

CLIL LEARNING UNIT – Lower Secondary School

Title	The Scandinavian countries	Class 2nd	
Subject(s) involved	English, Geography	Number of lessons 7	
Teaching aims	Learning the geography of Sweden and Norway through the English language		
Learning outcomes	What learners will be able to know by the end of the unit	<i>Learners will be able to know about geographical notions related to the countries of Sweden and Norway</i>	
	What learners will be able to do by the end of the unit	<i>Learners will be able to:</i> - look at a map - locate countries and describe them (position, borders, population, flag, government, economy, territory, climate, food) in English	
	What learners will be able to be aware of by the end of the unit	<i>Learners will be able to be aware of:</i> - the main characteristics of these countries - the differences between these countries and Italy	
Content	CLIL theme with possible crosscurricular links	History / Geography: the percentage of immigrants in Sweden and Norway compared to the percentage in the Mediterranean countries English culture: the Royal family in Sweden and Norway Music: the Swedish pop music (ABBA)	
Communication	Language of learning	Vocabulary: cardinal points, kinds of maps, the vocabulary about the territory and the economy Structures: present simple, prepositions, a simple structure of the sentence to describe the characteristics of the countries Functions: knowing the territory and the main political characteristics of the countries and being able to explain them clearly	
	Language for learning	Vocabulary: cardinal points, kinds of maps, vocabulary about the territory Structures: prepositions, comparatives and superlatives Functions: knowing the cardinal points, describing a Geographical map, filling in a form	
Cognition	Thinking skills development	Knowledge/remembering (remembering the new words given in the word	

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	(LOTS and HOTS)	bank) Comprehension/understanding (understanding a text about the geographical and political aspects of a European country) Application/applying (describing and applying the description to another map using the right words)
Culture	Awareness of topic relevance to daily life	Learning about the cultural diversity of other countries through the political and geographical aspects
Materials and resources	The Geography textbook, maps created by the teachers, pictures of the two countries found by the learners	
Assessment	Formative: on-going process Oral questions, readings, written questions Summative: written and oral tests Written test: filling in a form	

Each Learning unit will be divided in single lessons. The steps to follow during the learning unit are the following:

- ACTIVATION
- FIND OUT (INPUT)
- SORT OUT (INPUT PROCESSING)
- OUTPUT (SPEAKING AND WRITING TO PRESENT THE NEW PRODUCT/INDIVIDUAL/GROUPWORK)
- ASSESSMENT (SUMMATIVE ASSESSMENT OF THE UNIT)

These steps will be developed during a certain number of lessons each teacher will plan.

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LESSON PLAN

Lesson 1

Title

What pictures represent this country?

Timing 1 h

<p>Activation of the unit</p>	<p><i>How we create interest and raise motivation</i></p> <p><i>Some days before the lesson the teacher asks the learners to find pictures that in their opinion represent Sweden, making some examples (RESEARCH ACTIVITY AT HOME)</i></p>	<p>Interactive Pattern*</p>	<p>Resources and Materials</p>
<p>Core activities Find out (input)</p>	<p><i>A short description of each activity (observing, reading, selecting information, note taking, researching, ...)</i></p> <p><i>1 The learners selected pictures that in their opinion represent Sweden (a food, a sight, a monument, a famous person)</i></p> <p><i>2 In class, the learners and the teacher look together at all pictures finding out the name of every picture</i></p> <p><i>3 Then the learners put all the pictures on a poster with the names, trying to learn the meaning of the key words for the country (RESEARCHING, SELECTING INFORMATION, OBSERVING).</i></p> <p><i>4 Finally, in groups, the learners start listing 3 different word banks on their copybook: one for the territory, one for the political aspects, the last for the food (PRODUCT)</i></p>	<p>W, G and I</p>	<p>Internet, books, copybook</p>

LESSON PLAN

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Lesson 2

Title

let's start

Timing 1 h

<p>Lead in of the lesson (warm up)</p>	<p><i>How we create interest and raise motivation</i></p> <p><i>The teacher hides the names under every picture of the poster created in class during the first lesson, the learners have to guess them, using the word banks as scaffolding</i></p>	<p>Interactional Pattern*</p>	<p>Resources and Materials</p>
<p>Core activities</p> <p>Sort out (input processing)</p>	<p><i>A short description of each activity (sequencing, classifying, sorting...)</i></p> <p><i>The teacher shows the map of Sweden and with the learners they talk about the differences between physical and political maps and about the cardinal points in English (attachment: Geo_1)</i></p> <p><i>The teacher gives the learners a fact file of Sweden (attachment: Geo_2) and they have to complete it searching the information in their own Geography book and looking at their poster.</i></p> <p><i>One by one, the learners have to read one sentence, search for the information in the book and write it on his/her own form and on the blackboard.</i> <i>(RESEARCHING, CLASSIFYING, SORTING, READING)</i></p> <p><i>Finally, in groups, they add the new words discovered during the lesson to their word banks. (WRITING)</i></p> <p><i>The teacher and the learners look at the word banks created during the lessons and the learners do a reading test answering some questions (attachment: Geo_3) (READING)</i></p>	<p>W, G and I</p>	<p>Map, poster made by the students, book, fact file, word banks</p>

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LESSON PLAN

Lesson 3

Title

What have we learnt?

Timing 1 h

Lead in of the lesson (warm up)	<i>How we create interest and raise motivation</i> <i>The learners, in groups, have to answer a quiz about what they learnt during the last lesson (attachment: Geo_4)</i>	Interactive Pattern*	Resources and Materials
Output (speaking/writing/presentation of individual or groupwork/product)	<i>A short description of each activity (sequencing, classifying, sorting...)</i> <i>In pairs, using the word banks (attachment: Geo_5), the learners have to describe Sweden on the map: one pupil asks the question, the other one answers (SPEAKING, PRESENTATION OF PAIR WORK)</i>	W, G and P	reading test, word banks, map

The following 3 lessons have the same scheme, but the learners study Norway and the fact file is not simplified, so they don't have to complete the sentences but they have to build them (attachments: Geo_6, Geo_7 and Geo_8).

Assessment	<i>Summative assessment of the whole learning unit written / oral tests</i> <i>The written test consists in a fact file that the learners have to complete with the information required. (attachment: Geo_9)</i> <i>The simplified test consists in given sentences that the students have to complete. (attachment: Geo_10).</i>
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**Whole class: W, groupwork: G, pairwork: P, individual work: I*