**CLIL: Your lesson plan**

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| Topic/Lesson Title: Country Fact-EU country |
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| Aims/Goals or SWBATs (Students will be able to......)- identify the countries of the EU- distinguish the countries of southern, western, eastern, northern and central Europe- recognize the main facts about some EU countries (capital city, population, climate, flag, language, currency)- distinguish some typical food specialty - choose, summarize and illustrate one typical recipe |
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| Age group: 14-15 |
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| Level: A2 |
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| Time (Lesson duration): 1h30 |
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| Materials: worksheet (Country Fact) |
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| Lead-in *What’s going to happen here to introduce your students to the topic?* Time 8’To introduce the theme of EU countries I show the map of Europe. We talk about countries that make part of it. Then I ask them about some countries (what’s the capital of Slovenia, what’s the most visited monument in France, what languages are spoken in Belgium, what’s the typical Italian food,…) |
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| *What can students predict or do to get started with the lesson?* Time 10’We start to talk about some of the countries they already visited, what they saw there, what they ate. |
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| *What vocabulary could teachers focus on? What needs to be pre-taught?* Time 7’Pre-taught vocabulary:Nouns (capital city, population, climate, flag, language, currency, food, ingredients)Verbs (melt, stir, cook, add, put)4 ordinal directions |
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| *What kinds of texts can students* ***listen*** *to or* ***read*** *to deepen their knowledge?* Time 5’Children look at the video about European countries. They have to write the names of the countries where the plane arrives on video. I divide the class into 5 groups. The first group writes down the countries of southern Europe, the second about northern countries, the third about eastern countries, the fourth about western countries and the last group writes down the countries of central Europe.<https://www.youtube.com/watch?v=07Zoc5fgoOA> |
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| *What kinds of questions can students answer from the* ***listening*** *or* ***reading****? How many should they answer? What should they notice or analyze?* Time 5’Then they read their answers about their answers, and we discuss it. Then we check out on this map:<https://eudemocracy.eu/east-west-divide-in-eu-leadership> |
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| *What will students* ***speak*** *about in pairs or in small groups?* Time 5’They will talk about why some countries are divided in these 4 categories even if there are some thoughts about it. I make pairs and they choose one country and prepare a typical recipe of that country (find one typical recipe, write ingredients, and write how it should be cooked using verbs put, cook, stir, melt) |
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| *What will students* ***write*** *about during class time or for homework?* Time 30’They will write the **Country fact sheet** (facts and typical recipe)[https://carnet-my.sharepoint.com/:w:/g/personal/vedrana\_franovic\_skole\_hr/EQL6RPjKi2VKqV8BZhK7DbQBoX0qE20pNtmePMXiaPsj6g?e=388Z8m](https://carnet-my.sharepoint.com/%3Aw%3A/g/personal/vedrana_franovic_skole_hr/EQL6RPjKi2VKqV8BZhK7DbQBoX0qE20pNtmePMXiaPsj6g?e=388Z8m) |
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| *What are other follow up (or homework) activities that can be included? 20’*After finishing, every pair shows their worksheet to the class and talks about the country they had and explains a typical recipe. |
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| Other thoughts about this lesson plan: |
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