

Worksheet “My dream CLIL lessons”

What would I like to do in future CLIL lessons?

- Which languages (e.g., foreign languages, home languages) would I like to use?
- Which subjects and topics would I like to study?
- In what way would I like to learn (e.g., individually, in groups, through projects)?

What are my personal goals in future CLIL LOTE lessons?

- In language learning?
- In content learning?
- Other goals?

What can I do to help achieve these goals (please list three different concrete ways)?

- 1.
- 2.
- 3.

Subjects: Language lessons, Mathematics, Geography
History and Social Sciences

Age group: secondary education students (13-16 years)

Level: B2 CEFR-level

Duration: ≈ 18 didactic hours

Author: Christina Karasavva, primary school teacher, xrista_kara@hotmail.com

UNIT 1: Exploring diversity

Learner worksheet 1.1



Worksheet 1.1

1. In what language is the title?
2. Can you match the text with the name of the language?

RUSSIAN, CZECH, GERMAN, ITALIAN, SLOVAK, VIETNAMESE, ENGLISH, FRENCH, SPANISH, POLISH, SWEDISH

The place where we live.	
L'endroit où nous habitons.	
Место, где мы живём	
Stället där vi bor.	
Chỗ sống của chúng tôi	
Místo, kde žijeme.	
Miesto, kde žijeme.	
Il luogo dove viviamo.	
El lugar donde vivimos.	
Der Platz, wo wir leben.	
Miejsce, gdzie mieszkam.	

3. Can you translate the title into any other language? If so, please, write it down here:

.....



Follow up tasks for the whole class:

1. Do you know where these languages are spoken? Show the countries on the map.
2. Can you say the title “The place where we live” in any other language?
3. Can you teach your classmates how to say it? They will repeat after you.

Assessment:

Pupils check their answers with the teacher. Attention should be paid to correct spelling and pronunciation of the selected phrases.

Notes for the teacher:

If there is a child with a foreign background in the classroom, it would be a good idea to elicit the title in his/her mother tongue.

Timing: 45 minutes

Grouping: | | ...

Pupils first work on their own. Then they compare their answers in pairs. Finally, they check them in the whole class (with the teacher).

Key:

English, French, Russian, Swedish, Vietnamese, Czech, Slovak, Italian, Spanish, German, Polish.

UNIT 1: Exploring diversity

Learner worksheet 1.2: CONTINENTS

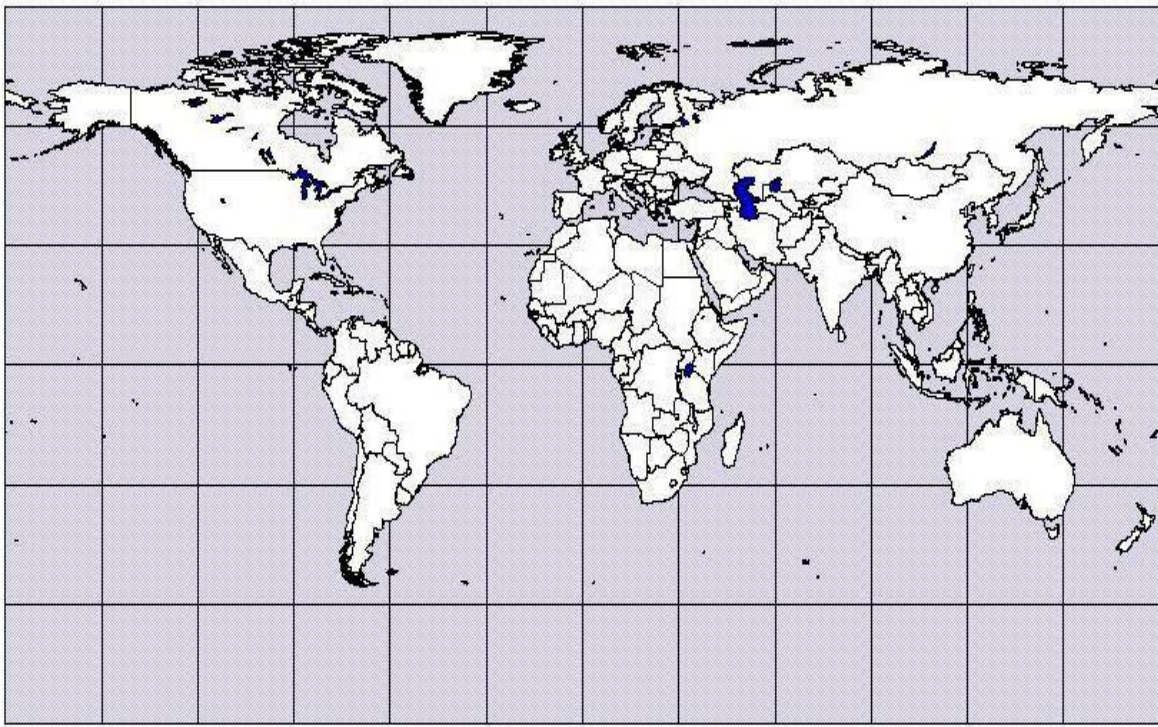
Materials required: maps below

Grouping: , ...

Worksheet 1.2



Here is a photocopy of the map of the world. In pairs, write the English names the continents on your map.



AFRICA, ANTARCTICA, NORTH AMERICA, EUROPE, ASIA,
SOUTH AMERICA, AUSTRALIA



Follow up tasks for the whole class:

1. Check your answers in the whole class and show the continents on a big map.
2. Can you say the names of the continents in another language?

Assessment:

Attention should be paid to correct pronunciation of the new words in English.

Notes for the teacher: -

Timing: 15' – 20' minutes

References: <http://www.zemepis.com/smsvet.php>

UNIT 1: Exploring diversity

Learner worksheet 1.3 COUNTRIES

Materials required: maps below

Grouping: 

Worksheet 1.3



Here is a photocopy of a map of Europe. Work in pairs.

Find your country and its neighbours. Write their names on your map. Try to find the place where you live and make a cross. Write its name in 2 languages of your choice here:

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



Follow up tasks for the whole class:

1. Name the countries and show them on a big map of Europe.
2. Can you say the names of the neighbouring countries in the language of that neighbour?
3. Can you teach your classmates how to say the names? They will repeat after you.

Assessment: -

Notes for the teacher:

Attention is paid to learning the new words in English and expanding this to other languages.

Timing: 20' – 25' minutes

References: http://eu.geograf.cz/eu_s/images/img_otazky/evropa_sl.gif

Key for the Greece:

Albania (Αλβανία), North Macedonia (Βόρεια Μακεδονία), Bulgaria (Βουλγαρία), Turkey (Τουρκία).



UNIT 1: Exploring diversity

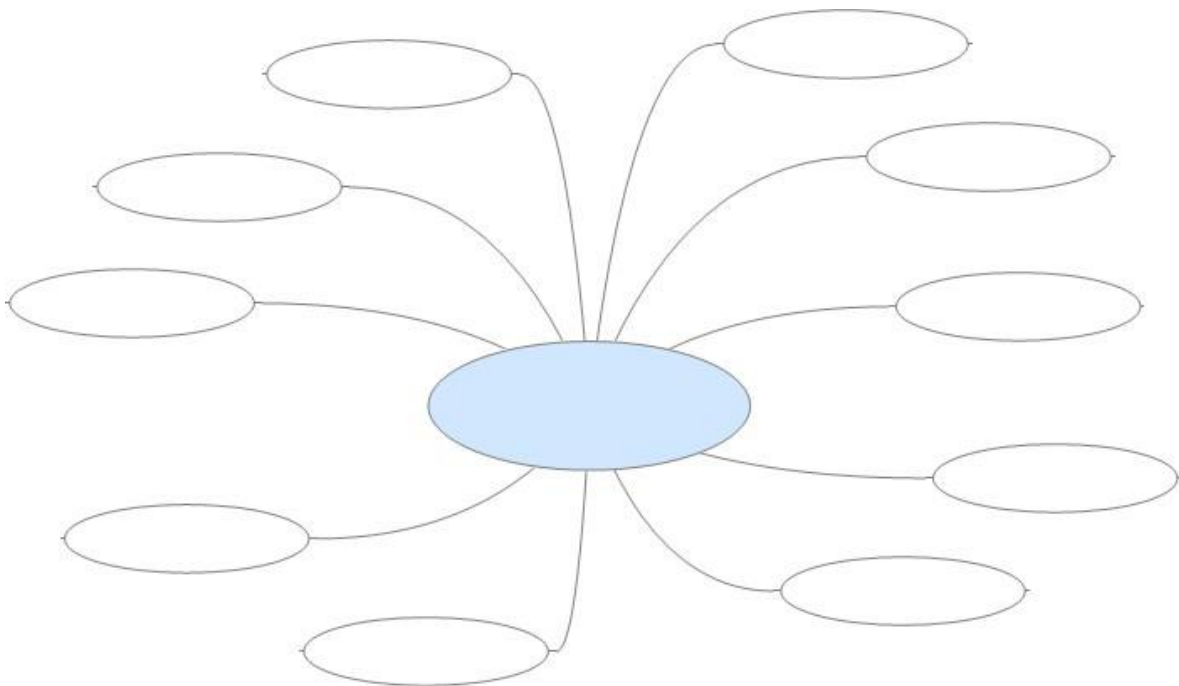
Learner Worksheet 1.4: MY COUNTRY

Materials required: diagram below.

Grouping: , ...

Worksheet 1.4

First, write the name of your country in the middle. (You can use English or your home languages) Then write the names of languages spoken in your country by people who live there (not tourists). If you come from a different country from the one where you live, write the name of the country that you prefer.





Follow up tasks for the whole class:

1. Read the names of the languages in English, in the language(s) spoken in your school or class and in your home language(s).
2. How many of you come from different countries?

Divide the students in 2 groups:

Group 1: Create a chart showing how many different languages are spoken in the country where you live. Present your chart to the class.

Group 2: Present the diversity in your class in a chart showing the different languages spoken in your class (use percentages).

Assessment: Pupils check their answers with the teacher. Attention should be paid to correct pronunciation in English and other languages as well as to the creation and presentation of the charts.

Notes for the teacher:

The discussion can be carried out in the pupils' home language(s).

Timing: 45' minutes

Key: Depends on the individual country where the activity takes place.

References: <http://www.enchantedlearning.com/graphicorganizers/>

UNIT 1: Exploring diversity

Learner worksheet 1.5: LOOKING FOR INFORMATION

Materials required: text below

Grouping: 

Work in groups of 3. Discuss in English or in your home language(s):

“What is the difference between migration, immigration, emigration?”

If you are not sure, look up the words in an encyclopedia, in a dictionary, or on the Internet. You can use this Internet address: http://en.wikipedia.org/wiki/Main_Page (in the language of the country)

Assessment: Pupils read out the correct answers for the teacher to check.

Notes for the teacher:

- If you wish, you can adapt this activity for the home language(s) of your pupils.
- In order to clarify the meaning of the concepts, it is advisable to use synonyms and to practice prepositions (see below: Key).

Timing: 20' minutes

Key in English:

Human migration denotes any movement by humans from one locality to another, sometimes over long distances or in large groups.

Emigration is the act of leaving one's native country or region to settle in another. It is the same as immigration but from the perspective of the country of origin. Human movement before the establishment of state boundaries or within one state is termed migration.

Immigration: While the movement of people has existed throughout history at various levels, modern immigration tourists are considered non-immigrants (expatriate). Immigration that violates the immigration laws of the destination country is termed illegal immigration.

Synonyms: Migration – traveling, moving from one place to another.

Emigration – moving out.

Immigration – moving in.

Prepositions: from, to etc.

References: Russel King (Ed.), 2007. *Atlas of Human Migration*. London: Marshal Editions.
(*Atlas lidské migrace*. Z angličtiny přeložil Richard Olehla.)



UNIT 1: Exploring diversity

Learner worksheet 1.6: HUMAN MIGRATION

Materials required: -

Grouping: 

Discuss the topic in the whole class. Speak English or your home language(s). (15')

Suggested questions:

1. Why do people migrate, emigrate, and immigrate?
2. What do you know about immigrants in this country? Which languages do they speak?



Now create four groups and pick one country. Each group can search on the Internet or in an encyclopedia about questions 3-5 and present its findings to the class. (30')

1. What do you know about people who emigrated or immigrated in the past and nowadays? (2 groups will look up information about immigration/emigration in the past and 2 groups will do the same with reference to the present)
2. Where from? Where to?

Assessment:

Notes for the teacher:

The teacher should decide about the language of discussion (English, i.e. the language of instruction, or the pupils' home language(s). If the discussion cannot be carried out in English, the teacher should summarize the main reasons for migration in English both in speaking and writing.

Timing: 45' minutes

Key:

The main reasons for migration are: the economy, politics, religion, and climate.



UNIT 2: Changing the place where we live

Learner worksheet 2.1: MIGRATION - FAMILY PERSPECTIVE

Materials required: -

Grouping: four cartoon figures representing a group.

Create a poster telling a story about your family with reference to the questions below. You can use words, drawings, pictures, songs etc. Discuss it in the group. Then the groups will present their posters to the whole class. Speak English or your home language(s).

Suggested questions:

1. Do you know of anyone in your family who lived / has lived abroad?
2. Who was / is it? Your parents / aunt / uncle / grandmother / grandfather / cousin?
3. When was that?
4. Can you tell us more about it? (e.g. where from, where to, how long, why)

Assessment: -

Notes for the teacher:

If there are pupils with a foreign background in the classroom, it would be a good idea to let them say a few words on the topic in English or in their home language(s).

Timing: 30' minutes

UNIT 2: Changing the place where we live

Learner worksheets 2.2 MIGRATION - Greek PERSPECTIVE

Materials required: see below

Grouping: five cartoon figures representing a group.



1. You are going to work in small groups. Each group (2-3 pupils) will get a different text to read. Together, find answers to the questions above the text. After you finish, you will tell the class about your text in English. The questions and answers will help you prepare your presentation later.
2. Each group presents briefly the information found in the texts to the whole class. If there is time discuss with your classmates the information you found and compare to what was discussed in previous tasks.

Worksheet 2.2.1

Questions:

How many immigrants are there in Greece today?

.....

How has immigration in Greece changed since the 1990s?

.....

Text:

IMMIGRATION TO GREECE

Released: 11/ 8/ 2022, 14:37, https://en.wikipedia.org/wiki/Immigration_to_Greece

Immigration to Greece percentage of foreign populations in Greece is 7.1% in proportion to the total population of the country. Moreover, between 9 and 11% of the registered Greek labor force of 4.4 million are foreigners. Migrants additionally make up 25% of wage and salary earners. As of 2012, Albanian migrants constitute some 55–60% or more of the immigrant population. More recent immigrant groups, from the mid-1990s on, consist of Asian nationalities—especially Pakistani and Bangladeshi—with more recent political asylum and/or illegal migration flows through Turkey of Afghans, Iraqis, Syrians and others. Since the 1990s, increases in such flows have led to the emergence of immigration as an increasingly important political issue in Greece. [...] While the Greek government has made some changes



in immigration policy, immigration reform remains a low priority. In 2015, arrivals of refugees by sea have increased dramatically in Greece mainly due to the ongoing Syrian Civil War. There were 856,723 arrivals by sea in Greece, an almost fivefold increase to the same period of 2014. An estimated 8% of the arrivals applied for asylum in Greece, with others hoping to find asylum in Northern European countries. On 13 August 2019, 650 migrants arrived on sixteen boats in Greece for the first time in such mass since 2016. As a result, the government decided to increase border patrols and deportations to control the sudden migrant influx.

Worksheet 2.2.2

Questions:

In which sectors are Albanians employed in Greece?

.....

In which sector are Romanians mainly employed in Greece currently?

.....

How has a gender shift in the immigrant group composition influenced the primary sector of employment for Georgians?

.....

Text:

IMMIGRANTS IN GREECE: CHARACTERISTICS AND ISSUES OF REGIONAL DISTRIBUTION - Employment by economic sector

Released: 11/ 8/ 2022 14:55, author: Martin Baldwin-Edwards

The only sources of data for comparison of sectoral employment of immigrants are the Census 2001 and recent LFS data. [...] Assuming that the LFS sampling is good enough for comparison with the Census data, we can make the following observations:

Albanians

Decrease of 50% in agriculture, increases of 15% in construction, 40% in hotels/restaurants, 20% in households. The construction sector, which was always the largest, has increased in importance.



Bulgarians

Decrease of 40% in agriculture, increases of 80% in construction, 40% in households, Household employment is now the primary employment for Bulgarians.

Romanians

Decrease of 80% in agriculture, increases of 100% in hotels/restaurants, 100% real estate, 60% households. Construction is now the single biggest sector, previously equal with agriculture.

Georgians

Serious data problem with comparisons, probably through the award of Greek citizenship and the fact that different communities were sampled in 2001 and 2006. Decreases in real estate, agriculture and manufacturing, increases of 100% in wholesale and retail, and 40% in households. Primary sector of employment is households, previously was construction: this actually suggests a gender shift in the immigrant group composition, as mainly women work in the household sector and men in construction.

Worksheet 2.2.3

Questions:

Why did two important waves of emigration take place in Greece?

.....
.....

Why did the first wave of emigration happen?

.....
.....

Why did the second wave of emigration happen?

.....
.....

How many Greeks migrated among the second wave and where did they migrate to?

.....



Text:

GREECE: A HISTORY OF MIGRATION

Released: 11/08/2022, authors: Charalambos Kasimis, Chryssa Kassimi

<https://www.migrationpolicy.org/article/greece-history-migration>

Greek History: Waves of Emigration

Two important waves of mass emigration took place after the formation of the modern Greek state in the early 1830s, one from the late 19th to the early 20th century, and another following World War II.

The first wave of emigration was spurred by the economic crisis of 1893 that followed the rapid fall in the price of currants - the major export product of the country - in the international markets. In the period 1890-1914, almost a sixth of the population of Greece emigrated, mostly to the United States and Egypt. This emigration was, in a sense, encouraged by Greek authorities, who saw remittances as helping to improve the balance of payments of the Greek economy. The lasting effect on Greece's national consciousness was the expansion of the notion of "Hellenism" and "Hellenic diaspora" to the "New World."

Following World War II, the countries of Southern Europe, Greece among them, were the main contributors to migration to the industrialized nations of Northern Europe. However, the oil crises of 1973 and 1980 caused economic uncertainty and a sharp fall in the demand for labor, which in turn led northern states to introduce restrictive immigration policies. As these countries became less welcoming to their former invitees, return migration to Greece soon followed.

More than one million Greeks migrated in this second wave, which mainly fell between 1950 and 1974. Most emigrated to Western Europe, the U.S., Canada, and Australia. Economic and political reasons often motivated their move, both connected with the consequences of a 1946-1949 civil war and the 1967-1974 period of military junta rule that followed. Official statistics show that in the period 1955-1973 Germany absorbed 603,300 Greek migrants, Australia 170,700, the U.S. 124,000, and Canada 80,200. The majority of these emigrants came from rural areas, and they supplied both the national and international labor markets.



Worksheet 2.2.4

Questions:

Which levels of education hold migrants in Greece?

.....
.....

Which nationality has the lowest level of education and which the highest?

.....
.....

In which sectors are mainly immigrants employed?

.....
.....

In which sectors do immigrants play a structural role?

.....
.....



Text:

GREECE: A HISTORY OF MIGRATION

Released: 11/ 08/ 2022, authors: Charalambos Kasimis, Chryssa Kassimi

<https://www.migrationpolicy.org/article/greece-history-migration>

Education and Workforce Participation

Nearly one-half of the migrants have secondary education (including technical-skill schools) and one-third have either completed or acquired primary school education. Almost one-tenth have higher education. A qualitative analysis of the educational levels of the various nationalities shows that, comparatively speaking, Albanians have the lowest level of education and former Soviet citizens the highest. In terms of higher education, females have the largest share of the total, while males appear to predominate in all other educational categories.

Immigrants are almost exclusively (90 percent) engaged in salaried work and, to a much lesser extent, are self-employed (6.5 percent). Most of the jobs are non-skilled, manual work well below the immigrants' level of education and qualifications.

According to the 2001 census data, the majority of immigrants (54 percent) enter Greece for work. Bulgarians and Romanians are the nationalities that most often cite employment as the most important reason for immigrating to Greece. Immigrants are mainly employed in construction (24.5 percent), "other services," meaning mostly domestic work (20.5 percent), agriculture (17.5 percent), and "commerce, hotels, and restaurants" (15.7 percent).

Because of the size of their presence in the total immigrant population, Albanians dominate in all sectors. Within the Albanian nationality, however, construction absorbs the highest percentage (32 percent), followed by agriculture (21 percent), and then "other services" (15 percent). In contrast, Bulgarians are mostly occupied in agriculture (33 percent) and "other services" (29 percent).

In the construction sector, immigrants currently provide a quarter of the wage labor, and in agriculture, a fifth of the total labor expended (almost 90 percent of the non-family wage labor). Immigrants play an important structural role in both sectors.



Assessment: self-assessment.

Pupils can check their answers against the answers provided. After they finish, they will tell the rest of the class about the content of their text in English. The comprehension questions and pupils' answers help them prepare their presentations. The minimum requirements for the short oral presentation are: title; main idea, 3 questions and answers.

Notes for the teacher:

For the reading activity, the teacher should decide about the language¹: either English (L2) or the pupils' home language(s) (L1). This will depend on the pupils' level.² Even if the pupils read in L1, they should answer the questions in L2 and present the text in L2.

Timing: Reading, answering questions, preparing presentations - 30 minutes

Presentations -15 minutes

References:

All the texts are drawn from the sites below. The language of the texts is authentic; it was not simplified in any way.

Worksheet 2.2.1:

https://en.wikipedia.org/wiki/Immigration_to_Greece

Worksheet 2.2.2:

https://ec.europa.eu/migrant-integration/library-document/immigrants-greece-characteristics-and-issues-regional-distribution_en

Worksheets 2.2.3 and 2.2.4

<https://www.migrationpolicy.org/article/greece-history-migration>

¹ This is the English version of the 4 texts based on the Greek content. The teacher should adapt the texts in the desirable language and content depending on the language and pace of instruction.

² Reading in L1 will require the translation of the texts into the language of instruction.



UNIT 2: Changing the place where we live

Learner worksheet 2.3 (optional) MATHEMATICS

Materials required: included below

Grouping: or

Worksheet 2.3



How many of these word problems can you solve? Use a calculator if you like.

- According to the latest census, the population of Greece increased from 10.259.900 in 1991 to 10.964.020 in 2001.

a) In which year there were more immigrants in Greece, in 1991 or in 2001?

.....

b) How great was the difference in the population between the two years?

.....

- Data about the sectoral employment of Albanians in 2001 showed a decrease of 50% in agriculture, increases of 15% in construction, 40% in hotels/restaurants, 20% in households.

c) In which sector were the Albanians mainly employed in Greece in 2001?

.....

- In 2015 there were 856,723 arrivals by sea in Greece, an almost **fivefold** increase to the same period of 2014.

d) How many arrivals were in Greece in 2014?

.....



Assessment:

Pupils write the results on the dotted lines. After finishing they swap their notes for peer-correction. The teacher checks the results with the whole class.

Notes for the teacher:

Be careful about the use of punctuation in numerals.

Timing: 45' minutes

Answers:

- a) In 2001
- b) 704.120 people
- c) in hotels/restaurants
- d) 171.344 arrivals

UNIT 2: Changing the place where we live

Learner worksheet 2.4 MIGRATION AND OUR TOWN

Materials required: included below

Grouping: 

Discuss in your home language(s) (or the language of the school).

Suggested questions:

1. What is the situation of immigrants in our town / region?
2. Where can you meet immigrants?
3. Where do they come from and what languages do they speak?
4. What do they do for a living? Do they have the same chance in the local labour market to find a good job compared to indigenous people?

Timing: 15' minutes



UNIT 2: Changing the place where we live

Learner worksheet 2.5 BECOME LOCAL JOURNALISTS

Materials required: -

Grouping: Three groups of three cartoon figures, each group consisting of three small, stylized human figures standing together.

Become local journalists. Plan an interview with immigrants in your region. Split up into groups of three. Plan your interview:

1. Think where you can find your interviewees and try to contact them with the help of your teacher. (10')
2. Prepare the questions. (15')
3. Assign tasks among the group: decide who will take the interview, who will transcribe it and who will present it. (15')
4. Conduct the interviews.
5. Present your **What is life like for an immigrant in your region?**

Assessment: Pupils present their findings in a short presentation in the class. The interview should be planned in L2 (language of instruction) unless some students have the same L1 with an interviewee. In this case the interview may be conducted in L1 of the student, but the presentation should be held in L2.

Notes for the teacher: The teacher should supervise the groups for the preparation of questions and the assignment of tasks. The teacher should also contact the immigrants (maybe through a local institution in the town) in order to help the students to conduct the interviews. He/she should plan the place and the time of interview.

Timing: 45' minutes for the first three tasks, timing for tasks 4 and 5 depend on the number of the groups

Grouping: groups of 3.



UNIT 2: Changing the place where we live

Learner worksheet 2.6 OUR MAGAZINE

Materials required: -

Grouping: Three groups of three cartoon figures, each group consisting of three small, stylized human figures standing side-by-side.

Create your class magazine down an article based on the findings of your interview. Talk about immigrants' lives in your region. (45 - 60')

1. Select all the articles and compile a magazine. Work in groups again. Each group will take on a different task: Choose a title, design the cover, decide on the order in which the articles will be presented. (90')

Assessment: Attention should be paid to correct spelling, vocabulary, grammar and syntax; generally, to the composition of the articles.

Notes for the teacher: The teacher should give the students an opportunity to be creative and compile their own magazine. He/she should assist the pupils only when they need it. The students may choose freely the language in which they write the article (either L1 or L2).

Timing: 135 - 150' minutes

Grouping: groups of 3



UNIT 3: Meeting new friends in our town

Learner worksheet 3 OUT-OF-SCHOOL EXPLORATION

Materials required: included below

Grouping: Five cartoon figures representing people, with an ellipsis between the third and fourth figures, indicating a group.

The size of groups depends on the class size and the pupils' decision.

1. The teacher shows a map of the town / region and explains the project:

Stage 1: introductory activities at school

- Establishing a grid over the map: Groups divide the map into several areas to be explored. They present their concept of division to the class.
- Discussing the project. The whole class agrees on the main rules and the choice of tasks.
- Preparing the excursion.

Stage 2: out-of-school excursion

- Groups explore their part of the town / region. They trace different cultural markers: (verbal, architectural, etymological, environmental, political, entrepreneurial, behavioral, and interpersonal). They collect evidence (e.g. by talking to people, taking notes, taking photographs, recording the sounds, marking information on the map).

Stage 3: presentation of results in class

- In L2, L1 and the languages in the class and from the town.
- Developing thematic maps of the town / region according to the researched topics.
- Discuss in class after exploring your town/region and keeping in mind the findings of the previous project (activity 2.6), how far immigrants are integrated in their town/region.

Assessment:

After the third stage, pupils' work should be displayed on a notice board in the classroom or school.



Notes for the teacher: The teacher escorts the students to the out-of-school excursion and provides them with equipment they might need (e.g. camera).

Timing:

stage 1: 45' minutes

stage 2: several days for out-of-school project work

stage 3: 60' minutes

UNIT 4: Presenting exploration results – IMMIGRATION in our town

Timing: 60' minutes

Material required: -

Grouping:  (groups)

Focus on content:

Social Studies; Presenting relevant information and evidence.

Focus on language:

Speaking skills in L2, L1 and/or other languages present in the class;

Assessment:

The teacher should praise all the pupils and appreciate their work.

Notes for the teacher:

Pupils' parents or other guests can be invited to school or to another public place to admire the students' exhibition.



- Pupils can present their work in L2 and some L1. They should also include the languages spoken in their school or class.
- Expected outcomes:
 - Presentation of the magazine of the class.
 - Thematic maps of the town (region) according to the topics explored.
 - Display of pictures, maps, text and other findings.

