321gg)

[https://www.liveworksheets.com/worksheets/en/English_as_a_Second_Language_\(ESL\)/Coronavirus/Wordsearch_about_coronavirus_zh502285lg](https://www.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ESL)/Coronavirus/Wordsearch_about_coronavirus_zh502285lg)

Activity 4: Poster creation - prevent the spread of the coronavirus disease.

Green Resolutions – Protection of the Environment

School: Liceul Tehnologic Octavian Goga Jibou, Romania

Age of students/Grade: 12 years old /6th grade

Level of English: A1-A2

Teacher(s): Melinda Nagy

Subject(s): English / Civics Education

Aims:

- To describe simple steps individuals can take to protect the environment.
- To learn to recognize their everyday decisions have an impact on the environment.
- To learn how they can make a difference at home and in their community.

Teaching points

Language	Content
<ul style="list-style-type: none"> • resolution • get a fine • inspire • cloth • look forward to • do our bit • reduce 	<ul style="list-style-type: none"> • Reduce air pollution • Save electricity • Keep our cities clean • Reduce rubbish • Reduce plastic production

Resources: internet connection, laptop/tablet/smartphone, Google Meet, online textbook.

Description of the activities:

Activity 1: - whole class discussion

Teacher asks what is a resolution and if necessary explains it and gives examples. Next, students answer the question: What are your resolutions for the New Year?

Activity 2: - sentence creation

Students make sentences using the given phrases and the activities

Phrases	Activities
Reduce air pollution	not use plastic bags, cups or bottles

Save electricity	walk to school
Keep our cities clean	recycle
Reduce rubbish	use public transport
Reduce plastic production	turn off the light when you leave the room
	participate in a clean-up day

e.g. When we **use public transport**, we help **reduce air pollution**.

Activity 3: - reading for specific information

Students read a blog entry about 3 teenagers describing their green resolutions for the next year. After reading the text, they decide about who are the given sentences talking about. (Richard, Vanessa or JP)

Activity 4: -vocabulary practice

Students complete the short text with missing words: *reduce, bit, keep, recycle, cloth*

Think Green and 1.).....the environment clean!

- Ride a bike. It helps 2.)air pollution.
- 3.)paper, glass, plastic.
- Take 4.)bags to the supermarket. Don't use plastic ones.

We must all do our 5.).....to help protect the environment.

Activity 5: Listening and vocabulary practice

Students listen to Damien speaking and complete the missing words as they listen.

Green School Resolutions

- Keep the playground 1.).....
- Buy notebooks from 2.)paper.
- Have more 3.).....in the classroom.
- Use household waste to make pieces of 4.)

Activity 6: Whole class discussion

Students talk about their green resolutions for the next year.

Textbook: - pages 108-109 <https://manuale.edu.ro/manuale/Clasa%20a%20VI-a/Limba%20moderna%20engleza/UNISCANGRUPEDUCA%C8%9AIONAL1/>

Netiquette – How to behave online?

School: Liceul Tehnologic Octavian Goga Jibou, Romania

Age of students/Grade: 11 years old /5th grade

Level of English: A1

Teacher(s): Nagy Melinda

Subject(s): English / Civics Education

Aim:

- to understand proper behaviour when communicating online.
- to understand how the world deals with acceptable internet use as well as internet etiquette

Teaching points

Language	Content
<ul style="list-style-type: none"> • Netiquette • abbreviation • keep in mind • to avoid • rules of conduct 	<ul style="list-style-type: none"> • Online behaviour/Rules of conduct • Online communication

Resources: internet connection, laptop/tablet/smartphone, Google Meet, online textbook

Description of the activities:

Activity 1: Definition, introducing new words

Defining netiquette – whole class discussion

Netiquette is a combination of the words network and etiquette and is defined as a set of rules for acceptable online behavior. Similarly, online ethics focuses on the acceptable use of online resources in an online social environment.

Activity 2: - watching a video

-students watch a video about the do's and don'ts of digital etiquette, (netiquette)

<https://www.youtube.com/watch?v=W1DjeloLz2U>

Activity 3: - whole class discussion based on the video and personal opinion

1. Why are rules of conduct important when communicating online?

2. What rules should keep in mind when online?
3. What are some good things to do in your online communication?
4. What are some things to avoid?
5. What are some useful abbreviations to use in your messages?
6. How can you show emotions in an electronic message?

Activity 4: -poster creation

Students create a poster with 10 netiquette rules.

Be Wise, Use me Twice

School: CEIP Santa María del Mar, Spain

Age of students/Grade: 11/12 years old 5th/6th grade

Level of English: A1

Teachers: Montserrat Fernández & Myriam Monzón

Subjects: English / Civics Education/Arts and Crafts

Aims:

- To listen and read for specific information.
- To use the dictionary for key information.
- To consolidate information creating rules.

Teaching points

Language	Content
<ul style="list-style-type: none"> • Clean • Dirty • Bin • Waste • Respect • Pollution • Recycle • Reduce • Reuse • Trash • Buy • Wise • Plastic • Foil 	<ul style="list-style-type: none"> • Be conscious about recycling • “Respect the planet.” • Learn to reuse

Resources: Video projector, smart board, tablets.

Description of the activities:

Activity 1: To introduce the vocabulary.

- T explains the topic. What do reduce, reuse and recycle mean to Ss? Check for the vocabulary that Ss know about it.
- Ss, using their dictionaries, say words related to the explained words.
- Ss give examples of them.

Activity 2: To consolidate the vocabulary. *It takes two sessions*

- T gives Ss time to make 5 sentences with the vocabulary.
- T checks Ss' answers.
- T asks Ss to discuss in groups of 4 what can they do to reduce, reuse and recycle. They have to write the ideas on their notebooks.
 - Ss Present their ideas and the class vote for the most liked.

Activity 3: Make a wallposter about Earth's contamination (cooperation with Arts teacher).

- Ss look for pictures and ideas to draw the wallposter.

Activity 4: Make my own toy

- Ss work with their families to make a toy using cans, plastic bottles, old clothes...etc
- Ss present their work in “Second life Festival”, on November 29th, connecting the topic with a Canarian Festival celebrated in the North area of the island named “Los cacharros” (The tins).

To develop this activity we involved all the students, from Pre-school to 6th grade and their families.

- One award per level is given to the most originals and best done.

Supplementary materials: Bilingual dictionary. Oxford ED.

Fighting against viruses2

School: CEIP Santa María del Mar, Spain

Age of students/Grade: 10/12 years old 5th/6th grade

Level of English: A1

Teachers: Montserrat Fernández & Myriam Monzón

Subjects: English

Topic: Fighting against viruses

Aim:

- To identify the importance of getting vaccinated.
- To know how a vaccine works.

Teaching points

Language	Content
<p>Vocabulary:</p> <ul style="list-style-type: none"> • Disease • Vaccination • Protect • Take care • Virus • Germs 	<ul style="list-style-type: none"> • To understand how vaccines work. • To learn about most common vaccines.

Resources: Video projector, smart board, notebook, dictionaries and worksheets.

Description of the activities:

Activity 1. Brainstorming

Explain what children know about vaccines and viruses.

Watch the video about vaccination.

Activity 2. Vocabulary practice

Vaccination: why and how?

1. All of us have had vaccination. Ask your family and check what sort of vaccines you had the very first time you had vaccination. Check the names in English in the dictionary (there are many free online dictionaries in internet).

2. How old were you when you had your first vaccination?

3. How does a vaccine work? (Use your own words. Don't copy and paste)

4. Do a vaccine protect you from all the germs? Explain your answer.

5. What sort of reaction might your body have after a vaccine?

6. Do you know which is the most wanted vaccine nowadays all over the world?

Supplementary material:

<https://youtu.be/5SproXmRUKI>

Different people, different Christmas

School: CEIP Santa María del Mar, Spain

Age of students/Grade: 11/12 years old 6th grade

Level of English: A1

Teachers: Montserrat Fernández & Myriam Monzón

Subjects: English / Civics Education/TIC

Aims:

- To listen and read for specific information
- To use the dictionary for key information
- To consolidate information creating a text about our Christmas in groups.

Teaching points

Language	Content
<ul style="list-style-type: none"> • Jewish • Christmas Eve • Hebrew • Both • Firework • To belong • To deliver • Epiphany • Due to • Wise Men 	<ul style="list-style-type: none"> • To know and respect the different ways to celebrate, or not, Christmas. • To guarantee, through culture, the freedom of religion is a right for every human being.

Resources: Video projector, worksheets, dictionary.

Description of the activities:

Activity 1:

To introduce the vocabulary:

- T explains the topic (we are not talking about religion)
- Ss, using their dictionaries, say words related to the explained words.

- Ss say examples of them.

Activity 2:

To consolidate the vocabulary: reading and translating the texts. *It takes two sessions and Ss do it as homework.*

Activity 3:

T asks Ss to discuss in groups of 4 what are the differences and the similarities about the celebration of Christmas.

Activity 4: Every group will make a short text about our traditions on Christmas time and, later, they have to decorate it to upload it later in our e-twinning space.

Supplementary materials: Bilingual dictionary. Oxford ED.

Text number 1**Israel**

Although the Christmas Story took place in Israel, Christmas isn't celebrated in the country at all! Only about 2.5% of the population of Israel are Christians.

For most people in Israel, Christmas is a 'normal working day' unless the 25th December is at the weekend.

The Jewish festival of Hanukkah is often celebrated around the same time as Christmas. In 2020, Hanukkah

There are Christmas services and activities in the Christian Churches in Israel. The most famous of these might be the carol concerts in the Church of Zion, on Mount Zion in Jerusalem. More Jewish Israelis are starting to go to concerts like this.

The largest Christian population in Israel is in Nazareth, the town where Jesus grew up. Nazareth has lots of Christmas lights on the streets and outdoor markets to celebrate both Christmas and Hanukkah. There is a Christmas Eve parade which ends at the Church of the Annunciation. Different Christian groups take part in the parade including Catholics, Orthodox, Anglicans, and Maronites; as well as local Jews.

In Hebrew Happy/Merry Christmas is 'Chag Molad Sameach' (שמח מולד חג) which means 'Happy festival of the Birth'.

Text number 2

India



Compared to other religious festivals, Christmas is quite a small festival in India, due to the number of people who are Christians compared to people who belong to other religions, the population of India is over 1 Billion.

On Christmas Eve, Christians in Goa (a city in India) hang out giant paper lanterns, in the shape of stars, between the houses so that the stars float above you as you walk down the road. The main Christmas meal is also eaten on Christmas Eve and is also 'western' with roast turkey or chicken being popular. After the meal, Christians head to Church service. After the service the church bells ring to announce that Christmas Day has arrived. Many Christians in Goa also celebrate Epiphany and remember the Wise Men visiting Jesus.

Instead of having traditional Christmas Trees, a banana or mango tree is decorated (or whatever tree people can find to decorate!). Sometimes people use mango leaves to decorate their homes.

In Southern India, Christians often put small oil burning clay lamps on the flat roofs of their homes.

In India, Father Christmas or Santa Claus delivers presents to children from a horse and cart. He's known as 'Christmas Baba' in Hindi, 'Baba Christmas' in Urdu (both of those mean Father Christmas); 'Christmas Thaathaa' in Tamil and 'Christmas Thatha' in Telugu (both of those mean Christmas old man); and 'Natal Bua' (Christmas Elder Man) in Marathi. In Kerala state, he's known as 'Christmas Papa'.

Adoption is the option

School: CEIP Santa María del Mar, Spain

Age of students/Grade: 12 years old /6th grade

Level of English: A1

Teacher(s): Montserrat Fernández, Myriam Monzón

Subject(s): English / Civics

Aims:

- To learn topic-related vocabulary.
- To listen and read for specific information.
- To read for key information.
- To consolidate information in a text.
-

Teaching points

Language	Content
<ul style="list-style-type: none"> • Take away • Palm oil • To feel blue • Yet • Adopt • Shelter • Bark 	<ul style="list-style-type: none"> • Take consciousness about animals and how people is changing their lives.

Resources: Video projector, tablets and worksheet

Description of the activities:

Activity 1: To read the text

- Ss read the text and answer the questions.

There's a Rang-Tan in my Bedroom

There's a Rang-tan in my bedroom and I don't know what to do.

She plays with all my teddies and keeps borrowing my shoe.

She destroys all of my houseplants and she keeps on shouting “ooo!”

She throws away my chocolate and she howls at my shampoo.
 There's a Rang-tan in my bedroom and I don't want her to stay.
 So I told the naughty Rang-tan that she had to go away.
 Oh Rang-tan in my bedroom, just before you go...
 Why were you in my bedroom?
 I really want to know.
 There's a human in my forest and I don't know what to do.
 He destroyed all of our trees for your food and your shampoo.
 There's a human in my forest and I don't know what to do.
 He took away my mother and I'm scared he'll take me too.
 There are humans in my forest and I don't know what to do.
 They're burning it for palm oil so I thought I'd stay with you.
 Oh Rang-tan in my bedroom now I do know what to do.
 I'll fight to save your home and I'll stop you feeling blue.
 I'll share your story far and wide so others can fight too.
 Oh Rang-tan in my bedroom I swear it on the stars
 The future's not yet written but I'll make sure it is ours.

Questions

- What is palm oil?
- How is used palm oil?

Activity 2: To watch the video **there's a Rang-Tan in my bedroom** and answer a question
 What can you do to help the Rang-Tans?

Activity 3: Watch the video about adopting in a shelter

Ss talk about their pets and say if any of them was adopted

Activity 4: Watch the video about before and after adopted pets

Ss could share their feelings about the video

Supplementary materials:

There´s a rang-tang in my bedroom

<https://youtu.be/zyOAKLC7fPc>

Choosing a pet from a shelter

<https://youtu.be/-hpD-48Jrw8>

Adoptions before and after

<https://youtu.be/dDu9PY1hpSI>

Amazing Women

School: CEIP Santa María del Mar, Spain

Age of students/Grade: 12 years old /6th grade

Level of English: A1

Teacher(s): Montserrat Fernández, Myriam Monzón

Subject(s): English / Civics

Aims:

- To learn topic-related vocabulary
- To listen and read for specific information
- To learn the song

Teaching points

Language	Content
<ul style="list-style-type: none"> • Ancient • Pharaohs • Analytical Engine • struggles • to earn 	<ul style="list-style-type: none"> • Discover some women who changed the world.

Resources: Video projector, tablets and worksheet

Description of the activities:

Activity 1: To read the text

- Ss read the text and colour the picture.

Cleopatra, Queen of Egypt, was one of the most famous women in history. Her name was Cleopatra VII Philopator and she ruled [Ancient Egypt](#) for 21 years. She was the last of the Pharaohs set up in [Egypt](#) by [Alexander the Great](#).



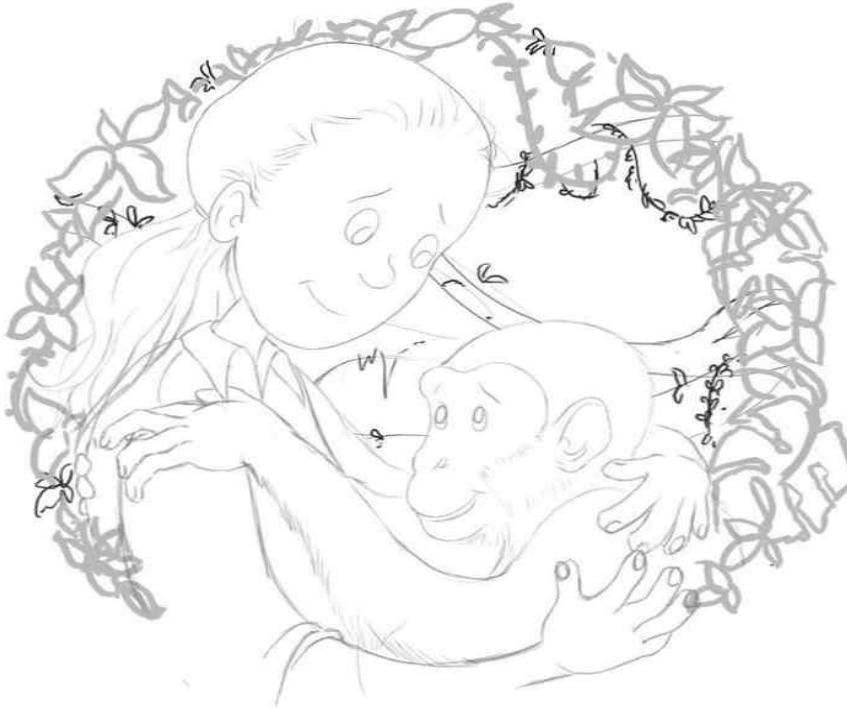
Ada Lovelace was a mathematician and writer known for her work on the Analytical Engine that was designed by [Charles Babbage](#). She first recognized that such an engine could have applications beyond numerical computations. A century later, her work was used on the first modern computer in the 1940s. She has been called the World’s First Computer Programmer.



Marie Curie was a Polish and naturalized-French physicist and chemist who contributed to the research on radioactivity and to the discovery of Radium and Polonium. She was the first woman to earn a Nobel Prize, and the first person and the only woman to win the Nobel Prize twice.



Jane Goodall famous primatologist and anthropologist, Jane became the world's foremost expert on chimpanzees. Her 60-year long research redefined the way we look at animals and our relationship with them.



Frida Kahlo was a Mexican painter best known for her self-portraits. During her career, she painted 143 works of art of which 55 were self-portraits. Among her famous works are *Roots*, *Without Hope*, and *The Two Fridas*, all reflecting her life experiences and struggles.



Malala Yousafzai is a world-renowned Pakistani activist for female education and the youngest Nobel prize laureate. She rose to fame after surviving being shot in the head by the Taliban on 9 October 2012 when she was returning home from school. The Taliban had banned girls from attending school where she lived in Swat Valley, Pakistan.



Activity 2: Watch the video about Malala

Ss could share their feelings about the video

Activity 3: The most important woman in the world: my mum

Ss write a short text about their mums.

Supplementary materials:

I am Malala

<https://youtu.be/9TxT6-uvJKQ>

Song

<https://youtu.be/oOccLId-LJg>

Our Precious Planet!

School: Vilniaus Sausio 13-osios progimnazija, Lithuania

Age of students/Grade: 11 years old /5th grade

Level of English: A1

Teacher(s): Žana Šunina

Subject(s): English / Civics Education

Aims:

- To learn topic-related vocabulary.
- To listen and read for specific information.
- To read for key information.
- To consolidate information in a text.

Teaching points

Language	Content
<ul style="list-style-type: none"> • drop litter • chemicals • rubbish • recycle • pollution • rainforest • take care of • cause • ocean • save electricity • campaign • • must/mustn't 	<ul style="list-style-type: none"> • Water pollution • Air pollution • Destruction of forests

Resources: Videoprojector, laptop, handouts of the text, speakers.

Description of the activities:

Activity 1: To learn topic-related vocabulary

- T points to pictures and says the appropriate words. Ss repeat chorally and individually.

Activity 2: To listen and read for specific information

- T plays the recording. Ss listen to the article and read it to choose the correct alternative to fill in the blanks in sentences 1-5 (ANNEX 1).

Activity 3: To read for key information

- T gives Ss time to read the text again and complete the table (ANNEX 2).
- T checks the answers.
- Ss use the table to talk about pollution.

Activity 4: To consolidate information in a text

- T asks Ss to discuss in pairs what must we do to keep our planet clean and healthy.
- T asks various Ss to share their answers with the class.

Activity 5: Poster creation

- Ss work in groups of 4 and create a poster with the title “Helping the Earth”.
- Ss present their work.

Supplementary materials (books, links, etc).

“Welcome 3” – textbook for the 5th grade, Express Publishing, pages 78-79.

ANNEX 1

Read and choose.

WHAT ON EARTH HAS HAPPENED? (by Carmen Monroe)

We have lived on Earth for thousands of years. It has taken care of us, but have we really taken care of our wonderful planet? Look at what we’ve done so far!

OUR SEAS, RIVERS AND LAKES

We have polluted many of our rivers, seas and lakes. We have thrown rubbish from our towns and cities into the ocean. We have also poured chemicals from factories into our beautiful rivers and seas. This has killed millions of fish and other water animals and plants!

THE AIR WE BREATHE

We have polluted the air with chemicals from our cars and factories. This has caused serious health problems for thousands of people all over the world!

OUR FORESTS

We have cut down thousands and thousands of our planet’s trees, most of them in tropical rainforests. The destruction of the rainforests has killed a large number of animals and plants,

and they have disappeared forever. Cutting down the rainforests has also caused flooding in many areas. We've got to stop now, before it's too late!

WE MUSTN'T FORGET THAT PLANET EARTH IS OUR HOME! WE MUST PROTECT IT!

1. Planet Earth has us for thousands of years.
2. We mustn't pour into our rivers and seas.
3. The air we is full of poisons from cars and factories.
4. The of the rainforests has caused a lot of flooding.
5. A large number of animals and plants have forever.

ANNEX 2

Fill in the table. Then, talk about Earth's problems.

	We have...	This has...
WATER POLLUTION	<ul style="list-style-type: none"> • polluted rivers, lakes, seas. • thrown..... • poured..... 	<ul style="list-style-type: none"> • killed millions of fish and other water animals and plants
AIR POLLUTION	<ul style="list-style-type: none"> • polluted 	<ul style="list-style-type: none"> • caused.....
DESTRUCTION OF FORESTS	<ul style="list-style-type: none"> • cut down..... 	<ul style="list-style-type: none"> • killed..... • caused

Charity

School: Vilniaus Sausio 13-osios progimnazija, Lithuania

Age of students/Grade: 14 years old /8th grade

Level of English: B1.1

Teacher(s): Žana Šunina

Subject(s): English / Civics Education

Aims:

- To introduce the topic and new vocabulary.
- To listen and read for specific information.
- To reproduce information.
- To extend information from a reading text into a longer piece of collaborative work including speaking and IT skills.
- To give a presentation on the charity event.

Teaching points

Language	Content
<ul style="list-style-type: none"> • Charity • To raise money • Broadcast • Fundraising • Famine • To be in need • To set up • To have in common • Celebrities 	<ul style="list-style-type: none"> • Charity organisation “Comic Relief” • Charity events

Resources: video projector, laptop, speakers

Description of the activities:

Activity 1: To introduce the topic and new vocabulary

- T directs Ss to the pictures and asks questions. Ss look at the pictures, answer the questions. Ss predict the content of the text.

- T explains/elicits the meanings of any unknown words.

Activity 2: To listen and read for specific information

- Ss listen to the text.
- Ss read the text individually (ANNEX 1).
- Ss complete the summary (ANNEX 2).
- Ss compare their answers in pairs and report back to the class.

Activity 3: To reproduce information

- T divides the class into pairs and allows Ss time to prepare their questions and answers based on the text and the points given (the aim of the organisation, how it started, the special events it involves, who supports it).
- Ss act out an interview.
- T monitors Ss as they do the task.
- T asks some pairs to act out the dialogue in front of the class.
- T gives/elicits the feedback on the most important points

Activity 4: To extend information from a reading text into a longer piece of collaborative work including speaking and IT skills

- T divides the class into groups.
- Ss brainstorm ideas for fun activities for the charity events.
- Ss make a list of the suggestions and vote for the best ones.
- As homework, each group of Ss prepares a presentation on the charity event including donations, entrance fee, catchy pictures, titles, etc.

Activity 5: To give a presentation on a charity event

- Ss present their presentations (homework) the next lesson.

Supplementary materials:

“Upstream” – textbook for the 8th grade, Express Publishing, pages 111.

ANNEX 1

Read.

RED NOSES FIGHT POVERTY

Take a minute and ask yourself: What do charity and comedy have in common?

Nothing? Well, *Comic Relief* will certainly disagree with you.

Set up by a group of comedians, *Comic Relief* is a charity that uses laughter to raise money from the general public and help fight poverty in the UK and Africa. It began with a few live comedy events that were broadcast on BBC 1 on Christmas Day 1985, in response to the famine in Ethiopia. Since then, they have managed to raise about 300 million pounds!

Comic Relief is best known as the organisation behind Red Nose Day, the biggest fundraising event in the UK. On Red Nose Day, held every two years, people throughout Britain put on a red plastic nose and do the craziest things they can think of – all to raise money for those in need. Eating jelly with chopsticks, cutting the grass with a pair of scissors and eating grapes while wearing boxing gloves are just a few of the things people have done. The event includes moving documentary films and extraordinary comedy by some of the best British comedians, broadcast on national TV.

Over the years, many celebrities have taken part, each in their own special way. “Mr Bean”, Robbie Williams, and Victoria and David Beckham are only some of the famous people who have offered their time and talent in an event that unites the whole nation in trying to help other people and have fun at the same time!

ANNEX 2

Read the text again and complete the summary.

Comic Relief is a 1) It started in the UK on 2) So far they have raised 3) Every 2 years the British celebrate 4)..... . On this day people wear 5)..... and do silly things. The money raised helps people in 6)

Answers: 1) charity; 2) Christmas Day 1985; 3) 300 million pounds; 4) Red Nose Day; 5) red noses; 6) need.

How to Volunteer during the Spread of COVID-19?

School: Vilniaus Sausio 13-osios progimnazija, Lithuania

Age of students/Grade: 11 years old /5th grade

Level of English: A1

Teacher(s): Žana Šunina

Subject(s): English / Civics Education

Aims:

- To present new vocabulary and introduce the topic.
- To read for specific information.
- To consolidate new vocabulary by answering comprehension questions and making true sentences.
- To prepare a poster; to practise research skills.

Teaching points

Language	Content
<ul style="list-style-type: none"> • Volunteer • Community • Homelessness • Donation • Charity • To make a difference • Pandemic spread • Coronavirus 	<ul style="list-style-type: none"> • Ways of volunteering • Volunteering during spread of COVID-19

Resources: computers/laptops, Internet, newspapers.

Description of the activities:

Activity 1: To present new vocabulary and introduce the topic

- T directs Ss to the pictures and asks questions. Ss look at the pictures, answer the questions. Ss predict the content of the text.
- T explains/elicits the meanings of any unknown words.

Activity 2: To read for specific information

- Ss read the text individually (ANNEX 1).

Activity 3: To consolidate new vocabulary by answering comprehension questions and making true sentences

- Ss read the text aloud.
- Ss answer the questions (ANNEX 2).
- T checks the answers.
- Ss make true sentences (ANNEX 3).
- Ss read true sentences aloud.

Activity 4: To prepare a poster; to practise research skills

- T divides the class into groups.
- T gives Ss time to collect pictures and information about spread of COVID-19 from the Internet, newspapers.
- Ss prepare posters.
- T asks Ss to present their poster to the class.

Supplementary materials:

“On Screen 1 Workbook” – workbook for the 5th grade, Express Publishing, pages 31.

ANNEX 1

Read.

HOW TO VOLUNTEER

Do you know that thousands of teenagers volunteer in their free time all over the world? There are so many things that someone your age can help with. You can make a difference in your community, meet new people and learn new skills. It’s important, however, to do it right.

1. Choose a charity or group you care about. Do you want to help children? Perhaps you feel strongly about certain issues like pollution or homelessness. There are a variety of charities out there to choose from.

2. Look for an activity that you can do. Are you very good at sports? Can you use the Internet? There is a charity that needs your skills. Volunteer for something that you are good at and like doing.

3. Look for something in your area. Start with something near your home. Your community needs you and you can meet new friends, too.

4. Volunteer for an hour or two at first, or one day a month. If you like the work and have free time, then you can volunteer more often.

ANNEX 2

Read the text again and answer the questions.

1. How should you choose which charity to volunteer for?
2. Where should you volunteer? Why?
3. How often should you volunteer?

ANNEX 3

Use the information in the text to write about you.

I care about I am good at Maybe I can volunteer at a
charity for hours every week.

Road Signs

School: Vilniaus Sausio 13-osios progimnazija, Lithuania

Age of students/Grade: 11-12 years old /5th grade

Level of English: A1

Teacher(s): Žana Šunina

Subject(s): English / Civics Education

Aims:

- To introduce the topic.
- To read for specific information.
- To consolidate new vocabulary.
- To practise research skills; to develop presentation skills.

Teaching points

Language	Content
<ul style="list-style-type: none"> • Coach • To memorise • Circle • Triangle • Rectangular • Precise • Warning • Direction • Condition • Motorway • Recreational • To watch out 	<ul style="list-style-type: none"> • Road signs • Traffic signs • The importance of road and traffic signs

Resources: computers/laptops/tablets/mobile phones, Zoom app, internet connection.

Description of the activities:

Activity 1: To introduce the topic

- T directs Ss to the traffic signs and asks questions: How do you like to travel? How do traffic signs differ? Ss look at the pictures, answer the questions. Ss predict the content of the text.
- T explains/elicits the meanings of any unknown words.

Activity 2: To read for specific information

- Ss read the text individually (ANNEX 1).

Activity 3: To consolidate new vocabulary

- T reads the answers aloud.
- Ss answer the questions (ANNEX 2).
- Ss do matching activities online.

Activity 4: To practise research skills, to develop presentation skills

- Ss collect information about traffic signs as their homework.
- Ss present the information next lesson.

Supplementary materials:

“Access” – Student’s book for the 5th grade, Express Publishing, page 95.

[https://www.liveworksheets.com/worksheets/en/English as a Second Language \(ESL\)/Colours/Road Safety - Signs_jb15257gq](https://www.liveworksheets.com/worksheets/en/English%20as%20a%20Second%20Language%20(ESL)/Colours/Road%20Safety%20-%20Signs_jb15257gq)

[https://www.liveworksheets.com/worksheets/en/English as a Second Language \(ESL\)/Road signs/Road signs_mp802206xq](https://www.liveworksheets.com/worksheets/en/English%20as%20a%20Second%20Language%20(ESL)/Road%20signs/Road%20signs_mp802206xq)

[https://www.liveworksheets.com/worksheets/en/English as a Second Language \(ESL\)/Road signs/Road Safety - Signs groups_qm15259ez](https://www.liveworksheets.com/worksheets/en/English%20as%20a%20Second%20Language%20(ESL)/Road%20signs/Road%20Safety%20-%20Signs%20groups_qm15259ez)

ANNEX 1

Read the text.

Road Signs

If you think that you don’t need to pay attention to road signs because you don’t drive a car, think again. They are there for everyone’s safety. So, if you ride a bicycle or even just walk, you need to know what the signs mean.

There are many different signs and it’s hard to memorise all of them, but you should try to remember the most important ones.

Signs with **red circles** show speed limits and tell you what you mustn’t do, while signs with **red triangles** give warnings.

Signs with **blue circles** usually give positive instructions about which direction to follow, while **rectangular blue signs** give information and directions on motorways and tell us lanes bicycles can use in towns.

Green signs give precise information about directions and distances.

Yellow signs with black letters or symbols give warnings to drive carefully and inform you about the condition of the road.

Orange signs with black letters or symbols inform you that there are road works ahead.

Brown signs give directions to places of historic, cultural or recreational interest.

So next time you're out and about, **watch out for the signs.**

ANNEX 2

Answer the questions.

1. Which sign tells you what you mustn't do?
2. Which sign gives you information about the condition of a road?
3. Which sign tells you how fast you can drive?
4. Which sign shows you which direction to follow?
5. Which sign tells you where there is a museum?
6. Why should you watch out for the signs?

3Rs: Reduce, Reuse, Recycle**School:** Vilniaus Sausio 13-osios progimnazija, Lithuania**Age of students/Grade:** 10-11years old /4th grade**Level of English:** pre A1/A1**Teacher(s):** Žana Šunina**Subject(s):** English / Civics Education**Aims:**

- To introduce the topic and new vocabulary.
- To read for detailed understanding.
- To watch a video and consolidate information.
- To make a poster ‘‘3Rs’’.

Teaching points

Language	Content
<ul style="list-style-type: none"> • To reduce • To reuse • To recycle • To avoid • Waste • Tornado • Hurricane • Flood • To turn on (off) • Global warming 	<ul style="list-style-type: none"> • Global warming • 3Rs

Resources: video projector, laptop, speakers.**Description of the activities:****Activity 1:** To introduce the topic and new vocabulary

- T directs Ss to the pictures and asks questions: “How do we help the Earth?”, “What can we recycle?” Ss look at the pictures, answer the questions. Ss predict the content of the text.
- T explains/elicits the meanings of any unknown words.

Activity 2: To read for detailed understanding

- Ss read the text aloud (ANNEX 1).
- T checks the understanding of the text by asking questions: What are unwelcome events in the world? What do “3Rs” stand for? What can you do to protect the Earth?

Activity 3: To watch a video and consolidate information

- Ss watch a video about 3Rs (reduce, reuse, recycle).
https://www.youtube.com/watch?v=OasbYWF4_S8
- T asks Ss to work in pairs and name the things they can reduce, reuse or recycle.
- Ss report their ideas back to the class.

Activity 4: To make a poster “3Rs”.

- Ss create a poster

Supplementary materials:

“Early School English 3: Yummy English”– textbook for the 4th grade. N. Sabeckienė, V. Rupainienė, V. Maskvytienė, „Šviesa”.

ANNEX 1

Read.

3Rs (Reduce, Reuse, Recycle)

Every year we watch more and more unwelcome events in the world. Tornadoes, Hurricanes, floods... This is because of global warming. Everyone can protect the planet Earth. What can you do? This is the answer!

REDUCE

Use less... buy less... avoid waste...turn off lights... take shorter showers...

REUSE

Use things more than one time... use cloth shopping bags... fix things...

RECYCLE

Recycle products! Recycling one ton of paper saves seventeen trees. It is clear for everyone – me and you, him and her, us and them – why to reduce, reuse and recycle. Help our Earth stay nice and clear! Help our Earth stay strong and green!

World Heritage

School: Agrupamento de Escolas do Barreiro, Portugal

Age of students/Grade: 12 years old /7th grade

Level of English: A2

Teacher(s): Ana Pina

Subject(s): English / Geography

Topic: Five most important or most interesting places which are considered to be world heritage in Portugal

Aims:

- To present the most interesting places which are considered to be world heritage in Portugal
- To present the places
- To draw a map
- To collect information about famous world heritages

Teaching points:

Language	Content
<ul style="list-style-type: none"> • Monument • World • Unesco • Heritage • Interesting • Places 	<ul style="list-style-type: none"> • Show its location • Its date /historical period • Main characteristics • Why is considered to be world heritage • Photographs

Resources: hand-outs of the lesson, video projector, laptop, speakers, tablet

Description of the activities:

Activity 1: To present the 5 most interesting places in Portugal

- Asks to work in group and assigns each group an interesting place and to copy the power-point with the information

Activity 1: Digital presentation creation

- Work in groups of 4 and create a power-point for the interesting places
- Present their work

Supplementary materials:

Power-point

PARENTAL INVOLVEMENT ACTIVITIES

Childhood - Past & Present

School: Liceul Tehnologic Octavian Goga Jibou, Romania

Class: 4A

Teacher: Andreea Pinte

Age of students: 10 years old

Participants: class teacher, students and grandparents

Aims:

- to strengthen the cooperation between parents and school
- to tap the talents and skills of parents to support, motivate and encourage the children to do their best
- to learn about traditional games from the past

Resources: Laptop, Videoprojector, realia

Description of the activities:

Activity 1: Grandparents present their favourite games, hobbies, explain the rules, show pictures, demonstrate some of the hobbies

Activity 2: Students present their favourite games, hobbies, explain the rules, show pictures

Activity 3: Grandparents and students solve together a crossword puzzle about hobbies - past and present

The History of buildings

School: Liceul Tehnologic Octavian Goga Jibou, Romania

Class: 5C

Teacher: Nagy Melinda

Age of students: 11 years old

Participants: teacher, students, parents and grandparents

Aims:

-to strengthen the cooperation between parents and school

-to learn about the history of their town

Resources: Laptop/smatphone/computer/tablet, internet connection, Google Meet

Description of the activities:

Activity 1: Students and parents/grandparents work together on a project in which they present the history of some of the buildings in their town and legends or stories related to them.

Activity 2: Students and parents/grandparents present together their projects online using Google Meet.

We Raise a Generation Without Fear

School: Liceul Tehnologic Octavian Goga Jibou, Romania

Class: 5C

Teacher: Nagy Melinda

Age of students: 11 years old

Participants: teacher, students, parents and grandparents

Aims:

-to strengthen the cooperation between parents and school

-to reflect on their own relationship with technology

-to learn new ways of supporting children to be safe online

Resources: Laptop/smartphone/computer/tablet, internet connection, Google Meet

Description of the activities:

Activity 1: Presentation of the topic and starting discussing with students and parents about:

Have you ever felt overwhelmed by the multitude of apps available?

What would you like to change regarding your habits on the internet?

What would you like to change regarding your children's habits on the internet?

Activity 2: Watching 4 famous national bloggers/vloggers, who are also parents, talking about their and their children's experiences with technology.

<https://youtu.be/kvr77D7k7JI>

<https://youtu.be/HahbMdNUt8s>

https://youtu.be/O8scoaLHm_w

<https://youtu.be/GUqKrTMNDpQ>

Activity 3: Conclusions, based on the discussions and the videos, parents and students propose ways of improving communication between them about technology and the use of the internet.

Our Traditional Food

School: Liceul Tehnologic Octavian Goga Jibou, Romania

Class: 6A

Teacher: Gabriel Barjac

Age of students: 12 years old

Participants: class teacher, students, parents and grandparents

Aims:

- to strengthen the cooperation between parents and school
- to tap the talents and skills of parents to support, motivate and encourage the children to do their best
- to learn about traditional food

Resources: Laptop, Video projector, realia

Description of the activities:

Activity 1: Each group of student/parent/grandparent present their traditional food and family recipes, say when, on which occasions they used to eat it

Activity 2: All participants taste the other groups traditional meals

Taking care of our plants and trees
Christmas at School
Rainbows for Hope
Easter Eggs

School: CEIP Santa María del Mar, Spain

Age of students/Grade: 10-12 years old

Teacher(s): Myriam Monzón, Montserrat Fernández

Participants: students, students’ parents

Aims:

- To present “Science: Growing Canarian Endemisms and other plants”
- Activity “Taking care of my natural inheritance”
- To exchange experiences and make children responsible of taking care of their own environment and natural resources.
- To make children be conscious of how important and hard the work of farmers is.
- To create a positive atmosphere, to bring families and school together.

Resources: First stage: interactive board, tablets and internet

Second: School orchard, plants and crooping tools.

Description of the activities:

Activity 1: What is an endemism?. What are the most important food crops in the Canaries?.

After a presentation (video) about flora and fauna in our Islands <https://youtu.be/0COgVmlR6Aw> and an explanation from teachers about it, Children do a research about endemisms in our region and other common plants and trees that are important for the economy of the Canary Islands.

Activity 2: To plant a Canarian endemism (drago) and other trees very common in the Canarian fields (banana tree, papaya tree, tomato plant)

- Some relatives of the students (mothers, grandfather) bring some trees from planting at school. Family members and teachers help pupils to plant and grow a Drago plant and some other fruit trees.
- Children water, clean the surroundings and take care of the trees. They are responsible of picking the fruits up and of checking if there are any diseases while the school year is still on. Every Friday, children have 45 minutes with teachers and family members to work in the school orchard.

b) Title of Activity: Christmas at school.

Aims:

- To present “Christmas in my country” project
- Activity “How do we celebrate Christmas in our school”
- To exchange experiences.
- To create a positive atmosphere, to bring families and school together.

Resources: Interactive board internet

Second: Home made food from the students.

Description of the activities:

Activity 1: To share the project within the school community (families, students, other members of the school and teachers).

- Families, students, teachers, school staff.

Our project “Christmas in my Country” and its results on eTwinning platform

<https://twinspace.etwinning.net/92765/pages/page/1198643> is presented.

Activity 2: To exchange Christmas food

- Families, students, teachers and other school staff
- Each child brings some Christmas home made food and it is shared among their classmates.

Aim: To create a positive atmosphere, to bring families and school together. To teach children how positive sharing is.

c) Title of Activity: Rainbows for hope

- Families and students.

Aims:

- To bring children and families some hope among uncertain COVID lockdown days.
- Remind them and ourselves that after a storm, the sun shines again.

Activity1: “Design and colour your rainbow for hope”

- Teachers provided a rainbow drawing via Classroom and children would design and colour it with their families. After that, they would stick it to the glass, as an idea of hope and reinforcing that “everything is gonna be fine”.
- To create a positive atmosphere, to bring families and school together.

Resources: Google classroom, tablets and internet. If possible, printer and ornaments.

After done, all the rainbows were download to Google Classroom and all students and families could see them.

d) Title of Activity: Easter eggs

- Families and students.

Aims:

- To teach pupils and parents about Easter celebrations in other cultures all around the world

Activity1: At school, pupils learn about the origin of Easter eggs tradition.

- They also did a research about when, where and how it is celebrated.

Activity 2: “Design and colour your Easter egg”

- At home, pupils and families will design and do some nice Easter eggs and will bring them to school for exhibition.
- To create a positive atmosphere, to bring families and school together.

Resources: Colours and ornaments. Boiled eggs.

After done, all the eggs were brought to school for exhibition.

What do you know about Europe?

School: Vilniaus Sausio 13-osios progimnazija, Lithuania

Age of students/Grade: 10-14 years old

Teacher(s): Žana Šunina, Ieva Kildušytė

Participants: students, students’ parents

Aims:

- To present the project activities and results;
- To find out information about Europe;
- To create a positive/family atmosphere that encourages learning;
- To develop collaboration between students, teachers and students’ parents.

Resources: video projector, laptop, speakers, jigsaw puzzles, board games.

Description of the activities:

Activity 1: To present the project activities and results

- Ts present project activities and results using Power Point presentation.

Activity 2: To find out information about Europe

- T asks students and their parents to answer the questions about Europe and European countries in groups (see Parental Involvement_Brain Battle_LT);
- T count the points and announces the winner.

Activity 3: To create a positive/family atmosphere that encourages learning; to develop collaboration between students, teachers and students’ parents.

- Ss and their parents play jigsaw puzzles and board games.



1. How many stars are there on the EU flag?

- A) 12
- B) 100
- C) 60

2. When did Lithuania join the EU?

- A) 2004
- B) 1991
- C) It hasn't joined it yet

3. How many countries are there in the EU?

- A) The number changes every day
- B) 26
- C) 28



4. The flag of what country is it?



- A) Germany
- B) Spain
- C) Portugal
- D) Slovakia



5. What European country is the castle in?



- A) Portugal
- B) Lithuania
- C) Romania



6. What language is the text written in?

“¿Cómo está usted?”

- A) Italian
- B) Spanish
- C) Portuguese



7. How many letters are there in the Lithuanian alphabet?

- A) 32
- B) 33
- C) 34



8 question

- The capital of Romania



9 question

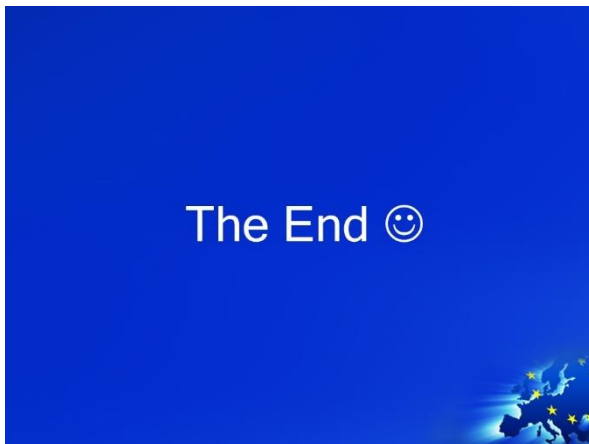
- Professional Portuguese footballer



10 question

- Traditional Spanish dance

The End 😊



Answers



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Jump into Your Parents’ Shoes

School: Vilniaus Sausio 13-osios progimnazija, Lithuania

Age of students/Grade: 11-13 years old

Teacher(s): Žana Šunina

Participants: students, students’ parents

Aims:

- To strengthen cooperation between students and their parents;
- To present parents’ job experiences;
- To create the environment of sharing.

Resources: video projector, laptop, speakers.

Description of the activities:

Activity 1: To strengthen cooperation between students and their parents.

- Ss and their parents discuss the job opportunities.

Activity 2: To present parents’ job experiences.

- Each parent shares his/her job experience. Parents use photos, PowerPoint presentations.
- Ss ask questions about parents’ jobs. Parents answer the questions.

Activity 3: To create the environment of sharing.

- T initiates the discussion between students and their parents about job opportunities. Some of the parents invite students to their workplaces to experience their job routine in real life.

Christmas Past and Present

School: Vilniaus Sausio 13-osios progimnazija, Lithuania

Age of students/Grade: 11-13 years old

Teacher(s): Žana Šunina, Ieva Kildušytė

Participants: students, students’ parents

Aims:

- To present the project Christmas activity ‘‘Christmas in my Country’’;
- To exchange Christmas experiences;
- To create a positive atmosphere, to bring families and school together.

Resources: computers/laptops/tablets/mobile phones, Zoom app, internet connection.

Description of the activities:

Activity 1: To present the project Christmas activities and results

- To present project Christmas activity ‘‘Christmas in my Country’’ and its results on eTwinning platform

<https://twinspace.etwinning.net/92765/pages/page/1198643>

Activity 2: To exchange Christmas experiences

- Each parent shares his/her childhood memories about Christmas celebrations, shows pictures, shares Christmas stories that had happened to them in their childhood.
- Ss ask questions about Christmas traditions in the past. Parents answer the questions.
- Ss describe the way they celebrate Christmas at present.

Activity 3: To create a positive atmosphere, to bring families and school together.

- Playing a chain game: T begins by saying a Christmas wish. Then, he names the person who will be the next to say a Christmas wish/greeting.
- All the players must remember the people who have already said the congratulation as the player cannot pass the word to the person that has already presented a Christmas wish/greeting.
- Ts monitor the process, they make sure that all the participants presented the wish.

Toys and Games

School: Vilniaus Sausio 13-osios progimnazija, Lithuania

Age of students/Grade: 10-14 years old

Teacher(s): teachers of the progymnasium

Participants: students, students’ parents

Aims:

- To boost connection between school and students’ families;
- To make toys and board games;
- To teach skills through fun.

Resources: cardboard, paper, plastic figures, coins, buttons, shells, markers, crayons, dice, sticky notes.

Description of the activities:

Activity 1: To boost connection between school and students’ families.

- Ss and their parents discuss at school and at home the kinds of self-made games. They search for ideas on the platform: <https://lt-lt.facebook.com/thedadlab>. They share the ideas with teachers.

Activity 2: To make toys and board games.

- Students and their parents make different toys and board games, such as monopoly, memory game, checkers, etc.

Activity 3: To teach skills through fun.

- Students and their parents play the games they created together. Toys and games are used for students to play during breaks.

“Click on e-CLIL”



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