A decorative graphic on the right side of the page. It features three concentric blue circles of different sizes, with the largest one at the top, a medium one in the middle, and a large one at the bottom right. Thin blue lines extend from the top left towards the circles, and another line extends from the top right towards the bottom right circle.

An introduction to the European Union

Teacher's notes

These notes are intended to provide teachers working this unit with instructions. Activities cover a whole range of levels: from ablest to less able students, language, culture or content focused exercises, and ICT resources. All images, diagrams, maps and figures displayed in students' sheets are hyperlinked. Assessment directions are included within.

MARCEL LÍ VALDÉS GARCÍA
04/12/2009



Teacher's notes

CHAPTER I: FROM II WORLD WAR TO THE BIRTH OF THE EEC

LESSON 1: THE WORLD WAR II AFTERMATH

An Introduction to the European Union

Marcel·lí Valdés. IES Molí de la Vila

Llicència d'Aberdeen. December 2009



Students' worksheets pages 1-5

Activities 1.1-1.6

Time: 1'30 hours

Level: 3rd ESO

The first lesson is an introduction to the situation Europe was suffering the aftermath of World War II, and how such a situation made a more cooperative approach possible.

It is important to help students understand the very serious events, which occurred during and after the war, especially those relating to human and material losses and to war crimes, pointing out the planned Nazi genocide of over six million people. *The first activity can be done as an initial assessment. The last one can be either used as a formative or summative assessment.*

Activity 1.1

Key and procedure

- 1) The death toll
- 2) A crippled man in a ruined landscape
- 3) Heavy damages in buildings
- 4) People released from a concentration camp
- 5) The United States of America flag
- 6) The USSR flag
- 7) The atomic bomb

The students have to link each of the seven images with its corresponding caption. As the procedure the students should follow is already in their students' sheets, it will not be placed here, unless specific directions for the teacher may be required.



Teacher's notes

Cripple: Someone whose legs are disabled

Rivalry: Competition between people or groups that do not like each other

Aware: Alert and fully informed about something.

Unborn: Something or someone not brought yet into existence.

Ravage: A destructive action usually made in wartimes.

Lethal: Something dangerous causing death.

Endorse: To give support to someone or something.

Framework: A structure supporting or containing something.

Activity 1.2

Key and procedure

- a) Over 60 million people
- b) Over 20 million soldiers
- c) Approximately 6 million people
- d) The Nazis
- e) A nationalistic rivalry among some European countries and the Nazi ideology
- f) The European countries
- g) The two new superpowers: the USSR and the EUA
- h) Two
- i) Europe was fully destroyed, having suffered enormous losses
- j) France and Germany
- k) The USA
- l) To build a freer, fairer and more prosperous continent within a framework of peace

Divide the class into groups and ask the students to read the text. Then, give a piece of paper to one of the students in each group with the definition of the words in bold. The student has to explain to the others the meaning of the word. Check if they have understood the text. They may look for the words with a hyperlink on the internet.

Tell students the importance of the facts involved in World War II, and how these had never been seen before. That is why people who experienced them were so shocked.



Teacher's notes

Remind students about the previous Spanish Civil War and its effects. Read the questions and make sure they have understood them. They will work in groups.

This activity practises abilities such as recognising and understanding, rated as Low Order Thinking (LOT), yet it can be useful as an introduction, in order to encourage students to work. **It is highly advisable that the teacher reads out as many texts as possible, in order to familiarise students with spoken English. English is a language with a weak sound-grapheme correspondence, therefore both reading and listening abilities should be developed.**

Activity 1.3

Key and procedure

- | | |
|--------------|-----------------------------------|
| a) Agreement | 1) War effects |
| b) Weakness | 2) Post War period |
| c) Italy | 3) Neutral countries |
| d) Sweden | 4) Countries participating at war |

In this activity, the students have to identify the word which is different from the others, and into which category the other four words of the section fall.

Activity 1.4

Key and Procedure

There was a strong rivalry between France and Germany causing the outbreak of the 2nd World War and all of Europe except Spain, Portugal, Sweden, Switzerland and Ireland got involved, (Spain had gone through a civil war shortly before). In addition, in concentration camps, the Nazis committed genocide atrocities and the Jews were the group that most suffered from the Nazi war crimes. Eventually the war ended the traditionally European hegemony over the world. Additionally, a new compromise backed by the USA should be made between France and Germany, where international relationships would be carried out in a peaceful framework.

Read the sentences first and make sure your students understand them. Students then write their own text about the consequences of World War II in the writing frame using the connectors provided.

Activity 1.5

Key and Procedure

It is an open activity. The students are encouraged to write a very short essay, in order to summarise the main war effects, and to connect with the next chapter. They have to look for connectors and expressions through all the previous exercises they have already done.

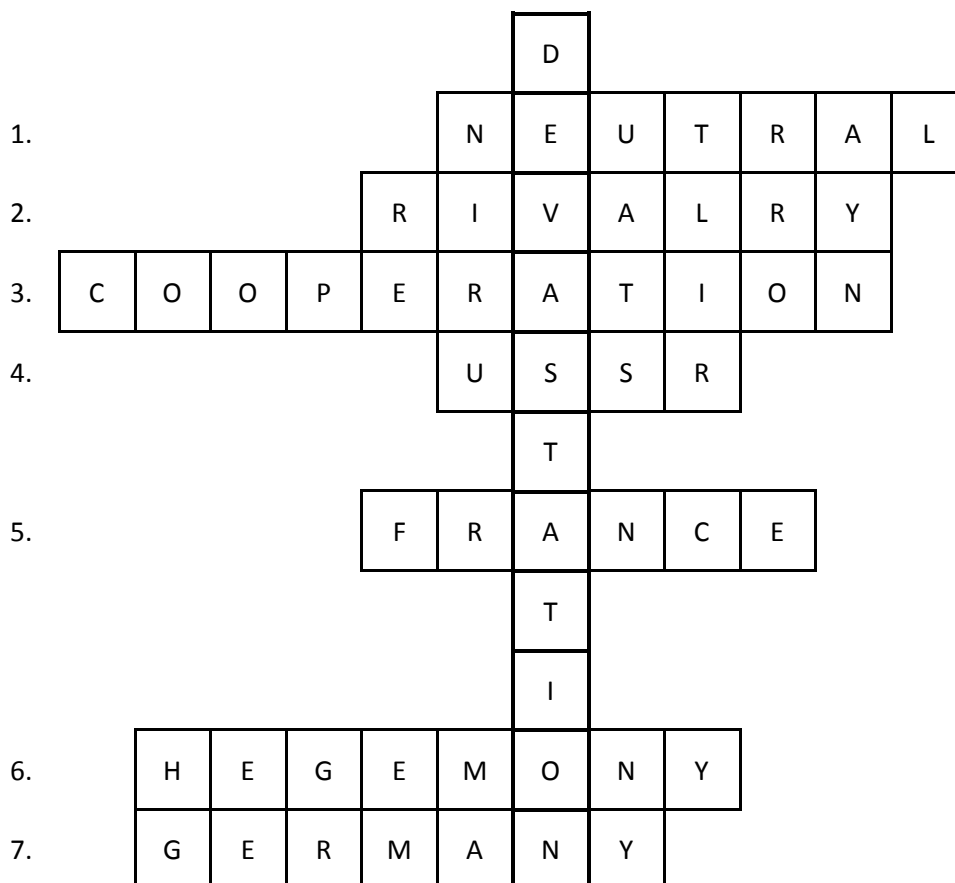
Activity 1.6



Teacher's notes

Key and procedure

The students, in groups of two, have to complete the crossword by using the clues.



Some countries, such as Spain or Sweden were neutral. France and Germany substituted its rivalry by cooperation. The USA and the USSR had the hegemony in a world having suffered a brutal devastation.

LESSON 2: TOWARDS THE CREATION OF THE EUROPEAN ECONOMIC COMMUNITY

An Introduction to the European Union

Marcel·lí Valdés. IES Molí de la Vila

Llicència d'Aberdeen. December 2009



Students' worksheets pages 6-9

Activities 2.1-2.6



Teacher's notes

Time: 1'30 hours

Level: 3rd ESO

This second lesson shows the students the steps making possible the creation of the EEC.

Activity 2.1

Key and procedure

Read out the text. Then students have to complete the table. Words or abbreviations that are hyperlinked might present difficulties. If there is no internet access available, give them their meanings. *This activity could be used for initial assessment, as they may have studied these names previously.*

Politician/institution/country	Year of creation	Purpose/-s	Members
The Marshall Plan	1947	Alleviate European countries	Most of Western Europe
The Benelux	1944	A customs union between these three countries	Belgium, the Netherlands and Luxembourg
NATO	1949	To confront the Soviet Union	USA, Canada and most of Western Europe
Council of Europe	1949	Cooperation, democracy and human rights	Most of Western Europe

Activity 2.2

Key and procedure

Students have to match each flag or symbol to its institution and date of creation.

1. OEEC (from 1961, OCDE)-----1948
2. Benelux-----1944
3. NATO-----1949
4. Council of Europe-----1949
5. Marshall Plan-----1947
6. ECSC-----1951

Activity 2.3

Key and procedure

Read out the text. Students have to find the synonyms or definition of the words provided. Check if they know the verb tense forms.

1. Went on
2. Foreign



Teacher's notes

3. Low Countries
4. Reached
5. The Six
6. Steel
7. Coal
8. Pooling
9. Setting up
10. Foundations
11. achievement
12. Provide
13. Made up

Activity 2.4

Key and procedure

This is a review activity from the previous texts. They can access the hypertext links as well.

- 1) According to Churchill, a partnership between France and **Germany** was the remedy for Europe.
- 2) The NATO included **non-European** countries.
- 3) The **Council of Europe** tried to incite cooperation and to reinforce the democratic system.
- 4) According to Robert Schuman, Europe would be built **through concrete achievements**.
- 5) The pooling of Franco-German production of coal and steel was open to **other European countries**.
- 6) The ECSC was created by the Treaty of Paris in 1951, and was presided by **Monnet**.
- 7) The Six consisted of France, Germany, Italy, Belgium, Low Countries and **Luxemburg**.
- 8) The foreign ministers of the Six met in a Conference in Messina (1955), and its agreements were decisive for achieving the EEC.
- 9) EURATOM is known as well as the European Atomic Energy Community (EAEC), and it was created in **1957, six years after** the ECSC.

Activity 2.5

Key and procedure

Students can try to guess the words missing in the text by using previous information provided.

ANSWER KEY (Starting letter: x, y)

- | | | |
|-------------------|------------------|---------------|
| 1. EEC(3,14) | 5. SCHUMAN(7,13) | 9. ROMA(8,2) |
| 2. ECSC(11,5) | 6. PARIS(14,6) | 10. NATO(2,7) |
| 3. CHURCHILL(2,3) | 7. EURATOM(5,8) | |
| 4. MONNET(1,10) | 8. BENELUX(9,3) | |



Teacher's notes

Churchill supported the United States of Europe, whereas the Benelux had already been set up. In 1949, NATO was established to stop communism, Schuman aimed at the creation of the ECSC by the Treaty of Paris, presided by Monnet. In 1957, the Treaty of Rome institutes the EEC and the EURATOM.

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

Activity 2.6

Key and Procedure



Teacher's notes

Open activity. This exercise may help with summative assessment.

Students might be able to use the vocabulary learned. If you do not have enough time to do all the activities, you can have their biographies sent beforehand, and then check them for errors. Ask other groups to find and correct mistakes.

CHAPTER II: FROM THE EEC TO THE EUROPEAN UNION

LESSON 3: THE CREATION AND EXPANSION OF THE EEC

An Introduction to the European Union

Marcel·lí Valdés. IES Molí de la Vila

Llicència d'Aberdeen. December 2009



Students' worksheets pages 10-15

Activities 3.1-3.6

Time: 1'30 hours

Level: 3rd ESO

Activity 3.1

Key and procedure

- | | | |
|------|---|----------------------------------|
| I. | The USSR and its satellite countries | had a planned economy |
| II. | The EEC was created | in the fifties |
| III. | A symbol of the Cold War was the partition of | Germany into two states |
| IV. | The USA and its allies | has a capitalist system |
| V. | The non-aligned countries | did not give support to any bloc |
| VI. | The confronted leaders of the Cold War were | The USA and the USSR |

The students have been given the instructions in their sheets. *Suitable exercise to check if students recall Cold War and some aspects of Contemporary History (initial assessment).*

Activity 3.2

Key and procedure

FDR or West Germany is at the East of France. France is at the West of Italy and at the South of Belgium, whereas Luxembourg is located between the three first countries mentioned and the Netherlands at the North of the fourth country mentioned. Italy is at the South of Europe.



Teacher's notes

The students have already in their sheets instructions. *Appropriate activity for initial assessment, as they should have learned both cardinal points and some European countries' geographical position long before.*

Activity 3.3

I. NATO states

Iceland was an island country in the North Sea. Norway was the only country bordering with Non-aligned states and with the USSR. In two continents, Turkey was the furthest east NATO state. A country consisting of a strip facing the Atlantic Ocean and bordering with a Non-aligned state was Portugal. A small peninsular state surrounded by two seas is Denmark, whereas another peninsular country at the Mediterranean Sea bordering with a Warsaw Pact state was Greece. A very populated country in the North Sea, occupying two islands was United Kingdom. Finally, there were the six countries of the EEC: Belgium, France, Germany, Italy, Luxembourg and the Netherlands.

II. Warsaw Pact states, other communist states and Non-aligned countries

Finland was a Non-aligned country bordering with a communist one, a Non-aligned (Sweden) and a NATO state. Switzerland and Austria were two neutral countries at Central Europe with no sea. A small island country sharing a border with a NATO state was Ireland, whereas at the southwest of Europe Spain was another Non-aligned state. Close to West Germany was East Germany: the most westerly Warsaw Pact state. At its east was Poland, bordering the USSR. A country with no sea and bordering a NATO and a neutral country was Czechoslovakia. Romania was at the south of the Soviet Union, whereas Bulgaria was at the south of the former. A Warsaw Pact state with no sea and bordering with a neutral country and Yugoslavia was Hungary.

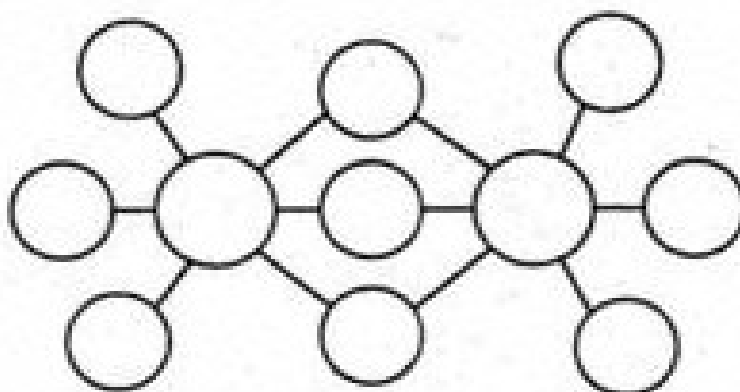
As an alternative, the teacher may first read the text aloud. In this exercise, students should be more familiar with giving indications with regard to geographical location. *Check that at least they remember cardinal points (formative assessment).*

Activity 3.4

Key and procedure



Teacher's notes



It is advisable to tell the students to assign a number to each concept, and then place it inside the bubble. On the left side in the central bubble: **CAP**. The three bubbles stemming from the CAP are (in any order) **free market of agricultural products**, **protectionist policies** and **absorbing most of the budget**.

On the right side in the central bubble: **general economic policy**. The three bubbles stemming from it are (in any order) **interdiction of monopolies**, **creation of some transport common policies** and **granting of some commercial privileges to the colonial territories of the member countries**.

Treaty of Rome should be in the central bubble, whilst **Common Market** and **Customs Union** go above and below, (in any order).

This is a High Order Activity (HOT). Check that students understand words and expressions.

Activity 3.5

Key and procedure

The first sub activity is intended to reinforce students' identification of the location of European countries. Besides, it is a way of achieving a gradual familiarisation with European map, because we add six countries to the six founding countries. *It can be used to assess them formatively.*

The second sub activity is a HOT one, and through it you can ascertain the ability of you students to relate concepts corresponding to different categories. The years (in squares) are 1981, 1985, 1986 and 1987. The countries (in triangles) are Spain and Portugal. The events (in ellipses) the creation of the ECU and EMS and from both of them stems the Euro foundation. Schengen agreement is linked to 1985 and The Single European Act to 1987. It is advisable to tell the students to assign a number to each concept, and then place it inside the geometrical shape.



Teacher's notes

Activity 3.6

Key and procedure

1. Europe Unite by Winston Churchill, in 1946.
2. Robert Schuman, circa 1950.
3. Spaak.
4. Adenauer.
5. 'Firma del Trattati', 1957.
6. Joke about the British lion, circa 1973.
7. Criticism against the EEC, circa 1980.
8. Stamp commemorating the 1979 European Assembly Elections.
9. The Europe of the Twelve, in 1986.
10. The Irish ECU coin (probably in the nineties).

This may be a HOT activity, where students should decide which images go with which concepts and then link them appropriately. It can be used for summative assessment, as it contains pieces of information corresponding to previous lessons.

LESSON 4: SETTING UP AND ENLARGEMENT OF THE EUROPEAN UNION (EU)

An Introduction to the European Union

Marcel·lí Valdés. IES Molí de la Vila

Llicència d'Aberdeen. December 2009



Students' worksheets pages 16-23

Activities 4.1-4.8

Time: About 2 hours

Level: 3rd ESO

Activity 4.1

Key and procedure

1. A popular name for a conservative British prime minister (Iron Lady).
2. A state of nothingness or nullity (void).
3. How a result is obtained (bring about).
4. Give rise, produce (mean).
5. From now on (henceforth).
6. Dominant, hegemonic (overpowering).
7. Mistrust, suspicion (misgivings).
8. In the middle of, surrounded by (amid).
9. Happen as a result of something (emerge).
10. Link firmly and stably (anchor).
11. Alleviate, palliate (relieve).
12. Power, strength (might).
13. Haste, hurry (rush).
14. Split up, separate (break up).
15. To reach the highest point (to peak).
16. Side by side, together (alongside).
17. Implicate, involve (entail).
18. Becoming less or smaller (decreasing).
19. Most important, principal (paramount).
20. A basis for comparison, a reference point (standard).
21. Becoming less quickly (shrinking).



Teacher's notes

22. Governmental economic help to needy people (welfare). 23. Guiding, driving (leading). 24. Freeing from regulation (deregulation). 25. All of something (whole). 26. Demand for something as rightful (claimed). 27. Gross National Product (GNP). 28. Exerting much effort (striving). 29. Absolute, downright (out and out policy).

This activity is intended to introduce modern studies and Social Sciences language, as well as to provide students with a wide range of synonyms and vocabulary they are likely to come across. We may assess their ability to relate definitions, synonyms and words in context.

Activity 4.2

Key and procedure

a) Margaret Thatcher was called the Iron Lady in the eighties. b) Ronald Reagan was the promoter of deregulation in the eighties. c) Jacques Delors had a leading role in European integration around 1990. d) François Mitterrand was suspicious of new German hegemony around 1990. e) Helmut Kohl achieved a united Germany in 1990. f) The Berlin Wall fall signalled the collapse of communism in 1989. g) Communism was confronted by capitalism in the Cold War. h) Yugoslavia broke up into enemy countries in the nineties. i) New democracies applied for accession to the EU in the nineties.

This is a HOT activity, students have to combine expressions from the table, and create sentences from the given information. It can be used as a formative assessment, to see if they manage to recall some previous points.

Activities 4.3 and 4.4

Key and procedure

1. The Treaty of the European Union (TEU), known as Treaty of Maastricht for having been signed in that Dutch town, constitutes a turning point in the European integration process.
2. Then, the first ratification process took place in Denmark. The NO to the Treaty of Maastricht won in a referendum by 50.000 votes.
3. However, the ratifications of the Treaty were gradually taking place in the rest of the countries. In France, for instance, the YES to the TEU won.
4. Negotiations with Denmark started and it was granted the possibility of not following the other members in the third phase of the EMU.
5. UK got a similar [clause](#) to Denmark, including more areas, such as defence matters.
6. It was agreed that a denominated [Cohesion Fund](#), created in 1994, would provide less developed regions and countries with financial aid [focused](#) on the environment and infrastructures.



Teacher's notes

7. As well as this, in 1994 the European Union launched different programmes (Socrates, Erasmus, Leonardo) to facilitate contact and combined work among European students and teachers.
8. The creation of the [Economic and Monetary Union](#) (EMU) was a great step ahead settled by the TEU. A definitive name was given to the new European unique currency, the *euro*, in an EU [summit](#) held in Madrid, in 1995.
9. In 1996, an Intergovernmental Conference held in Turin started the process to substitute the TEU. One year later, the Treaty of Amsterdam would be the TEU's update.
10. The foundation of the Europol (European Police Office), in 1999, was one of the most outstanding changes made possible by the TEU.
- 1-i, 2-h, 3-c, 4-b, 5-e, 6-d, 7-f, 8-g, 9-a, 10-j

This HOT activity focuses on the ability to rearrange information, as well as analysing paragraphs. Later they should be synthesized and finally related to their corresponding heading.

Activity 4.5

Key and procedure

- a) Which country retired its candidature?
- b) When were negotiations with these countries started?
- c) Who rejected the accession to the EU?
- d) Why was the last enlargement considered as the EU's largest single expansion?
- e) Where was the Treaty of Accession signed, giving birth to the EU's last enlargement?
- f) How many countries have accessed the EU since 1995?
- g) How has the last enlargement been seen by the European Union?
- h) Which countries have just accessed the EU?
- i) How long did it take Malta to access the EU?

Check the students understand the words. They can click on the hyperlink words, but if no smart board or online connection is available, a good dictionary might help. This activity focuses on language, and it is similar to 1.2, but in this case, they should make the questions. Check especially their understanding of interrogative particles, as they are crucial to relate and sequence historical events.



Teacher's notes

Activity 4.6

Key and procedure

Former German Democratic Republic in 1990 (Germany reunification). Austria, Finland and Sweden in 1995. Cyprus, Czech Republic, Estonia, Hungary, Latvia, Lithuania, Malta, Poland, Slovakia and Slovenia in 2004. Bulgaria and Romania in 2007.

You may try to do this activity without the students looking at the maps, fostering their ability to recall the location of European countries. In this way, they would apply their previous geographical knowledge to a historical process. If students are able to relate all these facts to the Cold War end, praise them, because this indicates they are performing well in formative assessment.

Activity 4.7

Key and procedure

1-g-1989. 2-e-1985 and 1990. 3-m-1990. 4-d-1985-1995. 5-h-1979-1990. 6-l-1981-1989. 7-j-1982-1998. 8-c-1981-1995. 9-k-1992. 10-a-1997. 11-f-1999. 12-b-1987 and 1994. 13-i-1994. 14-n-1972 or 1994.

This is a summarising activity, useful for a summative assessment. By doing this exercise students should identify, remember, relate and combine the different pieces of information.

Activity 4.8

Key and procedure

Follow, passing. Closing, blowing. Share, dream. Buried. Straight. Guitar.

1953 refers to the 17th June Berlin uprising against communist ruling. 1961 is the year the Berlin Wall was erected by GDR authorities in order to avoid GDR citizens migrating to FRG. The Soviet leader starting to dismantle the communist system was Mikhail Gorbachev, the Pope in those years was John Paul II and the president of the United States was George H. W. Bush. The images at first are in black and white and show conflicts such as war, but then soldiers are closer to people, as is reflected in the kiss between a soldier and a girl. This means the change has arrived, the world has opened, and the Berlin Wall has fallen. The text shows many types of emotions, such as anger, fear, hope, joy, etc.

In August 1989, many citizens from Eastern countries escaped to the West, after going there supposedly on holiday. At the same time, in Moscow, some reforms to give more freedom to people were implemented. The balalaika is a Russian instrument, whilst the guitar is a Western one; so the idea is that both of them meet and sing the same song; there is no wall between them anymore.



Teacher's notes

They can think about the North-South divide, for instance the American-Mexican border in Rio Grande or about the wall built recently in Palestine. Some walls are still to be demolished.

This is a HOT and ICT activity, suitable for a summative assessment. It includes plenty of skills.

LESSON 5: Spain and Catalonia in the EU

An Introduction to the European Union

Marcel·lí Valdés. IES Molí de la Vila

Llicència d'Aberdeen. December 2009



Students' worksheets pages 24-31

Activities 5.1-5.5

Time: About 1,30 hours

Level: 3rd ESO

Activity 5.1

Key and procedure

The title could be something like 'The long Spanish path towards the EEC', but any sentence reflecting that prolonged process would be appropriate.

2. Uprising, rebellion. 3. sought, searched for. 4. judged, heard. 5. request, petition. 6. sent in, presented. 7. answering, responding. 8. regardless of, in spite of. 9. foresaw, envisaged. 10. long-lasting, prolonged.

Make sure students understand the text. Context and verb forms may help them to guess the words. The teacher might read the text, in order to familiarise students with these words.

Activity 5.2

Key and procedure

2. Nevertheless, there were some people that did not like democracy. Therefore, they made a coup that failed because of a quick intervention led by Juan Carlos I.

3. Following an ineffective request in 1962, Spain submitted its application for accession to the EEC in 1977.



Teacher's notes

4. Due to the favourable position of the European Commission, as of 1979 negotiations started, despite some critical remarks from the Council of Europe.
5. However, it would take six years to complete the Spanish integration process in the EEC.

This HOT activity focuses on language connectors, in order to develop sequencing, inferring and relating skills. Students might realise that these five paragraphs synthesize the above text.

Activity 5.3

Key and procedure

2nd graph (1st part): In this graph, we have an x and y-axis. The x-axis refers to a thirty-year period, from 1970 to 2000. The y-axis shows a percentages scale. The red line represents the GPD's percentage of Spain's investments in other countries, whilst the blue line represents the investments of other countries in Spain. This way, first we can track the investment evolution from the end of Francoism to its accession to the EEC (1986). Then we see it until one year after the constitution of the EMU (European Monetary Union), in 2000.

The 2nd part of 2nd graph and the 3rd graph are open activities. Texts produced must make sense. Using the connectors and expressions for describing trends is worthy of praise.

As this activity may take a certain amount of time, it can either be done for homework or summarised. Producing meaningful commentaries of the processes represented by graphs is a HOT exercise. The mastering of these techniques may apply to a wide range of subjects.

Activity 5.4

Key and procedure

1. Firstly, Catalonia has always followed social movements and cultural advances developed in Europe. Secondly, its geographical position, as the main entrance to the Iberian Peninsula from the rest of the continent, has contributed to such an attitude as well.
2. Firstly, in High Middle Ages, Catalans created commercial networks throughout the Mediterranean. Secondly, during the XIX century it emerged as a pioneering character responsible for the expansion of the Industrial Revolution.
3. Jordi Pujol has been in office in different EU organizations from 1985 to 1996, at the beginning in the Council of European Regions and Municipalities, and later, as a president of the Assembly of European Regions (the latter being an update of the former), from 1992 to 1996.
4. I am not giving the results for this exercise, as they can be easily found, and they may vary according to the type of search method chosen. In the end, the results display that Barcelona,



Teacher's notes

and therefore, Catalonia is the nearest Spanish area to mainland Europe. The reasons for selecting these towns lie in the fact that they are the main economic centres within Spain in one case and within Europe in the other.

The two first exercises are more likely to be HOT activities, especially if students' output shows a certain degree of autonomy with regard to the input they have been provided with. The third exercise and the collection of data in the fourth are LOT. A reasoned explanation justifying the choice of the towns displayed may be praised.

Activity 5.5

Key and procedure

I and II) 5-a, 2) 1-e, 3) 2-f, 4) 3-d, 5) 4-g, 6) 7-b, 7) 6-c

III) Open activity. The two first activities are more focused on with identifying, recognizing and remembering, though relating is a skill required as well. The third one aims to develop HOT skills, such as appraise, weigh, argue or produce, among others.

CHAPTER III: TODAY'S EUROPEAN UNION

LESSON 6: SETTING UP THE EURO AND THE EUROPEAN MONETARY UNION

An Introduction to the European Union

Marcel·lí Valdés. IES Molí de la Vila

Llicència d'Aberdeen. December 2009



Students' worksheets pages 32-36

Activities 6.1-6.6

Time: About 1,30 hours

Level: 3rd ESO

Activity 6.1

Key and procedure

First paragraph: Which countries are not obliged to adopt the euro?



Teacher's notes

Second Paragraph: When did the national currencies of the Eurozone cease to exist?

How long did the changeover period for adopting euro' notes and coins last?

Third paragraph: How many countries switched to the euro in 2002?

What name does the set of countries using euro have?

Fourth paragraph: Why is the Eurozone likely to expand in the coming years?

Where else, apart from Eurozone, is the euro used?

This HOT activity should be done fairly well by students, as we have worked the making question skill before. Pertinent questions showing an autonomous production are welcome.

Activity 6.2

Key and procedure

The euro was instituted by the 1992 Maastricht Treaty **preparations**. In order **to take part in** the currency, Member States had to **fulfil** some strict criteria. Denmark, United Kingdom and later Sweden were **permitted** to decide if they wanted to adopt it.

2. The currency was introduced in non-physical form on 1st January 1999, when the national currencies of participating countries (the Eurozone) **stopped** existing independently. **So**, the euro became the successor to the European Currency Unit (ECU), which had been created previously in 1979. **Nevertheless**, the notes and coins for the old currencies were used as legal tender until the introduction of new euro notes and coins, on 1st January 2002. There was a **transition** period of approximately two months, for exchanging the former currencies' notes and coins for those of the euro.

3. On 1st January 2002, twelve countries adopted the euro as their **only** currency: Austria, Belgium, Finland, France, Germany, Greece, Ireland, Italy, Luxembourg, the Netherlands, Portugal and Spain. Slovenia **went over** Eurozone on 1st January 2007; Cyprus and Malta did it on 1st January 2008 and finally, Slovakia **switched** to the euro on 1st January 2009. These sixteen countries **form** the Eurozone or Euro Area, with about 326 million people in total.

4. With all but three of the **other** EU members obliged to join, the enlargement of Eurozone **is supposed** to continue **in the future**. **Beyond** the EU, the Euro is the only currency of two **ex-**Yugoslavian states (Montenegro and Kosovo) and **various** European microstates (Andorra, Monaco, San Marino and Vatican City) as well as in different **non-European** territories.



Teacher's notes

This activity is intended to enhance students' mastering of Social Sciences related linguistic areas as well as reinforce some key learning points. Some of them, especially the connectors showing consequence, contrast and sequencing should already be known. Because of this, it could be used for formative assessment. It might be interesting to see if students can distinguish them from nouns, and therefore, if they can find out their applications. Such an achievement would be noteworthy.

Activity 6.3

Key and procedure

Chronologically, the 1st map is number 2, the 2nd map is number 3, the 3rd map is number 1, and the 4th map is number 4. Reading the text above will give you the answers.

This activity is at a LOT level, especially if we consider that they are only applying their previous understanding of the text above or the EU maps shown so far.

Activity 6.4

Key and procedure

2. The Maastricht Treaty provisions decide to create the euro.
3. Denmark, Sweden and United Kingdom are allowed to decide whether they want to adopt the euro or not.
4. The ECU disappears.
5. The euro is introduced, and the currencies of participating countries cease to exist independently.
6. Euro notes and coins are introduced in the Eurozone.
7. Slovenia joins the Eurozone.
8. Malta and Cyprus become Member States of Eurozone.
9. Slovakia enters the Eurozone.

The 20-year-period refers to the ECU lifespan, while the second refers to the period where countries aspiring to join Eurozone should prepare to meet some strict criteria, in order to be eligible to participate.



Teacher's notes

The responses, in some cases, may be answered with slight differences. The first part tracks the ability of translating knowledge from a text to a timeline, whilst the second part requires a certain degree of abstraction, in order to ascertain what periods the timeline boxes refer to.

Activity 6.5

Key and procedure

a)

- I. Hungary (the other three from the Eurozone)
- II. Finland (the other three not obliged to join euro)
- III. Poland (the other three using euro, without belonging to Eurozone)
- IV. Slovakia (the other three bound to use euro)

b)

1. Replace: substitute, swap
2. Agree: accord, approve
3. Launch: start, begin
4. Eurozone: another name for the European Monetary Union
5. switch: adopting the euro
6. go over: ditto
7. set: establish, decide
8. broad guideline: general orientation
9. strengthen: reinforce, back up
10. remove: eliminate, withdraw
11. erode: weaken, deteriorate
12. shape: form, affect
13. suit: be convenient for, be acceptable to
14. out of step: a different level of rhythm

c)

- I. No, the ECU, created in 1979, is the predecessor of the euro. In 1999, it was replaced by the euro.
- II. The ECB controls only the Eurozone economic policy.
- III. Correct
- IV. The ECOFIN sets economic guidelines for the whole EU.



Teacher's notes

The activity mixes up both HOT and LOT activities, focusing on language richness acquisition as well as on subject content. It can be used as a formative assessment tool.

Activity 6.6

Key and procedure

1-c, 2-b, 3-a, 4-e, 5-d, 6-g, 7-h, 8-f

This exercise deals with culture, as a way to introduce the students to different ways of seeing the euro, of writing it, or of representing it. Thus, the idea of diversity, which is central to EU's design, is highlighted. Furthermore, students might develop HOT skills, if they are asked for justification and explanation of their choices.

LESSON 7: EURO ORGANIZATION, ITS STRENGTHS AND WEAKNESSES

An Introduction to the European Union

Marcel·lí Valdés. IES Molí de la Vila

Llicència d'Aberdeen. December 2009



Students' worksheets pages 37-48

Activities 7.1-7.8

Time: About 2 hours

Level: 3rd ESO

Activity 7.1

Key and procedure

a) a-4, b-3, c-2, d-1, e-5, f-7, g-6

b) Open activity. It is important that they rate the importance of the points in the text meaningfully. If so, this activity would be HOT. Besides this, talking about their everyday lives may trigger their interest in participating. I would suggest the students read out the text.

Activity 7.2

Key and procedure



Teacher's notes

Open activity.

Describing flags can help them talk about spatial location appropriately, if they follow the patterns given. They will recall the countries' names, when explaining what their flags are like. It can be used as an initial or formative assessment, by asking students to say EU's or EMU's countries. The ability to apply and translate patterns can be fostered by doing this exercise.

Activity 7.3

Key and procedure

a) You can match the flags to their countries using the link students have been provided with.

1. EFTA (European Free Trade Association)
2. Council of Europe
3. EEA (European Economic Area)
4. Schengen Area
5. Customs Union
6. European Union
7. Eurozone

b)

Organizations/ countries	Council of Europe	European Free Trade Association	European Economic Area	Schengen Area	Eurozone	European Union	EU Customs Union
Albania	x						
Andorra	x						x
Armenia	x						
Austria	x		x	x	x	x	x
Azerbaijan	x						
Belgium	x		x	x	x	x	x
Bosnia and Herzegovina	x						
Bulgaria	x		x			x	x
Croatia	x						
Cyprus	x		x		x	x	x
Czech Republic	x		x	x		x	x
Denmark	x		x	x		x	x
Estonia	x		x	x		x	x
Finland	x		x	x	x	x	x
France	x		x	x	x	x	x
Georgia	x						
Germany	x		x	x	x	x	x



Teacher's notes

Greece	x		x	x	x	x	x
Hungary	x		x	x		x	x
Iceland	x	x	x	x			
Ireland	x		x		x	x	x
Italy	x		x	x	x	x	x
Latvia	x		x	x		x	x
Liechtenstein	x	x	x				
Lithuania	x		x	x		x	x
Luxembourg	x		x	x	x	x	x
Macedonia	x						
Malta	x		x	x	x	x	x
Moldova	x						
Monaco	x						x
Montenegro	x						
Netherlands	x		x	x	x	x	x
Norway	x	x	x	x			
Poland	x		x	x		x	x
Portugal	x		x	x	x	x	x
Rumania	x		x			x	x
Russia	x						
San Marino	x						x
Serbia	x						
Slovakia	x		x	x	x	x	x
Slovenia	x		x	x	x	x	x
Spain	x		x	x	x	x	x
Sweden	x		x	x		x	x
Switzerland	x	x		x			
Turkey	x						x
Ukraine	x						
United Kingdom	x		x			x	x
Total number of countries	47	4	30	25	16	27	31

c) 1- It is not compatible to belong to EFTA and EU simultaneously, so there is no country belonging to both of these organizations. Andorra, Monaco, San Marino and Turkey are part of Customs Union but not of the European Economic Area.

2- Armenia, Azerbaijan, Georgia, Macedonia and Moldova only take part in the Council of Europe. There is no country participating in all seven institutions (see the above answer). Spain, Portugal, France, Germany and Italy belong to six of the seven organizations.

3- Switzerland takes part in Schengen Area and in EFTA, but it is outside the EU. Ireland participates in the Eurozone, but it is not a part of Schengen Area. The six organizations apart from the European Council are all its subsets, because any country belonging to any of these six organizations is necessarily part of the European Council too. Customs Union has two subsets: EU and Eurozone. Therefore, all those countries belonging to either organization must necessarily be Custom Union's associates.



Teacher's notes

This set of activities is intended to develop LOT and HOT skills, such as listing, matching, completing, or comparing. To some extent, it can be used for initial assessment, to see if students remember how many and which countries take part in the EU and in the EMU. Lastly, from a cultural standpoint, it can contribute to familiarising learners with countries outside the EU, and they should be able to group them, and find common and different traits.

Activity 7.4

Key and procedure

- I. The European Parliament (EP)
- II. The EP and the Council of Ministers, jointly
- III. The European Commission (EC) proposes laws, then both the EP and the Council of Ministers (or Council of European Union) adopt it, or if they do not agree with the law, they can amend it or reject it.
- IV. Both the EP and the EC are appointed for five years, whilst both the Court of Auditors and the Court of Justice are appointed for six years.
- V. EP runs legislative branch; EC runs executive branch and judicial branch is governed by the Court of Justice.
- VI. The ECOFIN (Ministers for Economy of Member States) and the European Central Bank (ECB)
- VII. It should deal with EC
- VIII. S/he should sue for compensation to the Court of Justice
- IX. They can be made either unanimously or by majority, in such a case the most populated countries get more votes and therefore more chances to win. With the Treaty of Lisbon implementation, most decisions will be made by majority vote.
- X. There are Ministers for every EU country, and they meet according to the issue being dealt with.
- XI. The Council of Ministers for the EU, the EC and the Court of Justice
- XII. The EP, Council of Ministers and the EC
- XIII. The Court of Auditors
- XIV. The Council of Ministers
- XV. In 1951, both the Council of Ministers and the EC were created. In 1952, the Court of Justice was founded. In 1962, the EP was instituted. In 1975, the Court of Auditors was launched. In 1998, The ECB was set up.



Teacher's notes

This exercise focuses on applying the knowledge obtained from a concept table, on answering questions, and on doing a timeline. They have to relate different elements, as several institutions usually conduct laws and procedures. As well, they should be aware of the intricate relationship between European organisms, and this requires mastering the skill of combining various data, to create their own material. Enhancing students' language acquisition referring to citizenship and Modern Studies may be possible if they are provided with some synonyms (for an example, look at the key to XVI question).

Activity 7.5

Key and procedure

1-b (EP building in Strasbourg), and c (EP building in Brussels), 2-a (Court of Justice building in Luxembourg), 3-d (European Commission building in Brussels), 4-g (EC building in Brussels), 5-f (Court of Auditors building in Luxembourg) and 6-e (ECB building in Frankfurt)

This activity can be used both for formative and summative assessment. It has a cultural dimension, as students, especially the ablest, can be made aware of why these institutions are located in a relatively small area. They could debate if it this was due to founder countries' conveniences, or because it is the line, where Germanic and Latin-origin cultures meet. **This might be a HOT activity very advisable, if we have enough time to do it.**

Activity 7.6

Key and procedure

1. Last EU's enlargements may hamper pacts because of different countries' backgrounds
2. Influential media groups blame EU for every insignificant it may pass
3. It is hard for ECB to satisfy the whole Eurozone as each country has its own standpoint
4. The EU is seen as undemocratic because most of its representatives are not chosen by citizens
5. Euroscepticism campaigns for either dismantling the EU or stopping its policies
6. The EU is judged as expensive as a lot of money is spent with no clear results
7. EU regulations settle standards throughout the whole EU, with no national debate

By matching beginnings with endings, students are likely to realise what the main eurosceptical claims are. **If we have the time or particularly able students**, it could be possible to ask the students what criticism can be levelled at some reforms, or which one has started to develop lastly, and why. In such a case, HOT skills would clearly be developed.

Activity 7.7

Key and procedure

1) a) I-5, b) II-3, c) III-4, d) IV-1, e) V-6, f) VI-b



Teacher's notes

Activities 2, 3 i 4 are open

ICT activities involve using HOT skills and require dealing with journalistic language. This may prove difficult for students, unaccustomed to working with such a language, so, additional scaffolding may be highly advisable. Despite these difficulties, a limited mastering of journalistic language may be convenient, especially in Social Sciences subjects. Students performing well in such activities are worthy of praise.

Activity 7.8

Key and procedure

A-3, b-4, c-2, d-1 and e-5

This matching exercise fits into LOT type activities, but the second part of the activity, where they have to look for information and explain them in the plenary, is definitely a HOT one, especially if students incorporate some framework provided by the teacher or by journal news. This way, it can be checked whether learners have assimilated social sciences related language.

LESSON 8: AND FINALLY, TODAY'S EUROPE

An Introduction to the European Union

Marcel·lí Valdés. IES Molí de la Vila

Llicència d'Aberdeen. December 2009



Students' worksheets pages 49-60

Activities 8.1-8.8

Time: About 2 hours

Level: 3rd ESO

Activity 8.1

Key and procedure

- Germany has more density than Portugal
- Germany is bigger than Portugal
- Bulgaria has about the same size as Austria
- Bulgaria has more density than Austria



Teacher's notes

- Malta has more density than any other European country
- Malta is the smallest country in EU
- Spain is bigger than Denmark
- Spain has about the same density as Portugal
- Great Britain has about the same population as Italy
- Great Britain has more density than Estonia
- Sweden is about the same size as Spain
- Sweden's size is above EU average
- Latvia's population is below European average
- Latvia is about the same size as Estonia
- Italia has more density than Portugal
- Italia's density is above European average
- France is the biggest country in EU
- France has about the same density as European average

This activity focuses on language comparison, a resource needed when dealing with Social Sciences areas. It fosters HOT activities, as they have to compare, infer, combine, classify and relate different variables, namely population, density and size; and translate them from the map to sentences produced on their own. Students must use as many words from the table as possible. Before starting, it is advisable to check they understand vocabulary provided.

Activity 8.2

Key and procedure

We start with a LOT exercise: painting the map. This means applying the information from a statistical table to a map. They should use the colours stated, as they will see a gradation referring to levels of development.

The second exercise is definitely a HOT one. It involves analysing, classifying, relating, pointing out or hypothesising, among others. As well as this, it entails a linguistic framework, and focuses on different abilities with regard to grasping and explaining. A challenging activity for the ablest students would be, to share their findings with the rest of the class in the plenary.

Activity 8.3

Key and procedure

Although the map does not clearly state its reference to language families, and adds some information we do not work with, we can distinguish the three groups of languages by the colour tones displayed, namely; green (Latin origin languages), orange (German origin languages) and blue (Slavonic languages). The first group includes languages such as Spanish, French, Catalan, Portuguese, Italian or Romanian; the second one encompasses English, German, Dutch, Norwegian or Swedish; and the last one refers to Czech, Polish, Bulgarian,



Teacher's notes

Slovene or Slovak. The second exercise reflects family languages through the word peace: namely, in Latin origin languages, the word seems to stem from Latin word 'pace', whilst in German languages, "Friede" and related forms are widespread; as in Slavonic languages 'Mir'.

French, German, Slovene, Italian, Spanish, Czech, Catalan, Danish, Dutch, Swedish, Norwegian, Portuguese, Romanian, Latin and Croatian

These exercises focus on culture, as a way to make students aware of the rich linguistic heritage Europe has. However, they should be provided with a sort of 'compass' so as not to get lost in the wealth of information. Identifying, classifying, distinguishing and differentiating languages are good ways to help them achieve such a convenient objective. They may realise 'peace' is linked with Latin languages, despite English being a German language. Such a comment would give cause for discussing English closeness to Romance or Latin languages. **If the ablest students provide some more examples, this would be noteworthy.**

EU has been made mainly through its Member States, but this does not exclude some subsets, namely regions, nations, peoples, etc. that have contributed to setting up the EU too. Any student remembering the role played by the former president of the Catalan autonomous government Jordi Pujol should be praised.

Unfortunately, there is no higher resolution map available, so they might identify some 'regional' flags, appearing mixed with those of the member states. They can refer to the Catalan, Basque, Galician, Flemish or Corsican flags, among others. With regard to the territories in Spain, they should mention Catalonia, the Basque Country and Galicia; referring to France, they may refer to Occitania, Brittany and Corse; and finally, with respect to UK, Scotland, North Ireland and Wales are right answers. The writing is an open activity.

Culture and particularly, diversity are again reinforced by these exercises. Here the EU motto 'United in diversity' comes to life. The small composition should account for a HOT activity, although it might be more difficult to find information about these state subsets. The ablest students may do a presentation in order to foster peer communication and interaction.

Activity 8.4

Key and procedure

- 1)
 - a) Because Zeus was enamoured of Europa
 - b) He transformed himself into a [tame](#) white bull and mixed with her father's [herds](#).
 - c) While Europa and her female [attendants](#) were [gathering](#) flowers, she saw the bull, and got onto his back.
 - d) Once she was on his back, Zeus ran to the sea and swam to the island of [Crete](#).



Teacher's notes

- e) Zeus took her to the island of Crete where he made her its queen. Zeus later re-created the shape of the white bull in the stars, which is now known as the constellation [Taurus](#).

2)

- a) It represents the EU, the Council of Europe and the Eurozone
- b) It is used in some sporting events, on vehicle licence plates or in euro banknotes. [Arsène Heitz](#) and [Paul Lévy](#) devised it in 1955. It consists of a [circle of](#) 12 golden (yellow) stars on a blue background. The blue represents the west; the number of stars represents totality whilst their position in a circle symbolizes unity.
- c) 12 hours in a clock, 12 months in a year, 12 symbols of the zodiac, 12 apostles and 12 Olympian Gods
- d) In 2002, Dutch architect [Rem Koolhaas](#) produced the 'barcode' flag, representing as vertical stripes the then fifteen Member States. However, it was not accepted in the end. Kosovo and Bosnia Herzegovina flags allude to the EU's flag. This is because of the EU help these countries have been given, and for its support to their development, specifically during the nineties, when some wars took place in that area.

3) The EU official anthem is the 'Ode to Joy', written by Schiller in 1785, and made by the German composer Beethoven in 1824. The European Broadcasting Union plays the Te Deum prelude by Charpentier, a French composer from the XVII century, before and after every Eurovision Song Contest. Lastly, in 1992 the UEFA adopted for the Champions League the Coronation Anthems by Handel, a German-English from the XVIII century.

Theme	Author/Composer	Style	Citizenship	Century	Use
Te Deum	Marc-Antoine Charpentier	Baroque	French	S.XVII	Eurovision Song Contest
Coronation Anthems	Handel	Baroque	German-English	S. XVIII	Champions League
Ode to Joy	Beethoven	Romanticism	German	S.XIX	EU anthem

4) This web will provide you with the answers: http://en.wikipedia.org/wiki/Europe_day.



Teacher's notes

These activities focus mainly on culture, and from a cross-curricular perspective, as they encompass areas such as classical culture or musical studies. A wide range of skills is required in order to perform these exercises, mostly referring to application, differentiating, classifying and analyzing. The open activities from exercises two and three might be particularly suitable to see whether deep comprehension is taking place between learners, and thus, it is a useful formative assessment device.

Activity 8.5

Key and procedure

Mystery word to be decoded	Mystery word decoded
γοοπερατθον	Cooperation
γθτθωενζηπ	Citizenship
πεαγε	Peace
προζρεςς	Progress
шафетя	Safety
φρεedom	Freedom
шесуритя	Security
йуштите	Justice

The EU promotes freedom and progress across Europe. It also seeks to create a European citizenship by reinforcing cooperation. Another important aim is to guarantee peace in a framework of safety, security and justice.

Decoding words may appear at first sight as a LOT activity, but some cooperation and awareness with respect to culture is provided too. Typically, Greek and Bulgarian alphabets might go unnoticed, so I have decided to design this task to make students aware of them. The text they have to compose with the word decoded might be considered within the HOT skills zone.

Activity 8.6

Key and procedure

1-f, 2-g, 3-b, 4-d, 5-i, 6-c, 7-j, 8-a, 9-h, 1-e



Teacher's notes

This is an activity designed to grasp what the Treaty of Lisbon measures are intended to do, as well, one can see how they try to address some controversial issues. As the Treaty came into force when this unit was nearly finished, I have decided to incorporate its more relevant aspects rather than provide students with a detailed explanation. Relating, matching and contrasting could be considered HOT activities.

Activity 8.7

Key and procedure

Nowadays, currently, actually, however, nevertheless, in the end, as soon as, formerly, at the end, at that time, while, whilst, at the same time, due to, long before, soon after, moreover, in addition to, this day, at present.

a) Currently, you do not need any passport to travel throughout Europe, whilst formerly you were obliged to produce a passport as soon as you left your country.

b) Nowadays, many people speak foreign languages. However, at that time few people could speak foreign languages.

c) At first, it was unclear whether the EEC would succeed or not, but in the end the results were good. Nevertheless, many people still criticise it.

d) At the end of the 20th century, the communist bloc collapsed. Moreover, the EEC transformed itself into the EU.

e) Due to cooperation between European countries, there was a strong increase in wealth.

f) While Cold War was developing, some Western European countries pooled their resources.

g) As communications were poor, we tended to live separated from each other.

h) Long before World War II, there was envy and a bad relationship between countries.

i) Soon after communism collapsed, many of the countries that had belonged to this bloc, asked to enter the EU.

j) –I believed that a peaceful period began after II WW. -No, actually, the Cold War started. In addition, there were terrible weapons, such as the atomic bomb.

2)

a) Because they realized cooperating was the only way to survive; another war would mean mutual destruction. It is noteworthy that the atomic bomb had already been invented. Besides this, the Benelux, founded shortly before, had been a good example, and mineral resources from France and Germany were complementary.



Teacher's notes

- b) As they realized that EEC had helped increase its members' progress and prosperity, they decided to join it.
 - c) Communism collapsed and most of the countries that had been under that system asked to access EU, the EU was created and the Euro was launched.
 - d) It has promoted wealth and development EU wide, and it has avoided war.
 - e) Poorly developed communications, many infrastructures destroyed, countries did not have much relationship between them, and as soon as you left your country, a passport was needed.
 - f) Medical assistance throughout Europe, freedom of movement Europe wide, better communications (for instance, the Eurotunnel), and more people knowing foreign languages.
 - g) Changing the clocks twice a year, being more accustomed to metric system units, or even hypothetically, adopting the euro, or changing driving sides.
- 3) Open activity.
- 4) Open activity

This set of tasks is intended both for fostering HOT activities and for stimulating a wide range of skills, focusing on language and culture areas. It is interesting to see what concerns may come from a British citizen, and we can contrast them with those of a Spanish one, for instance. Yet such a comparison will take time. It is quite interesting as well to ascertain your students' ability with respect to comparing present and past. Activities 3 and 4, besides being ICT, leave room for developing learners' creativity. I would say that in order to assess students any of these activities might be useful.

Activity 8.8

Key and procedure

- 1)
 - a)
 - 1. European Parliament
 - 2. European Central Bank
 - 3. A new currency: Euro
 - 4. The Schengen Agreement has removed border controls from most EU state borders
 - b) Referring to means of transport, the largest airliner of the world, the Airbus A380, has been developed and the Eurostar train, travelling from London to Paris in 2h 15m.
 - c) It has overshadowed it, which means that it is better than its Russian competitor is.
 - d) Because this new technology helps Europe set up a strong peacekeeping force.



Teacher's notes

- e) GPS stands for Global Positioning System. It is a satellite navigation system. Mobiles and GPS for vehicles.
 - f) ESA stands for European Space Agency that is an equal partner in the International Space Agency.
 - g) EU gives 50% of all humanitarian aid worldwide. This means that for each two euros donated for such a concept, one comes from EU.
 - h) It is the world leader in climate change prevention and it will reduce carbon emission by 20%,
 - i) Open activity
- 2)
- a) Two things cheaper because of EU action are flights and phone calls. Competition regulations have reduced monopolistic powers, and therefore permitting low cost flights or limiting the amount paid for phone calls or internet services.
 - b) Two areas where protection has been improved refer to consumers and to the environment. It is worth mentioning the two-year warranty for electrical appliances, or strict regulations carmakers should meet with regard to car pollution.
 - c) There are no more borders within Europe. Europe has brought various advances, namely, single market, study exchange programmes, protection of industrial property, regional funds for helping poorer EU areas, and last but by no means least, **PEACE**.
 - d) Open activity

Let us finish the unit with a new pedagogical resource: two short videos. It is a way to summarise graphically many of the ideas that have been covered throughout the whole unit. Besides this, it offers both written subtitles and images, all provided in a lively way. The exercises combine a more mechanical part, the one referring to identifying, collecting and filling in information, with HOT activities, when students are asked to devise new options or to provide some examples. Some of the questions displayed in these tasks may be useful for summative assessment.

Evaluation grid

At the end of the lesson, it may be a worthwhile task to ask students about the way they judge their learning experience, and thus obtain some feedback needed to improve the teaching process for the rest of the course, and eventually for those to come. It is an anonym survey.



Teacher's notes

Statements about CLIL lesson	I agree	I partially agree	I don't agree
I have improved my level of English			
The content level is similar to this in other subjects			
Cooperative work has helped me improve			
There has been different activities			
I have taken advantage of my time			
Instructions and rules have been clear			
I like handout tasks			
I like ICT tasks			
I recommend to study this CLIL lesson			
Is there anything else you want to say?			

References of sources displayed in the students' sheets

CHAPTER I: FROM THE II WORLD WAR TO THE BIRTH OF THE EEC

LESSON I THE WORLD WAR II AFTERMATH

FIGURE 1 (PAGE 1):

[HTTP://EN.WIKIPEDIA.ORG/WIKI/FILE:SOVIET FLAG ON THE REICHSTAG ROOF KHALDEI.JPG](http://en.wikipedia.org/wiki/File:Soviet_flag_on_the_Reichstag_roof_khaldei.jpg)

IMAGE 1: [HTTP://UPLOAD.WIKIMEDIA.ORG/WIKIPEDIA/COMMONS/E/E6/OMAHA-BEACH-CEMETERY.JPG](http://upload.wikimedia.org/wikipedia/commons/e/e6/omaha-beach-cemetery.jpg)

IMAGE 2: [HTTP://SPK100.SULEKHA.COM/ALBUMS/WORLD-WAR-II-WAR-DAMAGE/21435/SLIDESHOW.HTM](http://spk100.sulekha.com/albums/world-war-ii-war-damage/21435/slideshow.htm)

IMAGE 3: [HTTP://LIBRARY.THINKQUEST.ORG/C005121/DATA/BRITAIN2_FILES/IMAGE055.JPG](http://library.thinkquest.org/C005121/data/britain2_files/image055.jpg)

IMAGE 4:

[HTTP://EN.WIKIPEDIA.ORG/WIKI/FILE:EBENSEE CONCENTRATION CAMP PRISONERS 1945.JPG](http://en.wikipedia.org/wiki/File:Ebensee_concentration_camp_prisoners_1945.jpg)

IMAGE 5: [HTTP://PEOPLE.EKU.EDU/PEDERSONN/MONGOLIAFIRE/AMERICAN-FLAG.GIF](http://people.eku.edu/pedersonn/mongoliafire/american-flag.gif)

IMAGE 6: [HTTP://EN.WIKIPEDIA.ORG/WIKI/FILE:FLAG OF THE SOVIET UNION.SVG](http://en.wikipedia.org/wiki/File:Flag_of_the_Soviet_Union.svg)

IMAGE 7: [HTTP://S3.AMAZONAWS.COM/READERS/2009/05/19/ATOMICCLOUDOVERHIROSHIMA_1.JPG](http://s3.amazonaws.com/readers/2009/05/19/atomiccloudoverhiroshima_1.jpg)



Teacher's notes

LESSON 2: TOWARDS THE CREATION OF THE EUROPEAN ECONOMIC COMMUNITY

FIGURE 2 (PAGE 6):

[HTTP://UPLOAD.WIKIMEDIA.ORG/WIKIPEDIA/EN/THUMB/E/E9/SCHUMAN_DECLARATION.JPG/250PX-SCHUMAN_DECLARATION.JPG](http://upload.wikimedia.org/wikipedia/en/thumb/E/E9/Schuman_Declaration.JPG/250px-Schuman_Declaration.JPG)

IMAGE 1 (PAGE 7): [HTTP://COMMONS.WIKIMEDIA.ORG/WIKI/FILE:OECD_LOGO.SVG](http://commons.wikimedia.org/wiki/File:OECD_logo.svg)

IMAGE 2:

[HTTP://UPLOAD.WIKIMEDIA.ORG/WIKIPEDIA/COMMONS/THUMB/3/32/FLAG_OF_BENELUX.SVG/300PX-FLAG_OF_BENELUX.SVG.PNG](http://upload.wikimedia.org/wikipedia/commons/thumb/3/32/Flag_of_Benelux.svg/300px-Flag_of_Benelux.svg.png)

IMAGE 3: [HTTP://WWW.TOPNEWS.IN/FILES/NATO-LOGO1_0.PNG](http://www.topnews.in/files/nato-logo1_0.png)

IMAGE 4: [HTTP://EN.WIKIPEDIA.ORG/WIKI/FILE:COUNCIL_OF_EUROPE_LOGO.SVG](http://en.wikipedia.org/wiki/File:Council_of_Europe_logo.svg)

IMAGE 5: [HTTP://EN.WIKIPEDIA.ORG/WIKI/FILE:US-MARSHALLPLANAID-LOGO.SVG](http://en.wikipedia.org/wiki/File:US-MarshallPlanAid-Logo.svg)

IMAGE 6:

[HTTP://EN.WIKIPEDIA.ORG/WIKI/FILE:FLAG_OF_THE_EUROPEAN_COAL_AND_STEEL_COMMUNITY_12_STAR_VERSION.SVG](http://en.wikipedia.org/wiki/File:Flag_of_the_European_Coal_and_Steel_Community_12_star_version.svg)

Additional resources

<http://www.bbc.co.uk/history/worldwars/wwtwo/>. This web hosts plenty of information about the II World War, with in-depth analyses of its most relevant events.

<http://www.bbc.co.uk/history/ww2children/index.shtml>. This site shows what the children's life was at wartime.

<http://www.bbc.co.uk/scotland/education/as/ww2/>. This page displays the Scottish children's life at wartime.

http://en.wikipedia.org/wiki/World_War_II. Here you will find a synthesis of the war, as well as free material.

<http://www.historiasiglo20.org/europe/antecedentes2.htm>. This site shows a comprehensive history of the EEC precedents.

http://europa.eu/abc/history/index_en.htm. A detailed history centred on the major figures responsible for the creation of the EEC.

http://news.bbc.co.uk/1/hi/english/static/in_depth/europe/2001/inside_europe/milestones/. The most important events conducing to the EEC, explained in this site.

http://en.wikipedia.org/wiki/History_of_the_European_Union. A general view on the European integration, with many hypertexts and some free images.



Teacher's notes

CHAPTER II: FROM THE EEC TO THE EUROPEAN UNION

LESSON 3: THE CREATION AND EXPANSION OF THE EEC

FIGURE 3 (PAGE 10): <http://www.civitas.org.uk/eufacts/graphics/treatyofrome.jpg>

FIGURE 4 (PAGE 11):

http://upload.wikimedia.org/wikipedia/commons/e/ed/Enlargement_of_the_European_Union_77.gif

FIGURE 5 (PAGE 12):

<http://www.nationalarchives.gov.uk/education/focuson/film/images/activities/cold-war/europe-cold-war.png>

FIGURE 6 (PAGE 13): http://upload.wikimedia.org/wikipedia/commons/thumb/a/a5/EC12-1986_European_Community_map.svg/680px-EC12-1986_European_Community_map.svg.png

IMAGE 1 (PAGE 15): <http://elproyectomatrix.files.wordpress.com/2009/09/konrad-adenauer.jpg>

IMAGE 2: http://en.wikipedia.org/wiki/File:Bundesarchiv_Bild_183-19000-2453,_Robert_Schuman.jpg

IMAGE 3:

http://www.wku.edu/library/onlinexh/sanders/cartoons/business/common_market_britain.jpg

IMAGE 4: <http://www.irishcoinage.com/JPEGS/ECU05ALL.JPEG>

IMAGE 5: <http://www.collectgbstamps.co.uk/displayyear.asp?year=1979>

IMAGE 6: <http://www.squidinkbooks.com/non-fiction/Europe%20Unite%20Sept%202008.jpg>

IMAGE 7: http://ec.europa.eu/avservices/download/photo_download_en.cfm?id=224343

IMAGE 8: <http://media.ft.com/cms/c21d1e52-0755-11de-9294-000077b07658.jpg>

IMAGE 9: http://www.ena.lu/spanish_poster_favour_europe_1986-2-22983

IMAGE 10: <http://www.nato.int/pictures/database/large/b00862.jpg>

LESSON 4: SETTING UP AND ENLARGEMENTS OF THE EUROPEAN UNION

FIGURE 7 (PAGE 16): <http://www.civitas.org.uk/eufacts/FSTREAT/TR3.htm>

FIGURE 8 (PAGE 21): http://www.irelandinformationguide.com/History_of_the_European_Union

FIGURE 9: <http://upload.wikimedia.org/wikipedia/commons/thumb/4/43/EU2004-2007.svg>

IMAGE 1: <http://en.easyart.com/art-prints/London-Herald/Berlin-Wall-Tumbles-101009.html>

IMAGE 2: <http://www.eurotrip.com/content/schengen-agreement-1>

IMAGE 3: http://www.dizpins.com/archives/images/2005septemberpics/wdw_germany_091305.jpg

IMAGE 4: <http://rhein-zeitung.de/on/98/04/22/topnews/euro-delors.jpg>



Teacher's notes

IMAGE 5: http://www.morethings.com/images/margaret_thatcher/margaret-thatcher-300.jpg

IMAGE 6: http://www.bet.com/Assets/BET/Published/image/jpeg/6d1d4177-8faa-458a-e897-b9216f3f6c5b-news_fb_RonaldReagan.jpg

IMAGE 7: http://wpcontent.answers.com/wikipedia/commons/thumb/6/6b/Helmut_Kohl.jpg/250px-Helmut_Kohl.jpg

IMAGE 8: <http://media-2.web.britannica.com/eb-media/60/9960-004-F2C02663.jpg>

IMAGE 9:
http://www.um.dk/publikationer/um/english/factsheetdenmark/denmarkanoverview/images/image_12-iO8z_7.jpg

IMAGE 10 (PAGE 22): http://www.unizar.es/euroconstitucion/dibujos/photos/scrabble_amsterdam.jpg

IMAGE 11:
http://2.bp.blogspot.com/_H1sw5mjfVc4/RjW1CV_NTeI/AAAAAAAAAoU/XwrYBIN6Rpk/s200/europol.jpg

IMAGE 12: <http://www.iesbajoaragon.com/~ProgramasEuropa/web/wp-content/uploads/2009/02/logo-erasmus1.jpg>

IMAGE 13: <http://www.skills-int.com/cromeu/images/logo/stc.jpg>

IMAGE 14:
http://2.bp.blogspot.com/_DNayDWGsrns/R1xvBmEZ0HI/AAAAAAAAAPw/VBJqWHjiW4w/s400/akmedplakat_stortbilde.jpg

MUSICAL THEME WIND OF CHANGE (PAGE 23): <http://www.youtube.com/watch?v=57CzNqgm8Fc>.

LESSON 5: SPAIN AND CATALONIA IN THE EU

FIGURE 10 (PAGE 24): http://www.ena.lu/juan_carlos_during_formal_signing_spains_treaty_accession

GRAPH 1 (PAGE 26): <http://aei.pitt.edu/9053/01/Sebastian96.pdf>.

GRAPH 2 (PAGE 27): <http://aei.pitt.edu/9053/01/Sebastian96.pdf>.

STATISTIC 1: <http://aei.pitt.edu/9053/01/Sebastian96.pdf>.

GRAPH 3 (PAGE 28): <http://aei.pitt.edu/9053/01/Sebastian96.pdf>.

IMAGE 1 (PAGE 31):
http://3.bp.blogspot.com/_mhMXPT92NIE/SSgdaL8wXrI/AAAAAAAAAUI/67RCNne20Ns/s400/timerey.jpg

IMAGE 2: http://www.revistadeletras.net/wp-content/uploads/2009/06/adolfo_suarez.jpg

IMAGE 3: http://www.spainun.org/binarydata/pictures/emb_moran.jpg



Teacher's notes

IMAGE 4:

http://mx.kalipedia.com/kalipediamedia/historia/media/200707/12/hispana/20070712klphishes_259.les.SCO.jpg

IMAGE 5: http://es.wikipedia.org/wiki/Archivo:Salvador_de_Madariaga.JPG

IMAGE 6: http://www.nanduti.com.py/noticias/images/3dbd8e_solana.jpg

IMAGE 7: <http://www.elmundotoday.com/wp-content/uploads/2009/09/iordipujol-300x300.jpg>

Additional resources

<http://www.ena.lu/>: This web contains relevant and detailed archives referring to the EU. However, it should be noted that we cannot save or print its documents and images.

http://ec.europa.eu/avservices/home/index_en.cfm: Archives including a wide range of ICT resources about the EU. Besides, it contains links to different related-EU institutions. It is displayed in the 23 European official languages. This site has been included in Chapter 1 references, and it can be used as well for the last chapter. It is the EU's official site.

John Pinder & Simon Usherwood, *The European Union, A Very Short Introduction*. Oxford University Press. 2007.

<http://www.ces.fas.harvard.edu/publications/docs/pdfs/Sebastian96.pdf>. This report written by Miguel Sebastian, current Spain's government Minister for Industry, analyzes what Spain's accession to EU has meant for Spain, and to a lesser extent, for the whole EU.

http://books.google.com/books?id=1Cg72tzG8AYC&pg=PA62&lpg=PA62&dq=catalunya+and+the+european+union&source=bl&ots=nhm97XowyT&sig=ttzagofuVnnLRxZwFLYzuAu1I4g&hl=es&ei=2UwZS6mRIJH74Abb6tHrAg&sa=X&oi=book_result&ct=result&resnum=10&ved=0CCsQ6AEwCTgU#v=onepage&q=catalunya%20and%20the%20european%20union&f=false. This book can be read it for free in this Google books site. The chapter referring to Catalonia: 'Governing the mountains, Cross-border regionalization in Catalonia' may be worth consulting it.

CHAPTER III: TODAY'S EUROPEAN UNION

LESSON 6: SETTING UP THE EURO AND THE EUROPEAN MONETARY UNION

FIGURE 11 (PAGE 32): http://www.euro.it/documents/Euro%20brezinys_EC1.JPG

MAP 1 (PAGE 34): http://www.delipn.ec.europa.eu/union/showpage_en_union.emu.php

MAP 2: http://commons.wikimedia.org/wiki/File:Eurozone_map-1999.svg

MAP 3: http://www.europe.org.sg/en/about_us/images/p-010370-00-3hEuroArea2007s.jpg

MAP 4: <http://www.eurocheapo.com/blog/wp-content/uploads/2009/10/eurozone.gif>



Teacher's notes

IMAGE 1 (PAGE 36): http://www.toonpool.com/user/2113/files/euro_284005.jpg

IMAGE 2: http://www.synd.org/political-cartoons-carmody/_images/euro-vs-dollar.jpg

IMAGE 3: http://static-p3.fotolia.com/jpg/00/06/39/84/400_F_6398448_AnsN1M6C6DbDHcqsVCteJNyUpEuskpil.jpg

IMAGE 4: http://www.ucoin.net/users/coin/austria_1_euro_2006/?ucid=22

IMAGE 5:
<http://us.123rf.com/400wm/400/400/PaulPaladin/PaulPaladin0610/PaulPaladin061000001/572634.jpg>

IMAGE 6: <http://ret001qm.eresmas.net/images/Eslovenia%20E%202007%20Roma-a.jpg>

IMAGE 7: http://upload.wikimedia.org/wikipedia/commons/9/95/2_euro_Greece.jpg

IMAGE 8: <http://users.skynet.be/euomaster/Estonia/2euro.jpg>

LESSON 7: EURO ORGANIZATION, ITS STRENGTHS AND WEAKNESSES

FIGURE 12 (PAGE 37): <http://imcradiodotnet.files.wordpress.com/2007/11/3rd-european-union-cultural-week-2007-logo-231107-1.jpeg>

IMAGE 1: <http://web.educastur.princast.es/cpr/gijon/imagenes/logoBeCLIL100.gif>

IMAGE 2: http://www.trox.fr/xpool/products/en/automation/atex_vav_main/index.html

IMAGE 3: http://upload.wikimedia.org/wikipedia/en/e/e2/The_European_Eco-label.gif

IMAGE 4: <http://water.europa.eu/>

IMAGE 5: http://www.agriaware.ie/press/1241694305cap_pic2_2.jpg

IMAGE 6: http://www.janwillemtulip.com/wp-content/uploads/2009/03/eu_energy_label1.png

IMAGE 7: <http://cwc.ie/uploads/images/image003%20-%20EU%20Logo%20coloured.jpg>

FIGURE 13 (PAGE 38): <http://atlas.nrcan.gc.ca/site/english/maps/reference/international/eu/map.jpg>

DIAGRAM 1 (PAGE 39): http://en.wikipedia.org/wiki/Schengen_Agreement

IMAGE 1: <http://www.efta.int/content>

IMAGE 2: <http://www.theewc.org/uploads/homepage/CoE%2060.jpg>

IMAGE 3: <http://www.pafosforest.eu/pafos/Portals/0/EOX2.png>

IMAGE 4: <http://www.cc-advocates.com/immigration-law/schengen.htm>

IMAGE 5:
http://ec.europa.eu/taxation_customs/40customs/customs_toolbox/download_logo/index_en.htm



Teacher's notes

IMAGE 6: http://www.europeword.com/blog/wp-content/uploads/2008/09/european_union_member_countries.jpg

IMAGE 7: http://upload.wikimedia.org/wikipedia/commons/thumb/c/cb/Logo_European_Central_Bank.svg/399px-Logo_European_Central_Bank.svg.png

IMAGE 1 (PAGE 44): <http://www.unwiredview.com/wp-content/uploads/2009/03/european-parliament-logo.jpg>

IMAGE 2: http://en.wikipedia.org/wiki/File:European_Court_of_Justice_insignia.svg

IMAGE 3: <http://eubookshop.com/images/books/5989e24c2b.jpg>

IMAGE 4: http://en.wikipedia.org/wiki/File:Consilium_logo.svg

IMAGE 5 (PAGE 45): http://upload.wikimedia.org/wikipedia/commons/thumb/e/ed/CURIA_RATIONUM_logo.svg/266px-CURIA_RATIONUM_logo.svg.png

IMAGE 6: http://www.pt.lu/webdav/site/portailEPT/groups/OT_redacteurs/public/timbres/2008/Eurosysteme.png

FIGURE 15: http://simple.wikipedia.org/wiki/File:European_Union-CIA_WFB_Map.png

IMAGE A: http://en.wikipedia.org/wiki/File:Europ%C3%A4ischer_Gerichtshof.jpg

IMAGE B: <http://upload.wikimedia.org/wikipedia/commons/0/0a/European-parliament-strasbourg169.jpg>

IMAGE C: <http://www.eepa.be/wcm/images/homepage/EP-Building.jpg>

IMAGE D: [http://en.wikipedia.org/wiki/File:Berlaymont_wide_from_Schuman_Roundabout_7-9_\(correction\).jpg](http://en.wikipedia.org/wiki/File:Berlaymont_wide_from_Schuman_Roundabout_7-9_(correction).jpg)

IMAGE E: http://en.wikipedia.org/wiki/File:European_Central_Bank_041107.jpg

IMAGE F: http://en.wikipedia.org/wiki/File:Europ%C3%A4ischer_Rechnungshof.jpg

IMAGE G: http://en.wikipedia.org/wiki/File:Justus_Lipsius_tout_le_nord-est_689_MOD.jpg

IMAGE 1 (PAGE 48): <http://www.eu-facts.org/en/images/irelandpaper/newspaper-teaser.gif>

IMAGE 2: http://federalists.cafebabel.com/public/federalists/give_a_voice_to_Belarus2.jpg

IMAGE 3: <http://www2.warwick.ac.uk/services/library/mrc/images/freedom/mss.21-3403-2.jpg>

IMAGE 4: <http://conservativehome.blogs.com/frontpage/images/2007/06/22/helmergraphic.gif>

IMAGE 5: http://www.badgeplanet.co.uk/badges_small/eurosceptic-1.jpg



Teacher's notes

LESSON 8: AND FINALLY, TODAY'S EUROPE

FIGURE 16 (PAGE 48): <http://soerenkern.com/web/wp-content/uploads/2008/06/lisbon-treaty-summit-foto.jpg>

FIGURE 17 (PAGE 49): http://en.wikipedia.org/wiki/File:EU_Pop2008_1024.PNG

FIGURE 18 (PAGE 50): <http://d-maps.com/m/europemax/europemax17.gif>

STATISTIC 2 (PAGE 50): http://en.wikipedia.org/wiki/European_Union_statistics

FIGURE 19 (PAGE 51): <http://www.languageandpeace.com/images/other/europe.gif>

FIGURE 20 (PAGE 53): http://farm3.static.flickr.com/2012/2265013780_0daae9e60d_m.jpg

FIGURE 21 (PAGE 54): <http://en.wikipedia.org/wiki/File:Europa.jpg>

FIGURE 22 (PAGE 54): http://en.wikipedia.org/wiki/File:European_flag_in_the_wind.jpg

VIDEO 'EUROPEAN UNION: A NEW EUROPE' (PAGE 59): <http://www.youtube.com/watch?v=-loI93tQL1c>

VIDEO 'WHAT HAS EUROPE EVER DONE FOR US?' (PAGE 60):
<http://www.youtube.com/watch?v=IFyywfHbj3M>

Additional resources

<http://www.civitas.org.uk/eufacts/index.php>. Here one can find a balanced debate about Europe from the UK, trying to take into account all arguments.

<http://www.memoro.org/>. If we want to access aged people's testimonies, mostly from European countries, this is the right place to go to.

<http://www.youtube.com/user/eutube>. This URL contains many videos explaining the EU from many points of view, in order to get people to know it. Their animations and videos are pedagogical, and usually display subtitles, or are shown in several languages.

<http://www.euro-area.org/blog/>. This URL focuses on Eurozone, especially from an economic viewpoint, offering upgraded information, with many relevant data. It is one web designed particularly for the EMU, rather than for the whole EU.

<http://myeurope.eun.org/ww/en/pub/myeurope/home.htm>. Finally yet importantly, this site may be particularly interesting for those trying to teach the EU to students, because it contains a varied range of educational resources, including games or ICT activities.



Teacher's notes