

TEACHER'S NOTES

In CLIL, students have to make an effort to use English progressively in the classroom, but also to work in a more autonomous way. I think that both aims can be better achieved if you use this approach when they ask for the meaning of any word:

1. Students ask their partners.
2. If they don't know it, they look it up in a dictionary.
3. If they don't find the meaning in the dictionary, they ask the teacher.

This procedure can make the learning process a bit longer at the beginning, but it fosters students' autonomy, which I think is an important aim of CLIL. To this purpose, I would tell them at the beginning of the course that I'm there to help whenever they ask, but just if they ask.

LESSON 1 The Ancient Greek world

To do all the activities of this lesson, students work first individually and then they compare results.

- AIM

LANGUAGE	Past Simple Second conditional
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CONTENT	The community ties of religion in the Ancient Greek world. Features of Greek religion.
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- MATERIALS

Maps and grids presented on worksheets. / Worksheets

- SUBJECT THE GREEK WORLD. THE GREEK GODS.

Procedure

Activate Prior Knowledge (APK) with visuals about Ancient Greek world: Geography, Language and Gods.

1. In Activity 1a., remind the students that many American countries have classical names.
2. In Activity 2c, students can ask each other: "Which dialect would you speak if you came from (Athens/Corinth/...)?"
3. Bring a big map of Ancient Greece and Minor Asia so that the students can see better where the sanctuaries were placed.

3. In 4b, ask the students to colour the gods differently according to which lists they appear in: one, two or three.
4. On account of Socrates' death, ask the students to discuss if Socrates made a good decision when he chose to stay in Athens and die for it. Otherwise, ask the students to look for some information about Socrates, as a "Follow up" task before the discussion.

LESSON 2 The Olympians' origins

- AIM

LANGUAGE Relative clauses
Giving opinions
Past tense

CONTENT Similarities & Differences between Greek and Christian religion

- MATERIALS

Worksheets

- SUBJECT

THE OLYMPIANS

Procedure

APK of vocabulary related to different groups of people (a team/ staff/a crew,...) and ask them for examples of other human relationships.

1. Ask the students to draw their family tree and refresh some family vocabulary.
2. Once the students have written their epithets, take a vote in class for the best ones (and tell them in advance).
3. In part 3d of this activity, use this short version of some verses from Genesis to make the students think about the similarities and differences between the Greek gods and the Christian one.

First God made heaven and earth. And God said, "Let there be light", and there was light. God called the light Day and the darkness he called Night. And God said "Let there be a firmament in the midst of the waters and let it separate the waters from the waters". And God said "Let the waters bring forth swarms of living creatures, and let birds fly above the earth". And God saw it was good and God blessed them saying "Be fruitful and multiply". And God said "I have given you every plant and every tree, you shall have them for food. And to every beast, and to every bird and to everything that creeps on the earth, I have given every plant for food. Then the Lord God formed a man of dust from the ground and breathed into his nostrils the breath of life, and man became a human being.

4. This activity is optional. Otherwise, if you decide not to focus so much on language, say something about tradition before you begin with the next activity.

5. To perform the dialogue, ask the students to dress up and bring some props (a stone, some nuppies,...)

Follow up

Ask the students to write a short summary of their Theogony version.

LESSON 3 Appearance and Activities

- AIM LANGUAGE Describing
Making predictions

CONTENT Identify Greek gods by name and appearance
- MATERIALS Visuals presented on worksheets
Grids
Silhouettes
OHP
- SUBJECT EPITHETS, ATTRIBUTES AND GOD'S ACTIVITIES

Procedure

Ask the students how many different gods they know.

1. The first part of this activity is used to APK.
2. Part 2a of this activity is useful to make a general assessment of epithets in Lesson 2. In 2d, ask the students to briefly perform the dialogue.
3. After writing the Greek god's names, ask them for the Latin ones too.
4. Bring some drawings you consider effective and also in case students forget about them.
5. Bring some pictures of a sacrifice and explain briefly to the students which the two types of sacrifices were, the Olympic and the khthonic one.

Follow up:

Ask the students to look for some information about Greek sacrifices and to prepare a report to deliver orally to the class.

NB. Ask the students to focus on what, where, when, who, how.

NB. For Assessment for lesson 1 and 2, you have some activities at the end of these Teacher's notes. Use this short text for Activity 4d.

There were about 12 Olympian gods. All Olympians are part of a family. The most important member of it is Zeus, who has two brothers, Poseidon and Hades, and two sisters, Demeter and Hera. This last goddess was his official wife. All the rest of the Olympians are, on the one hand, children of Zeus with other goddesses, as Ares (with Hera) , Athena (with Metis), Apollo and Artemis (with Leto), Hermes (with Maia) , Aphrodite (with Dione or even daughter of Uranus) and Dionysos (with one mortal woman, Semele), and on the other hand, a son of Hera, Hephaestus.

Greeks believed all of them lived on top of mount Olympus, very happy forever both eating ambrosia (“immortality”) and drinking nectar.

LESSON 4 Myths

- AIM LANGUAGE Reported opinions
Creation of literary myths
Intonation

CONTENT Features of the Greek gods
Genre of myths

- MATERIALS Diagrams
Visual
Worksheets

- SUBJECT MYTHS

Procedure

1. APK asking the students what a sacred book is. Bring a Bible and give a short explanation.
2. Explain to the students who and how many the Muses were.
3. Ask the students to write (maybe on the blackboard) several things on which they could write a myth.
4. Ask the students to write and perform a new dialogue about two different versions of a myth.
5. Bring some pictures of flags in which an eagle appears (if you have foreign students, look specially for their flags).
6. Bring a map of the north of Egypt and a picture, if possible, of the new Library in Alexandria.

7. Bring a “trident” and a “winged hat” and ask the students to take the props that match their character.

N.B. You have an assessment for lesson 4 at the end of these Teacher’s notes.

5. Tradition nowadays

- AIM LANGUAGE Superlatives
Creative adjectives
Past Simple
- CONTENT Creating advertisements
Forum on films “Troy” and “300”
- MATERIALS Visuals
Films
Worksheets
- SUBJECT GREEK TRADITION IN MEDIA

Procedure

1. Ask the students to use IT skills to make advertisements.
2. Ask the students to make a storyboard of some scenes of the film.
3. Explain to the students the historical basis of the story. There are CLIL materials on the Trojan War at:
www.xtec.cat/crle/pla_le/catalegnot_sec.htm
4. Give some explanations about Carles Riba’s classical translations.
5. Ask the students to sing my Olympians’ rap

OLYMPIANS’ RAP

All Olympian gods, what a melting pot!
Immortal they were, so human as well,
they cheated and stole, not moral at all.
All Olympian gods, what a melting pot!
They want sacrifices and give you advices:
you owe me two cows, if not you’re knocked out.
All Olympian gods, what a tricky plot!
But they fascinate me, I know you can take it
as a foolish taste, and may so can they.
All Olympian gods, what a melting pot!
what a tricky plot!
but an inspiring glow!

ASSESSMENT TO 4 LESSON

1a. Here is a grid with a god / goddess' name and lines to write the epithets and attributes / patronage. In groups, complete the first section choosing from the cards I'll give you. Raise your hand when you have finished. Then, choose an attribute or patronage from the second set of cards. To make a sentence that is correct, you have to choose option *a* for the attribute / patronage if you have chosen option *a* for the epithet.

NAME	
Epithet:	1a. <u>the</u> _____ 1b. <u>who</u> _____
Attribute / Patronage	2a. <u>who wears /is and patrons</u> _____ 2b. <u>wears/is and patrons</u> _____

Here are 4 different possible epithets of each god you can choose from (in each card there's one at least we have seen in class) :

EPITHETS OF APHRODITE
Golden
Garland loving
Laughter loving
Of quick-glancing eyes

EPITHETS OF APOLLO

Shining

Who shoots from afar

Pythian

Leader of the Muses

EPITHETS OF ARES

Rich

Fighter

Impetuous

Blood thirsty

EPITHETS OF ARTEMIS

Who delights in arrows

Bringer of light

Horse-finder

Light-bearer

EPITHETS OF ATHENA

City-protector

Daughter of Zeus

The bright-eyed maid

Much-counselling

EPITHETS OF DEMETER

The Mother goddess

Great goddess

Giver of the fruits of earth

With sword of gold

EPITHETS OF DIONYSUS

Gold-haired

Loud-shouting

Ivy-crowned

Rich in grapes

EPITHETS OF HADES

Unseen

Wealthy

Pitiless in heart

Receiver of many guests

EPITHETS OF HERA
Who goes on golden sandals
Golden-throned
Daughter of Great Cronos
Mistress

EPITHETS OF HERMES
Keeper of flocks
Messenger of Zeus
The herald of the gods
Ram-bearer

EPITHETS OF POSEIDON
Blue-haired
Earth upholder
Who shakes the Earth
Ruler of horses

EPITHETS OF ZEUS
Aegis-bearing
Olympian
Loud-thundering
Protector of hospitality

EPITHETS OF HEPHAESTUS
Famous for his art
Lord of Atena
Who was the best in crafts
A worker in metal

Now you have to add an attribute and patronage from the following cards:

ATTRIBUTES/PATRONAGE OF ATHENA
1. Shield 2. Lyre
1. Wealth and the dead 2. War strategy and wisdom

ATTRIBUTES/PATRONAGE OF ZEUS
<ol style="list-style-type: none">1. Cornucopia2. Thunderbolt
<ol style="list-style-type: none">1. State power and beggars2. Wine and theatre

ATTRIBUTES/PATRONAGE OF HEPHAESTUS
<ol style="list-style-type: none">1. Double axe2. Semi- naked
<ol style="list-style-type: none">1. Agriculture2. Crafts

ATTRIBUTES/PATRONAGE OF APHRODITE
<ol style="list-style-type: none">1. Crown2. Semi-naked
<ol style="list-style-type: none">1. Messengers, travellers2. Sexual attraction

ATTRIBUTES/PATRONAGE OF HADES
<ol style="list-style-type: none">1. Cornucopia2. Trident
<ol style="list-style-type: none">1. Seas and earthquakes2. Wealth and the dead

ATTRIBUTES/PATRONAGE OF DEMETER

1. Lyre
2. Sheaths

1. Agriculture
2. Sexual attraction

ATTRIBUTES/PATRONAGE OF HERMES

1. Arrows
2. Wings in feet and hat

1. Prophecy and arts
2. Messengers, travellers

ATTRIBUTES/PATRONAGE OF ARES

1. Full armour
2. Bunch of grapes

1. Blood battles
2. Hunting

ATTRIBUTES/PATRONAGE OF DIONYSUS

1. Double axe
2. Bunch of grapes

1. State power and beggars
2. Wine and theatre

ATTRIBUTES/PATRONAGE OF ARTEMIS

- | |
|--|
| <ol style="list-style-type: none">1. Sheaths2. Arrows |
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| <ol style="list-style-type: none">1. Marriage2. Hunting |
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ATTRIBUTES/PATRONAGE OF HERA

- | |
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| <ol style="list-style-type: none">1. Grapes of wine2. Crown |
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- | |
|---|
| <ol style="list-style-type: none">1. Seas and earthquakes2. Marriage |
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ATTRIBUTES/PATRONAGE OF POSEIDON

- | |
|---|
| <ol style="list-style-type: none">1. Thunderbolt2. Trident |
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| <ol style="list-style-type: none">1. Prophecy and arts2. Seas and earthquakes |
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ATTRIBUTES/PATRONAGE OF APOLLO

- | |
|--|
| <ol style="list-style-type: none">1. Sheaths2. Lyre |
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- | |
|---|
| <ol style="list-style-type: none">1. Blood battles2. Prophecy and arts |
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When you have completed your character, introduce yourself to your classmates following this frame:

I am _____	the _____ the one who _____ _____	and I wear _____ and patronise _____.
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