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The EU in short for teens

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Module 1 – Lesson1. The EU in short- History and EU institutions

Getting to know basic constituent countries, peoples and languages

In this Module you will learn more about the History of the European Union as well as how its institutions work.

THINK AND DISCUSS!

How did it all begin? Do you know when the idea of the EU was born?

Which were the first constituent countries?

Activity 1 : Watch the video and answer the questions with **True or False or Doesn't say**

https://www.youtube.com/watch?v=XgnXwrsMBUs (English language subtitles available)

1. After the First World War people wanted to find a way to ensure peace in the future so the idea of the European community was discussed _____

2. The first Union (European Economic Community – EEC) was formed in 1951 between six countries _____
3. The First treaty (agreement) between the countries was to work together on production of coal and steel materials which are important for military forces. _____
4. The European Economy community was created in 1957 _____
5. Since 1957 more countries are welcome to join the Union if they want. _____
6. The United Kingdom has been rejected twice before it finally joined in 1973. _____
7. The nowadays name of **The European Union** is formally announced in 1993 with the Maastricht Treaty. _____
8. The Euro currency was born in 2004 and became common currency for 12 countries _____
9. The biggest ever single enlargement of the EU happened in 2004 when 10 countries joined. _____
10. There are currently 28 member countries in the European Union _____

Task 2 – *Read the text and complete the gaps with the words from the box*

evolved	*result*	*rule*	*unique*	market	*trade*
external		*potential*	*represented*		*political*

The European Union

The European Union is a (1) _____ economic and (2)_____union between 28 European countries that together cover much of the continent.

The EU in short for teens

The EU was created in the aftermath of the Second World War. The first steps were to foster economic cooperation: the idea being that countries that (3) _____with one another become economically interdependent and so more likely to avoid conflict.

The (4) _____was the European Economic Community (EEC), created in 1958, and initially increasing economic cooperation between six countries: Belgium, Germany, France, Italy, Luxembourg and the Netherlands. Since then, a huge single (5)_____has been created and continues to develop towards its full (6)_____.

From economic to political union

What began as a purely economic union has (7) _____into an organization spanning policy areas, from climate, environment and health to (8) _____ relations and security, justice and migration. A name change from the European Economic Community (EEC) to the European Union (EU) in 1993 reflected this.

The EU is based on the (9)_____ of law: everything it does is founded on treaties, voluntarily and democratically agreed by its member countries.

The EU is also governed by the principle of representative democracy, with citizens directly (10) _____ at Union level in the European Parliament and Member States represented in the European Council and the Council of the EU.

Task 3 – Find examples of **passive voice** in the text above

e.g. was formed

Task4 – Turn these sentences into **Passive voice:**

1. The European Union has delivered more than half a century of peace, stability and prosperity.

   More than half a century peace_____

2. The EU has helped many countries to raise their living standards.

   Many countries_____

3. In 2012 they awarded the EU with the Nobel Peace Prize.

   The EU_____ in 2012.

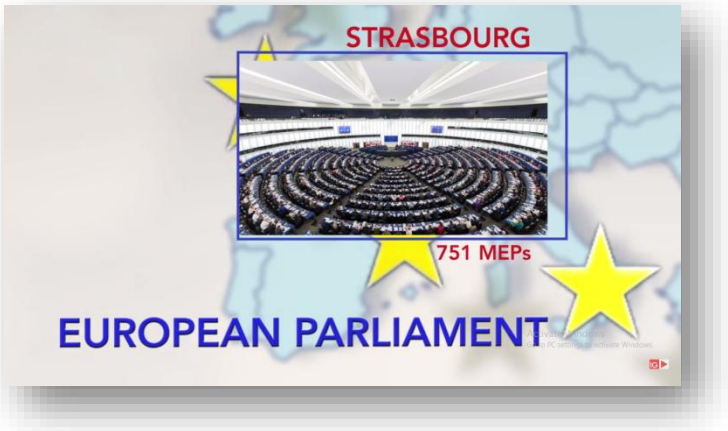
4. They have given more powers to the European Parliament than before.

   The European Parliament _____.

   More powers _____.

5. The EU developed a new neighbourhood policy.

   A new _____.



Task 5 – Arrange the words in order to make sentences:

1. them achieving sets European fixes the EU's goals the and sets Council the course for

   _____

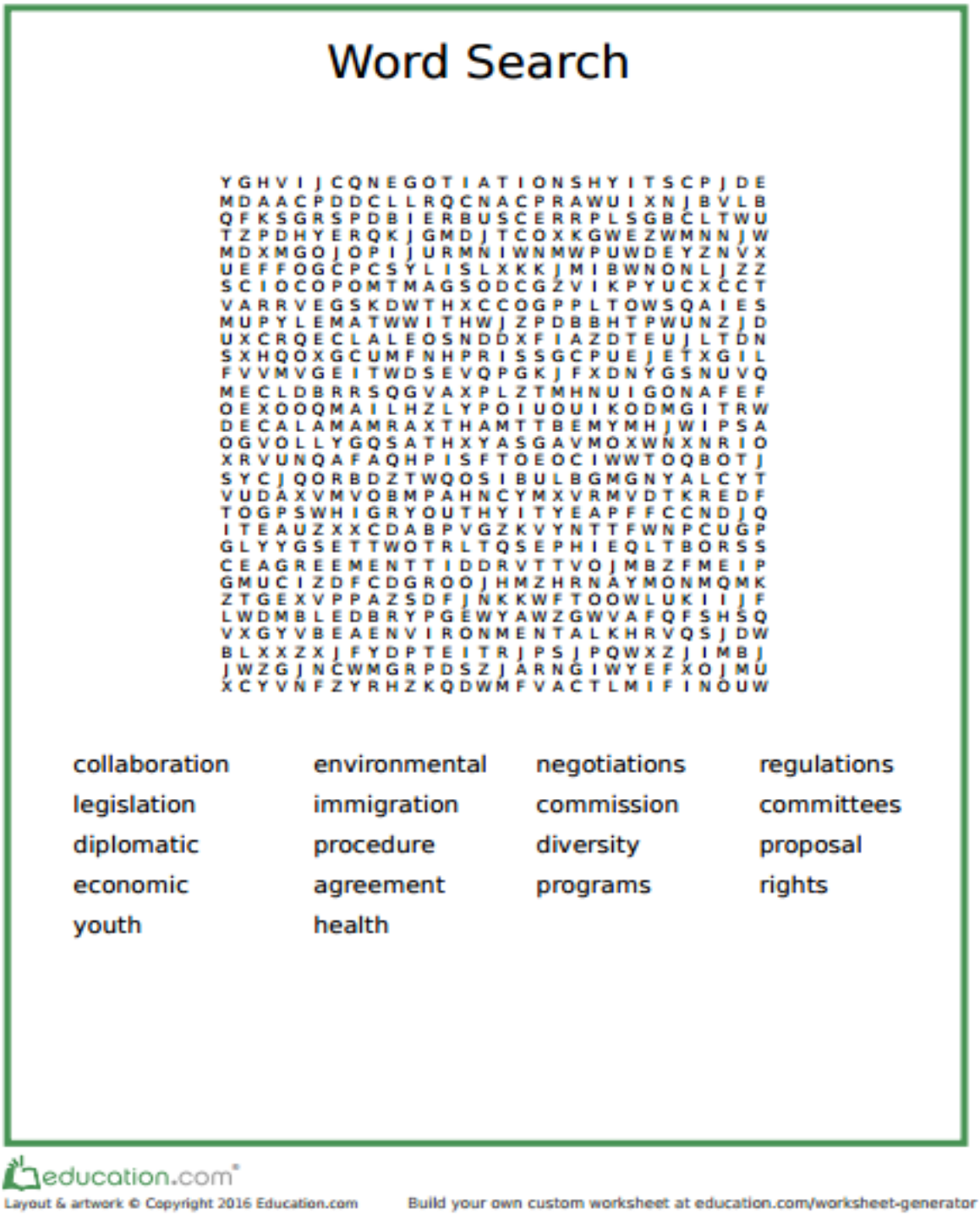
2. body represents the the European main executive Commission, the common which of the EU interest, is

   _____

3. debates at Parliament major holds gatherings its monthly

   _____

Task6 Find the words in the word-search grid



Word Search

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

collaboration	environmental	negotiations	regulations
legislation	immigration	commission	committees
diplomatic	procedure	diversity	proposal
economic	agreement	programs	rights
youth	health		

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Further practice – getting ready for the next lesson :

A. Use five of the words to make up your sentences

B. Post your sentences in the forum space in eTwinning space of the project

C. *Surf the net to find out which countries are members of the EU and which are applicants.*

D. *Surf the net and find out which are the main Institutions of the European Union*

Teacher's notes Module1 Lesson 1

Task1 - 1.

1. After the First World War people wanted to find a way to ensure peace in the future so the idea of the European community was discussed (False – it was after the Second World War)

2. The first Union (European Economic Community – EEC) was formed in 1951 between six countries (True – Belgium, The Netherlands, Luxembourg, Italy, France, and West Germany)

3. The First treaty (agreement) between the countries was to work together on production of coal and steel materials which are important for military forces. (True)

4. The European Economy community was created in 1957 (True)

5. Since 1957 more countries are welcome to join the Union if they want. (False - they have to apply to join and the member countries decide if they let them or not)

6. The United Kingdom has been rejected twice before it finally joined in 1973. (True)

7. The nowadays name of The European Union is formally announced in 1993 with the Maastricht treaty. – True

8. The Euro currency was born in 2004 and became common currency for 12 countries (False – 2002)

9. The biggest ever single enlargement of the EU happened in 2004 when 10 countries joined. (True)

10. There are currently 28 member countries in the European Union (Doesn't say)

Task2 – reference – the text is from : https://europa.eu/european-union/about-eu/eu-in-brief_en

1. Unique
2. Political
3. Trade
4. Result
5. Market
6. Potential
7. Evolved
8. External
9. Rule
10. Represented

Task 3 –

Was created; EEC created in 1958; has been created; The EU is based; everything is founded …. And agreed; The EU is governed; citizens represented';

Task4 –

1. The European Union has delivered more than half a century of peace, stability and prosperity.

More than half a century peace, stability and prosperity have been delivered by the European Union. .

2. The EU has helped many countries to raise their living standards.

Many countries have been helped to raise their living standards..

3. In 2012 they awarded the EU with the Nobel Peace Prize.

The EU was awarded the Nobel Peace Prize in 2012.

4. They have given more powers to the European Parliament than before.

The European Parliament has been given more powers than before.

More powers have been given to the European Parliament

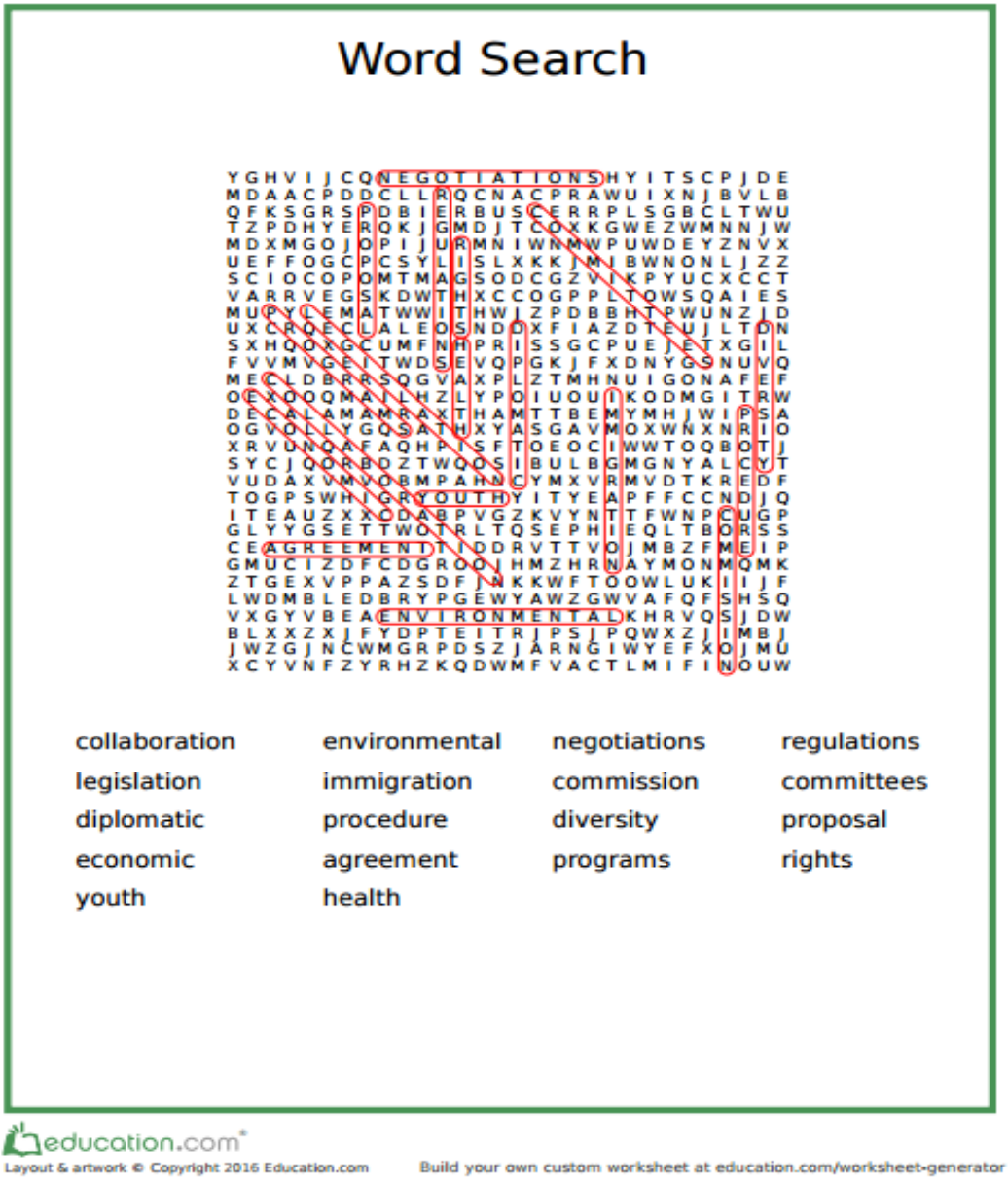
5. The EU developed a new neighbourhood policy.

A new neighbourhood policy was developed by the EU.

Task 5 sentences–

1. The European Council fixes the EU's goals and sets the course for achieving them.
2. The European Commission, which represents the common interest of the EU, is the main executive body.
3. Parliament holds its major debates at monthly gatherings

Task 6 – words: economic; diplomatic; immigration; procedure; legislation; agreement; committees; proposal; negotiations; commission; diversity; rights; regulations; environmental; health; youth; programs; collaboration



Word Search

collaboration	environmental	negotiations	regulations
legislation	immigration	commission	committees
diplomatic	procedure	diversity	proposal
economic	agreement	programs	rights
youth	health		

education.com
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Build your own custom worksheet at education.com/worksheet-generator

Instrument word-search generator - http://www.education.com/worksheet-generator/reading/word-search/ ; Screenshots from the video - https://www.youtube.com/watch?v=bsejEJ7qEOc

Module 1 – Lesson 2. The EU in short- History and EU institutions

Constituent countries, peoples and languages

In this Module you will learn more about the History of the European Union as well as how its institutions work.

Introductory questions (these were set as tasks for further practice in Lesson 1)

E. ***Use five of the words to make up your sentences – Please read your sentences to the rest of the class.***

F. ***Post your sentences in the forum space in eTwinning space of the project (online work)***

G. ***Surf the net to find out which countries are members of the EU and which are applicants.***

H. ***Surf the net and find out which are the main Institutions of the European Union***

Task 1

Here is a list of countries. Decide which of them are members of the EU, which are not, which are applicants and which have formally withdrawn their application to join the EU. Put the names of each country into the corresponding column in the table below. – this videos can help you

https://www.youtube.com/watch?v=8VTX6XeJMKs , https://www.youtube.com/watch?v=O37yJBFRrfg&t=1s

Iceland, Norway, Switzerland, Liechtenstein, Bosnia and Herzegovina, Belgium, Bulgaria, Croatia, Cyprus, Denmark, Germany, Estonia, Finland, France, Greece, Kosovo, United Kingdom, Hungary, Turkey, Ireland, Italy, Latvia, Lithuania, Luxembourg, Malta, Ukraine, The Netherlands, Albania, Austria, Poland, Portugal, Romania, Slovenia, Slovakia, Spain, Macedonia (FYROM), Czech Republic, Sweden, Montenegro, , Serbia

Countries, members of the EU (28)	***Potential candidates (3 countries)***	***The EFTA countries EFTA = European Free Trade Association (4 countries)***	***Applicant countries (5 countries)***

Task 2

Divide the 28 member countries into groups according to the year in which they joined the EU (the videos above can help you)

1958- _____

1973-_____

1981-_____

1986- _____

1995-_____

2004-_____

2007- _____

2013- _____

Task 3

Draw a lot so that Each student to choose among one of EU countries and to prepare a presentation about the country's main features – territory, map features, climate, capital, language, interesting facts about the country

Task 4

Read the pieces information (A- D) below and match each description to the institution (1-4) which it describes.

1. **The European Parliament**
2. **The European Council**
3. **The Council of the European Union**
4. **The European Commission**

A) The ____ Defines the general political direction and priorities of the European Union.
Members: Heads of state or government of EU countries, European Commission President, High Representative for Foreign Affairs & Security Policy.
The ___ brings together EU leaders to set the EU's political agenda. It represents the highest level of political cooperation between EU countries.

One of the EU's 7 official institutions, the Council takes the form of (usually quarterly) summit meetings between EU leaders, chaired by a permanent president.
The ____ :

- Decides on the EU's overall direction and political priorities – but does not pass laws.
- Deals with complex or sensitive issues that cannot be resolved at lower levels of intergovernmental cooperation
- Sets the EU's common foreign & security policy, taking into account EU strategic interests and defence implications
- Nominates and appoints candidates to certain high profile EU level roles, such as the ECB and the Commission

On each issue, the _____ can:

- ask the European Commission to make a proposal to address it.
- pass it on to the Council of the EU to deal with

B) The _____ Promotes the general interest of the EU by proposing and enforcing legislation as well as by implementing policies and the EU budget

The ___ is the EU's politically independent executive arm. It is alone responsible for

drawing up proposals for new European legislation, and it implements the decisions of the European Parliament and the Council of the EU.
The ____ :

- Proposes new laws

The ____ is the sole EU institution tabling laws for adoption by the Parliament and the Council that:

- protect the interests of the EU and its citizens on issues that can't be dealt with effectively at national level;
- get technical details right by consulting experts and the public.
- Manages EU policies & allocates EU funding
- Sets EU spending priorities, together with the Council and Parliament.
- Draws up annual budgets for approval by the Parliament and Council.
- Supervises how the money is spent, under scrutiny by the Court of Auditors.
- Enforces EU law

Together with the Court of Justice, ensures that EU law is properly applied in all the member countries.

- Represents the EU internationally
- Speaks on behalf of all EU countries in international bodies, in particular in areas of trade policy and humanitarian aid.

Negotiates international agreements for the EU.

C) The ____ is Directly-elected EU body with legislative, supervisory, and budgetary responsibilities.
Legislative
Passing EU laws, together with the Council of the EU, based on European Commission proposals
Deciding on international agreements
Deciding on enlargements
Reviewing the Commission's work programme and asking it to propose legislation
Supervisory
Democratic scrutiny of all EU institutions
Electing the Commission President and approving the Commission as a body.
Possibility of voting a motion of censure, obliging the Commission to resign

Granting discharge, i.e. approving the way EU budgets have been spent
Examining citizens' petitions and setting up inquiries

Discussing monetary policy with the European Central Bank
Questioning Commission and Council
Election observations
Budgetary
Establishing the EU budget, together with the Council
Approving the EU's long-term budget, the "Multiannual Financial Framework"

D. The ___ voices of EU member governments, adopting EU laws and coordinating EU policies
Members: Government ministers from each EU country, according to the policy area to be discussed
President: Each EU country holds the presidency on a 6-month rotating basis.
In The ___ government ministers from each EU country meet to discuss, amend and adopt laws,

and coordinate policies. The ministers have the authority to commit their governments to the actions agreed on in the meetings.
Together with the European Parliament, the Council is the main decision-making body of the EU.
Not to be confused with:
European Council – quarterly summits, where EU leaders meet to set the broad direction of EU policy making
Council of Europe – not an EU body at all.

*****

The ____ :
Negotiates and adopts EU laws, together with the European Parliament, based on proposals from the European Commission
Coordinates EU countries' policies
Develops the EU's foreign & security policy, based on European Council guidelines
Concludes agreements between the EU and other countries or international organisations
Adopts the annual EU budget – jointly with the European Parliament

B. After you have completed the table see the video and check your answers

https://www.europarltv.europa.eu/programme/others/at-home-with-the-european-institutions

Task 5 ***homework***

Find information about the country of your choice (or by lot) and get ready to present it to the rest of the class.

Teacher's notes Module 1 Lesson 2

Task1 - 1.

EU countries

Countries which are member states of the European Union are called EU countries or EU member states.

The EU countries are:

- Belgium Bulgaria Croatia Cyprus Denmark Germany Estonia Finland France Greece United Kingdom Hungary Ireland Italy Latvia Lithuania Luxembourg Malta The Netherlands Austria Poland Portugal Romania Slovenia Slovakia Spain Czech Republic Sweden

All other countries are considered by Customs to be a non-EU country.
The areas listed below are also considered by Customs to be a non-EU country.

Exceptional areas within the EU countries

Certain areas which are part of the EU customs territory, exceptional areas, are subject to special rules. These areas are:

- Aland Islands (Finland)
- Canary Islands (Spain)
- Channel Islands (United Kingdom)
- French overseas departments and territories, including Guadeloupe, French Guiana, Martinique and Reunion
- Mount Athos (Greece)

The EFTA countries are: Iceland Norway Switzerland, and Liechtenstein

Applicant countries: Albania, Serbia, Montenegro, Macedonia, Turkey

Potential candidates: Bosnia and Herzegovina, Kosovo, Ukraine

Task 2

1958- Belgium, France, Luxembourg, Germany, Netherlands, Italy

1973- Denmark, Ireland, The UK

1981-Greece

1986- Spain, Portugal,

1995-Austria, Sweden, Finland,

2004-Cyprus, The Czech Republic, Estonia, Hungary, Latvia, Lithuania, Slovakia, Slovenia, Malta, Poland

2007- Bulgaria, Romania

2013 –Croatia

Task 3 – each student is given to choose from notes each of which has the name of an EU country. Each student has to prepare a presentation on the country that they have chosen by lot. (speaking time about 1-2 minutes) The task is suitable for Homework and the project presentations to be made the next lesson.

Task 4

1-c

2-a

3-d

4-b

Reference:

https://www.europarltv.europa.eu/programme/others/at-home-with-the-european-institutions

http://www.belastingdienst.nl/wps/wcm/connect/bldcontenten/belastingdienst/customs/reference_books_and_other_information/list_of_eu_countries/ ,

https://europa.eu/european-union/about-eu/countries/member-countries_en)

Module 1 – Lesson3. The EU in short- History and EU institutions

Languages, writing systems

In this Module you will learn more about the languages which are spoken in the European Union as well as how many writing systems there are. .

Introductory questions (these were set as tasks for further practice in Lesson 1)

*Revision ***homework****

Find information about the country of your choice (or by lot) and get ready to present it to the rest of the class. Post the information on the padlet:
https://padlet.com/t_a_n_y_ab/k2xrt0fn6i49 (password: The EU for teens)

Revision time:
1. How many countries are there in the EU?
2. Which countries are applicants to join the EU?
3. Which are the main European institutions?
4. Which institution has legislative function?
5. Which institution/s has executive functions?

Task 1

Can you guess the number of writing systems there are in the EU? Circle is the correct number?

a) 1
b) 3
c) 15
d) 24
e) 28
f) 40

Tanya Borisova

Task 2 Read the text and answer the questions after it.

THE GREEK ALPHABET[1]

The Greeks were the first Europeans to learn to write with an alphabet, and from them alphabetic writing spread to the rest of Europe, eventually leading down to all modern European alphabets. Incidentally, the Greeks tried writing once before. Between 1500 and 1200 BCE, the Mycenaeans, an early tribe of Greeks, adapted the Minoan syllabary as Linear B to write an early form of Greek. However, the syllabary was not well suited to write Greek, and the exact pronunciation of Mycenaean words remains somewhat obscure. The alphabet, on the other hand, allowed a more precise record of the sounds in the language

From the shape of the letters, it is clear that the Greeks adopted the alphabet the Phoenician script, mostly like during the late 9th century BCE. In fact, Greek historian Herotodus, who lived during the 5th century BCE, called the Greek letters "phoinikeia grammata" (φοινικήια γράμματα), which means Phoenician letters. Unlike Greek, the Phoenician alphabet only had letters for consonants. When the Greeks adopted the alphabet, they found letters representing sounds not found in Greek. Instead of throwing them away, they modified the extraneous letters to represent vowels. For example, the Phoenician letter 'aleph (which stood for a glottal stop) became the Greek letter alpha (which stands for [a] sound).

There were many variants of the early Greek alphabet, each suited to a local dialect. Eventually the Ionian alphabet was adopted in all Greek-speaking states, but before that happened, the European variant was carried to the Italic peninsula and adopted by Etruscan and eventually Latin

True or False are the statements :

1. The Greek alphabet is the first alphabet. _____
2. All European writing systems derive from the Greek alphabet. _____
3. The Greeks adopted the Phoenician script. ___
4. There were letters in the Phoenician script which the Greeks ignored as there were no such sounds in their language. ___
5. There used to be more than one variant of the early Greek alphabet suited to one and the same dialect. _____

[1] The text is from http://www.ancientscripts.com/greek.html as last seen 2-25-2017

Task 3 Read the text below. Use the word given in capitals to form a word that fits in the space

THE LATIN APLHABET* [2]

Latin alphabet, also called Roman alphabet, most 1**. (WIDE)** _____ used alphabetic writing system in the world, the standard script of the English language and the languages of most of Europe and those areas settled by Europeans. 2. **(DEVELOP)** _____ from the Etruscan alphabet at some time before 600 bc, it can be traced through Etruscan, Greek, and Phoenician scripts to the North Semitic alphabet used in Syria and Palestine about 1100 bc. The 3. **(EARLY)** _____ inscription in the Latin alphabet appears on the Praeneste Fibula, a cloak pin dating from about the 7th century bc, which reads, "MANIOS MED FHEFHAKED NUMASIOI" (in Classical Latin: "Manius me fecit Numerio," meaning "Manius made me for Numerius"). Dated not much later than this is a vertical 4. **(SCRIPT)** _____ on a small pillar in the Roman Forum, and the Duenos inscription on a vase found near the Quirinal (a hill in Rome) probably dates to the 6th century bc. Although experts 5. **(AGREE**) _____ on the dating of these objects, the inscriptions are 6. **(GENERAL**) _____ considered to be the oldest extant examples of the Latin alphabet.

The classical Latin alphabet consisted of 23 letters, 21 of which were derived from the Etruscan alphabet. In medieval times the letter I was 7. **(DIFFER**) _____ into I and J and V into U, V, and W, producing an alphabet equivalent to that of modern English with 26 letters. Some European languages 8. **(CURRENT**) _____ using the Latin alphabet do not use the letters K and W, and some add extra letters.

In ancient Roman times there were two main types of Latin script, capital letters and cursive. There were also 9. **(VARY**) _____ of writing that mixed capitals and cursive or semi cursive letters; Latin uncial script developed from such a mixed form in the 3rd century ad. In the Middle Ages many different Latin scripts developed from capital, cursive, and uncial forms. The round "humanistic" handwriting, used for copying books, and a more 10. **(ANGLE)**

[2] the text is adapted from https://www.britannica.com/topic/Latin-alphabet (Latin alphabet, WRITTEN BY: The Editors of Encyclopædia Britannica, LAST UPDATED: 3-24-2009 See Article History, Alternative Title: Roman alphabet

_____ cursive script, used for legal and commercial purposes in 15th-century Italy, gave rise, respectively, to the roman and italic typefaces currently used in printing.

Task 4 Read the text and choose the best heading for each paragraph

Cyrillic alphabet makes first appearance on euro notes

EurActiv.com Jan 11, 2013

A. Background
B. New face of the euro
C. Cyrillic: a political signal
D. Cyrillic alphabet makes first appearance on euro notes

1. _____

The European Central Bank unveiled yesterday (10 January)*[3] a new 5-euro note, with warmed colours and better protection against counterfeiting. For the first time, it also carries the name 'Euro' written in the Cyrillic alphabet, and displays a portrait of Europa, a figure from Greek mythology.

2. ._____

Mario Draghi, President of the European Central Bank (ECB), unveiled the 'Europa series' €5 banknote, with his signature featured under the EU flag. It will be issued, on 2 May 2013. The presentation was the highlight of the opening of a "New Face of the Euro" exhibition, at the Archaeological Museum in Frankfurt am Main from 11 January to 10 March 2013. The new €5 banknote benefits from some new and enhanced security features. The watermark and hologram display a portrait of Europa, a figure from Greek mythology – and hence the name of this series of banknotes. An eye-catching "emerald number" changes colour from emerald green to deep blue, and displays a vertically moving light effect. Short raised lines on the left and right edges of the banknote make it easier to identify the banknote, especially for visually impaired people.

[3] The article was published in 2013 – (EurActiv.com Jan 11, 2013) https://www.euractiv.com/section/languages-culture/news/cyrillic-alphabet-makes-first-appearance-on-euro-notes/

3. ._____

Most importantly, the new note features for the first time the word 'Euro' in Cyrillic: ????, along with the Greek Ευρ?. Since Bulgaria, the only EU country using the Cyrillic alphabet, is not yet a member of the eurozone, this could be seen as a political signal of the ECB's trust in the future enlargement of the European single currency area.

Two candidate countries, Macedonia and Serbia, also use the Cyrillic alphabet. The name 'Cyrillic alphabet' honours the younger of the Cyril and Methodius brothers, born in Thessaloniki at the beginning of the 9th Century, who created the Glagolitic and then the Cyrillic alphabets with the aim to have the Bible and other texts translated into Slavic languages.

The new banknotes of the 'Europa' series with denominations of €10, €20, €50, €100, €200 and €500, will be introduced over the next few years, in ascending order. Their "ages and styles" design and dominant colours will be the same as the first series. Gradually, the first series will be withdrawn and eventually cease to be legal tender – with advance warning. But first series' banknotes will retain their value indefinitely and be exchangeable at euro-area national central banks at any time.

4. ._____

In 862, Prince Rastislav of Great Moravia requested that the Byzantine Emperor Michael III and the Patriarch Photius of Constantinople send missionaries to evangelise his Slavic subjects.

Cyril and Methodius were sent, having designed for the purpose the Glagolic alphabet, the first to be used in Slavonic manuscripts.

In 863 Cyril and Methodius began translating the bible in Old Church Slavonik and travelled to Great Moravia to promote it.

Later, Cyril and Methodius developed the Cyrillic alphabet, as a political project of Bulgarian king Boris, whose reign from 852 to 889 was marked by the Christianisation of Bulgarians.

Post reading task: Highlight the words which you do not understand and look them up in a dictionary. Then, for three of the words you highlighted make a word map with the application www.visuword.com and after it use them in a sentence.

1. _____
2. _____
3. _____
4. _____
5. _____

Task 5 Vocabulary – Math the words to their definitions

1. extant	a) to receive or obtain from a source or origin (usually followed by from)
2. standard	b) a level of quality, achievement
3. pronunciation	c) to choose or take as one's own; make one's own by selection or assent
4. variant	d) made in imitation so as to be passed off fraudulently or deceptively as genuine
5. adopt (v)	e) tending to change or alter; exhibiting variety or diversity
6. represent (v)	f) the act or result of producing the sounds of speech, including articulation, stress, and intonation
7. banknote	g) tending to change or alter; exhibiting variety or diversity
8. script	h) to serve to express, designate, stand for, or denote, as a word, symbol, or the like does
9. derive (v)	i) a piece of paper money
10. counterfeit	j) the letters or characters used in writing by hand; handwriting, especially cursive

Teacher's notes . Module 1 Lesson 3

Task1 –

There are 3 writing systems in the EU – 1. Latin, 2. Greek, 3. Cyrillic

Task 2

Reference - http://www.ancientscripts.com/greek.html

1. F (it is not the first alphabet in the world)
2. True
3. True
4. False – they adopted them for their vowels (e.g Alpha)
5. False – suited for local dialects respectively

Task 3

Reference – the text is adapted from https://www.britannica.com/topic/Latin-alphabet (Latin alphabet, WRITTEN BY: The Editors of Encyclopædia Britannica, LAST UPDATED: 3-24-2009 See Article History, Alternative Title: Roman alphabet)

1. WIDELY
2. Developed
3. Earliest
4. inscription
5. disagree
6. generally
7. differentiated
8. currently
9. varieties
10. angular

Task 4 Reference - https://www.euractiv.com/section/languages-culture/news/cyrillic-alphabet-makes-first-appearance-on-euro-notes/

1. D 2. B 3. C 4. A

Task 5

extant	still existing ,not destroyed or lost
standard	a level of quality, achievement
pronunciation	the act or result of producing the sounds of speech, including articulation, stress, and intonation
adopt (v)	to choose or take as one's own; make one's own by selection or assent
represent (v)	to serve to express, designate, stand for, or denote, as a word, symbol, or the like does
script	the letters or characters used in writing by hand; handwriting, especially cursive writing
variant	tending to change or alter; exhibiting variety or diversity
derive (v)	to receive or obtain from a source or origin (usually followed by from)
counterfeit	made in imitation so as to be passed off fraudulently or deceptively as genuine
banknote	a piece of paper money

Module 2. Lesson 1. European values

European Union supports cooperation and equality between nations.

Photo: European Parliament

THE EUROPEAN UNION'S FUNDAMENTAL VALUES ARE:

- respect for human dignity,
- respect for human rights,
- freedom,
- democracy,
- equality and
- the rule of law.

Can you define what these mean to you?

Activity 1

Game – association. – Instructions: The class is divided into 6 groups. Each group is given a note with some word which they have to explain to the rest of the teams using no words but mimics or drawings. The rest of the teams have to guess the words being explained to them.

Activity 2

A set of words is explained in English +, which words are explained

1. sense of self-respect and self-worth, physical and psychological integrity and empowerment
2. rights (such as freedom from unlawful imprisonment, torture, and execution) regarded as belonging fundamentally to all persons
3. The state of being free
4. a form of government in which people choose leaders by voting
5. the quality or state of having the same rights, social status, etc.

Activity 3

1. What human rights mean to you?
2. Discuss in pairs if you share the same ideas of what human rights are
3. Watch the video and make a summary of what human rights is according to what you saw. Human rights - https://www.youtube.com/watch?v=MOcmUQTgjCw
   Make a short list of the human rights which are mentioned in the video.

Activity 4

1. Work in groups of 4-5 think of situations in which people's rights are violated. Can you share some of these situations?

   Writing Write down short scenarios describing such a situation- violation of human rights. (Group work)

   Role play Act out the scenarios in front of the class. The rest of the class have to say which of the Human rights has/have been violated and which institution(s) could help in that particular case.

Some food for thought - Why do you think Human rights are the basics in the European Union policy? How does it relate to the motto of the European Union - United in diversity?

Teacher's notes Module 2 Lesson 1

Activity 1 – words –

Love/friendship

Tolerance

Respect

Care

Understanding

Education

Activity 2

1. Human dignity - sense of self-respect and self-worth, physical and psychological integrity and empowerment
2. Definition of human rights: rights (such as freedom from unlawful imprisonment, torture, and execution) regarded as belonging fundamentally to all persons
3. Freedom- The state of being free
4. Democracy - [noncount]: a form of government in which people choose leaders by voting
5. Equality - the quality or state of having the same rights, social status, etc.

Activity 3

Human rights

Watch the video and make a summary of what human rights is according to what you saw. Human rights - https://www.youtube.com/watch?v=MOcmUQTgjCw

Make a short list of the human rights which were mentioned in the video.

Activity 4

When completed, students can play the scenarios in role play and open a discussion suggesting how to solve the problem of violation of the human rights which they showed.

According to the European Union policy

These values unite all the member states – no country that does not recognise these values can belong to the Union.

The main goal of the European Union is to defend these values in Europe and promote peace and the wellbeing of the citizens. For its part, the European Parliament seeks to ensure that these values are realised in the EU legislation.

The EU member states are pluralistic. Nobody may be discriminated against; instead, people and government representatives must respect others and be tolerant. Everybody must be treated fairly. Minority rights must be respected. Equality between men and men is promoted. Responsibility must be shared.

The European Union works for social equality. It develops social security and tries to protect the weakest. It seeks to prevent social exclusion and discrimination.

All these fundamental values are defined in the Treaty of Lisbon Lissabonin sopimuksessa (2009).

The Treaty of Lisbon officially confirmed the universal citizens' rights as well as political, economic and social rights.

The Charter of Fundamental Rights forbids discrimination because of gender, race or the colour of the skin. Also, discrimination based on religion or sexual orientation is forbidden.

Additionally, the Charter of Fundamental Rights defines rights to data security, bioethics and good administration. It obligates employers to look after their employees. For example, employees have the right to access information, negotiate and go on strike.

LINK : http://europarlamentti.info/en/values-and-objectives/values/

Module 2. Lesson 2. European values II

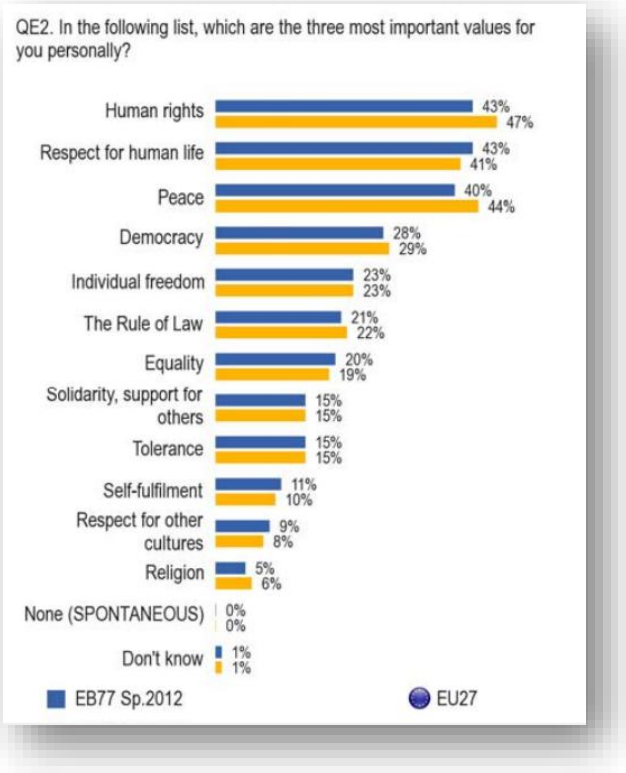
Activity 1

What European values mean to you?

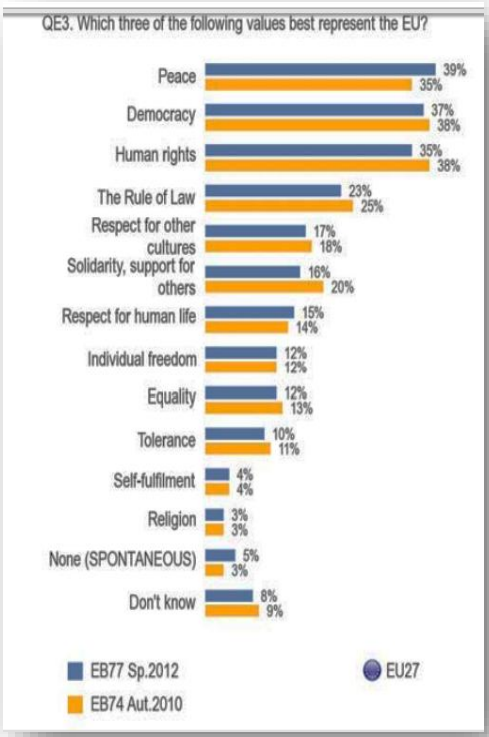
Fill in the survey form at https://goo.gl/forms/igQf1aOywst7Mbak1

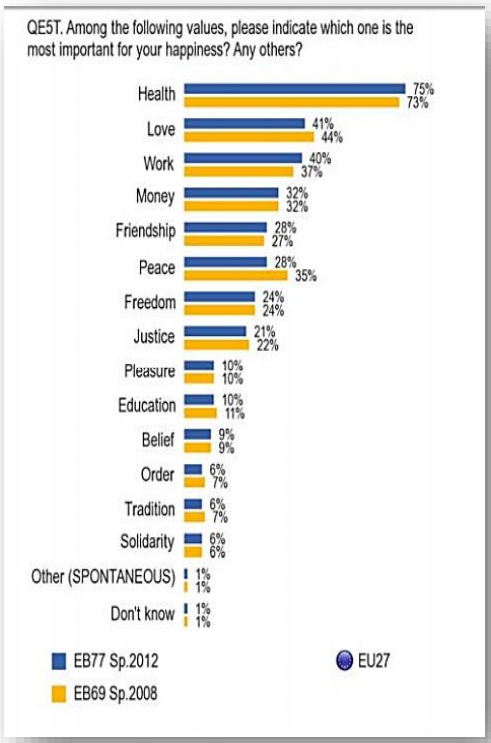
Now see the results form a similar survey carried out throughout the European Union conducted by TNS Opinion & Social at the request of the European Commission, Directorate-General for Communication Survey coordinated by the European Commission, Directorate-General for Communication "Research and Speechwriting" Unit , in Spring 2012 and comment on.

Question 1



Question 2 Question 3





Activity 2

Discussion: The motto of the European Union is “United in diversity” – How does it relate to the European values? What does the motto mean to you?

Activity 3

Listening and watching time:

https://www.youtube.com/watch?v=564Mh9VScIw

I. Listen and watch the video about an international event and complete the table below:

1. What is the event? _____
2. How do participants feel about it ? _____
3. When is the event held? _____
4. Who supports the project? _____
5. Who are the participants? _____

II. Listen and watch again and mark the statements as True/ False or No Information

1. The YUM project is organized by four countries._____
2. Only countries that are current members of of EU can participate in the YUM festival. _____
3. The project is in spanned in a three-year period. _____
4. A lot of activities are planned to take place during the project_____
5. There will be only concerts for these participant musicians _____

Activity 4

Time for online search: think of some cultural event in your town which is designed to celebrate diversity. Take notes and present it to your classmates.

Activity 5

Speaking: Tell the class about the last international event which you attended or you have heard about. Where is it held, what is its title and what do people do there? Would you like to visit other international cultural events in Europe which you have heard about? If yes, which ones?

Teacher's notes Module 2 Lesson 2

The formal EU survey is last seen on 29th April 2017 on http://ec.europa.eu/public_opinion/archives/eb/eb77/eb77_value_en.pdf *(This survey has been requested and co-ordinated by the European Commission, Directorate-General for Communication.*

http://ec.europa.eu/public_opinion/index_en.htm *This document does not represent the point of view of the European Commission. The interpretations and opinions contained in it are solely those of the authors. Standard Eurobarometer 77 / Spring 2012 – TNS Opinion & Social)*

The survey for students is composed for the purposes of the classwork and the questions copy three of the questions asked in the formal EU survey.
https://docs.google.com/forms/d/1a4IpDBpJ2OQLZdIHWb8st6X1fXFQ1TNBvbSzaTg-GIs/edit
https://goo.gl/forms/igQf1aOywst7Mbak1

Listening and watching

1. What is the event? — Youngsters united in Music project
2. How do participants feel? — Happy and proud
3. When is the event held? — In a three-year period
4. Who supports the project? — The European Community
5. Who are the participants? — Singers, musicians, dancers and professionals from – Belgium, Hungary and Slovak republic, and *Iceland, Montenegro, Serbia, Turkey, Macedonia, Albania, Bosnia Herzegovina and Kosovo*

III.

1. False – three countries – Belgium, Hungary and Slovak republic
2. False – current members and candidate countries
3. True – May 2015 – August 2017
4. True
5. False – there will be also workshops and more activities

Tapescript

http://www.emj.be/index.php?option=com_k2&view=item&layout=item&id=1610&Itemid=671&lang=nl
https://www.youtube.com/watch?v=564Mh9VScIw

What is YUM about

The Creative Europe culture cooperation project, "Youngsters United in Music" (abbreviated to YUM), is a collaboration between the European Music Festival for Young People (Neerpelt – Belgium, EMJ), the Európa Jövője

Egyesület (Kecskemét – Hungary, EJE) and the Bratislava Music Agency (Bratislava – Slovak Republic, BMA). The EMJ is the project leader.

With the support of the European Community, YUM aims to involve young musicians, singers and dancers, as well as professionals and members of the jury from the current EU candidate countries in the three festivals and to get them acquainted with the European cultural sector. These EU candidate countries are Iceland, Montenegro, Serbia, Turkey, Macedonia, Albania, Bosnia Herzegovina and Kosovo.

Including all new countries in just one festival would not be realistic, therefore the project has been spread over 6 festivals, from 1/5/2015 to 31/08/2017, each having 4 activities focusing on artists and professionals from the 8 EU candidate countries. YUM lasts for 28 months giving the EU participants a vocal (2016) and instrumental (2017) EMJ festival edition, an EJE 2016 festival and 2017 exchange program and 3 BMA festivals for youngsters.

At the end of the project, we hope to have contributed in the transformation of the EU candidate countries into full EU members who will have found their way to the European creative and cultural sector. As such we expect to find them among the regular participants after this project's end date – having achieved our goal of helping these countries getting more involved in the European community.

Module 2. Lesson 3. European Capitals of Culture

Activity 1 Reading: Read the article below and answer the questions:

Tibor Navracsics, European Union Commissioner for Education, Culture, Youth and Sport

Over the past 30 years, the European Capitals of Culture have grown into one of the most ambitious cultural projects in Europe. And they have become one of the best known — and most appreciated — activities of the European Union (EU).

The original motivation of the project —started in 1985 on the initiative of the then Greek Minister of Culture Melina Mercouri — is still very much valid: to bring citizens of the European Union (or the European Community, as it was then called) closer together.

By providing opportunities for Europeans to meet and discover the great cultural diversity of our continent and to take a fresh look at our common history and values, the European Capitals of Culture promote mutual understanding and intercultural dialogue among citizens and increase their sense of belonging to a community.

The European Capitals of Culture remain first and foremost a cultural event. Cultural activity in these cities increases, new audiences can be reached and the city's cultural operators can acquire a more international outlook and thus improve their skills and professionalism. The European Capitals of Culture also contribute to forging an image of an attractive and creative Europe open to cultures from across the world.

Being a European Capital of Culture can also boost the long-term socioeconomic development of cities. They often take this opportunity to regenerate themselves, improve their creative and innovative potential, develop new and more sustainable forms of tourism and raise their profile. Being a European Capital of Culture can also foster social and territorial cohesion within city boundaries and beyond, strengthen citizens' roles in the city's development as well as their participation in the shaping and making of cultural expressions.

This brochure showcases successful projects in recent European Capitals of Culture. They show that the European Capitals of Culture have become laboratories of strategic investment in culture, benefiting our economies and our societies as a whole.

The European Capitals of Culture are an integral part of the Creative Europe programme 2014–20, whose ambition is to promote Europe's cultural diversity and cultural heritage and to reinforce the competitiveness of our cultural and creative sectors. Creative Europe helps artists, cultural professionals and cultural organisations to adapt to the digital age and globalisation, work across borders and reach as many people as possible in Europe and beyond. It also supports efforts to improve access to finance through the setting-up of a new financial guarantee facility.

I am pleased to celebrate the 30th anniversary of the European Capitals of Culture, and I invite you to discover more on the following pages.

1. What is the idea about?
2. Whose idea was it to award some cities with the title European Capital of Culture?
3. What was the initial purpose of the European Capitals of Culture?

4. How many cities have been awarded as European Capitals of Culture so far?
5. Which are the advantages which the European Capitals of Culture experience?
6. What the article say about the Creative Europe programme 2014-2020?
7. How do you think an European Capital of Culture relate to the European motto “United in diversity”?

Activity 2

Think of all the cities in Europe you think could have been awarded with the label of European Capitals of Culture. Make a list and say why you think they deserve that title.

Activity 3

Watching time: watch the video and see which towns have been European Capitals of Culture throughout the years. Did you guess some of them? https://ec.europa.eu/programmes/creative-europe/actions/capitals-culture_en

Activity 4

Online search: Find information about the last and the next European Capital of Culture. Have you been to a city which was awarded with this label? Take notes and present it to your classmates.

Activity 5

Speaking: Think and discuss in groups: Are there other ways to celebrate diversity? Are there other types of human activities which show cultural awareness, respect and tolerance? Give examples. What other ways to show cultural understanding and tolerance would you suggest? Make notes, stick them on the board and comment your suggestions.

Activity 6 Writing: Imagine you work for a team who would like to apply for the award of European Capital of Culture. Make a brochure to popularize your city/town, country or village.

Teacher's notes Module 2 Lesson 3

Activity 1

The article was published in a brochure of European Capitals of Culture in 2015 by the European commission

http://bookshop.europa.eu/en/european-capitals-of-culture-pbNC0215840/;pgid=GSPefJMEtXBSR0dT6jbGakZD0000PZk4aXr2;sid=J-FMj_YkSbVMiK8hjprSKJQBhSIw31TnW7E=?CatalogCategoryID=ANIKABstUgUAAAEjCJEY4e5L

Module 3. Lesson 1. Our Gorgeous Europe

Activity 1

A. Match the towns or cities from column A with the countries in column B. (Note that not all of them are the capital cities though)

1	Rome	1		A.	Poland
2	Athens	2		B.	Turkey
3	Bucharest	3		C.	The Czech Republic
4	Copenhagen	4		D.	Belgium
5	London	5		E.	Spain
6	Krakow	6		F.	Romania
7	Wien	7		G.	Hungary
8	Paris	8		H.	Denmark
9	Dublin	9		I.	England, The UK
10	Prague	10		J.	Italy
11	Edinburgh	11		K.	Greece
12	Brussels	12		L.	France
13	Istanbul	13		M.	Austria
14	Madrid	14		N.	Ireland
15	Budapest	15		O.	Scotland, the UK

Activity 2

GAME time: This game is on famous landmarks in Europe. You will have to guess which is the famous place shown and where it is.

Activity 3

Speaking: Which of the countries and towns would you like to visit? What do you want to see there and who to meet?

Activity 4

Writing Make up and write 10 sentences using 2nd Conditional to express your wishes:

e.g. If I had enough money I would go to Paris in France and would see the Louvre.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Activity 5

Discussion: Imagine you are going to travel to some of the destinations in the European Union. Make a list of the things you are allowed to bring with you and which you are not allowed. Do you know what your privileges as European citizens are compared to those who are not when travelling in the EU? What are your rights and duties? (help- you may use the following link http://europa.eu/youreurope/citizens/travel/carry/index_en.htm)

Privileges of being an EU citizen when travelling across Europe	Things you are allowed to bring with you across borders	Things you are not allowed to bring with you across borders

Activity 6

Listening and watching time Listen and watch the two videos.

Which of the EU passenger's rights you didn't think of?

https://www.youtube.com/watch?v=Pxb2RiEtK-o

https://www.youtube.com/watch?v=T1TOgPaT5i8

Activity 7

Discussion: How do you feel about being an EU citizen and being able to benefit from all the above mentioned rights? Tell your classmates and comment on your rights and duties as an EU travelling citizen.

Teacher's notes Module 3 Lesson 1

Activity 1

A. Match the towns or cities from column A with the countries in column B. (Not all of them are the capital cities though)

1	Rome	1	J	Poland
2	Athens	2	K	Turkey
3	Bucharest	3	F	The Czech republic
4	Copenhagen	4	H	Belgium
5	London	5	I	Spain
6	Krakow	6	A	Romania
7	Wien	7	M	Hungary
8	Paris	8	L	Denmark
9	Dublin	9	N	The UK
10	Prague	10	C	Italy
11	Edinburgh	11	O	Greece
12	Brussels	12	D	France
13	Istanbul	13	B	Austria
14	Madrid	14	E	Ireland
15	Budapest	15	G	Scotland

Activity 2

GAME TIME – Kahoot! https://play.kahoot.it/#/k/81903e3e-bdc6-4551-96ee-165b268eac83 This kahoot! game is on famous landmarks in Europe. You will have to guess which is the famous place and where it is

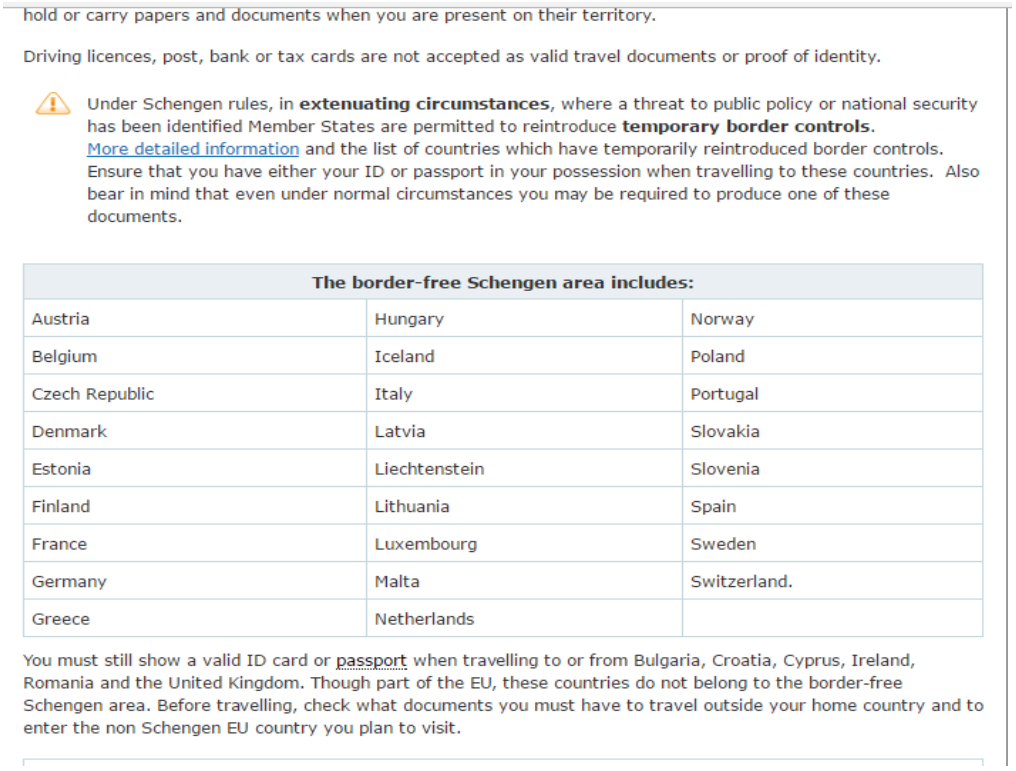
Activity 5:

http://europa.eu/european-union/life/travel-tourism_en

UK decision to invoke Article 50 of the TEU: For the time being, the United Kingdom remains a full member of the EU and rights and obligations continue to fully apply in and to the UK:

- European Commission FAQs on Article 50
- UK government advice for British nationals travelling and living in Europe
- UK government statement on the status of EU nationals in the UK

If you are an **EU national** , **you do not need to show your national ID card or passport** when you are travelling from one border-free Schengen EU country to another.
Even if you don't need a passport for border checks within the Schengen area , it is still always **highly recommended to take a passport or ID card with you**, so you can prove your identity if needed (if stopped by police, boarding a plane, etc.). Schengen EU countries have the possibility of adopting national rules obliging you to hold or carry papers and documents when you are present on their territory.
Driving licences, post, bank or tax cards are not accepted as valid travel documents or proof of identity.



hold or carry papers and documents when you are present on their territory.

Driving licences, post, bank or tax cards are not accepted as valid travel documents or proof of identity.

Under Schengen rules, in **extenuating circumstances**, where a threat to public policy or national security has been identified Member States are permitted to reintroduce **temporary border controls**. More detailed information and the list of countries which have temporarily reintroduced border controls. Ensure that you have either your ID or passport in your possession when travelling to these countries. Also bear in mind that even under normal circumstances you may be required to produce one of these documents.

The border-free Schengen area includes:		
Austria	Hungary	Norway
Belgium	Iceland	Poland
Czech Republic	Italy	Portugal
Denmark	Latvia	Slovakia
Estonia	Liechtenstein	Slovenia
Finland	Lithuania	Spain
France	Luxembourg	Sweden
Germany	Malta	Switzerland.
Greece	Netherlands	

You must still show a valid ID card or passport when travelling to or from Bulgaria, Croatia, Cyprus, Ireland, Romania and the United Kingdom. Though part of the EU, these countries do not belong to the border-free Schengen area. Before travelling, check what documents you must have to travel outside your home country and to enter the non Schengen EU country you plan to visit.

http://europa.eu/youreurope/citizens/travel/entry-exit/eu-citizen/index_en.htm

reference

http://europa.eu/youreurope/citizens/travel/passenger-rights/air/index_en.htm

Air passenger rights

Check if EU air passenger rights apply in your case

- ✓ If your flight is **within the EU** and is operated either by an **EU or a non-EU airline**
- ✓ If your flight **arrives in the EU** from outside the EU and is operated **by an EU airline**
- ✓ If your flight **departs from the EU** to a non-EU country operated **by an EU or a non-EU airline**

EU means the 28 EU countries , including Guadeloupe, French Guiana, Martinique, Réunion Island, Mayotte, Saint-Martin, the Azores, Madeira and the Canary Islands as well as Iceland, Norway and Switzerland

YES, CHECK YOUR RIGHTS

- ✗ If you take a flight which **arrives in the EU** from outside the EU and is operated by **an non-EU airline**
- ✗ If you have **already received benefits** (compensation, re-routing, assistance) for flight related problems under the relevant law of **a non-EU country**

EU excludes the Faeroe Islands, the Isle of Man and the Channel Islands

NO, YOU DON'T HAVE ANY RIGHTS

⚠ Both the outbound and return flights are considered as two separate flights even if they were booked as part of one reservation.
In some cases the airline operating the flight may not be the same as the one from which you bought your ticket. In case of any difficulties only the airline which operates the flight can be held responsible.

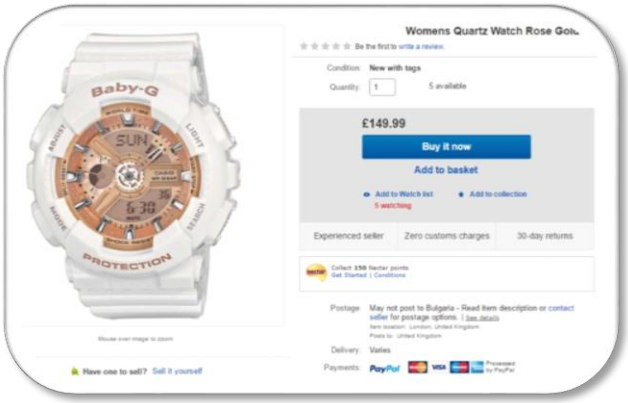
As a matter of course, a printed or electronic notice informing you of your EU air passenger rights must be clearly displayed at the airport check-in desk. This information must also be shown at check-in kiosks in the airport and on-line. If you were denied boarding, your flight was cancelled, you experienced a delay of more than 2 hours at departure or you arrive with a long delay at your final destination, the operating air carrier must give you a written notice setting out the rules for compensation and assistance.

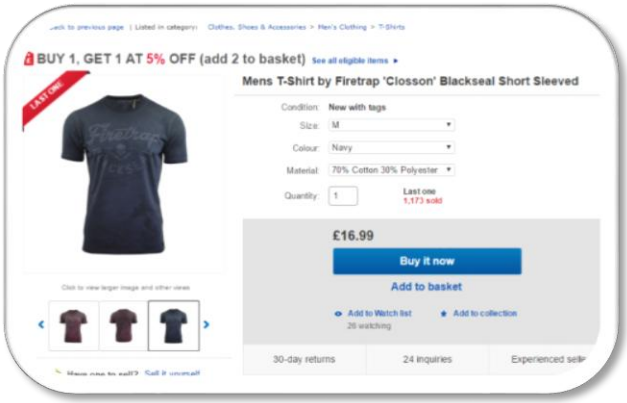
Module 3. Lesson 2. Shopping in the EU

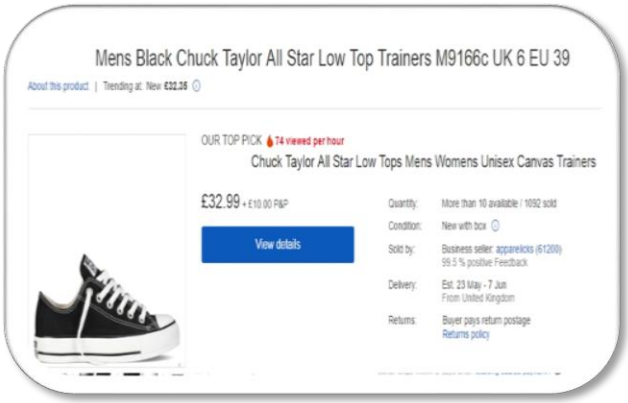
Activity 1 : Discussion - Do you shop online? Which sites do you usually use for your online shopping? What if the goods you bought do not meet your expectations?

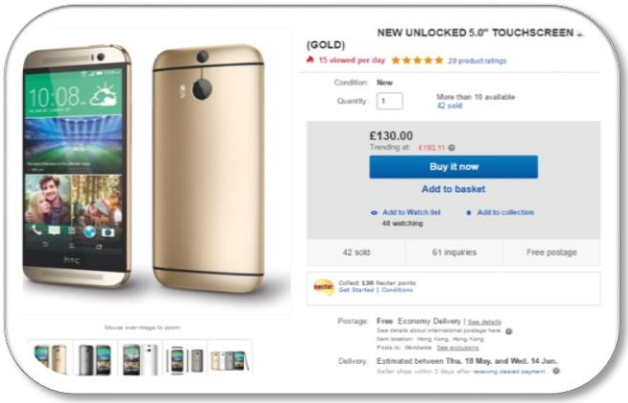
Activity 2

Have a look at these items which are on sale on a popular site. Which of them would you buy and what how do you place your order?









Activity 3

Speaking: Imagine you have placed your order for one of the items and you made the purchase, what are the risks of not getting it and what can you do? Compare shopping online to conventional shopping.

Activity 4

Pre-watching task – Think and say: Do you know which European Institution works for your consumer rights?

Listening and watching time - Watch the video and say if your guesses are correct.

https://www.youtube.com/watch?v=NV3NQiZFO1k

Post-watching task – After you have seen the video, make a list of the rights which you have when shopping in the EU. Are your consumer rights limited to the country where you live in?

Activity 5

Writing You have bought one of the items above but it came to your address later than stated in the terms and conditions mentioned in the site and what's more the item is faulty. Write a letter/e-mail of complaint. Describe what the problem is and ask for replacement or refund.

Activity 6

Discussion: How do you feel about being able to shop online from countries from and out of the EU? What are the pros and cons of shopping online?

Activity 7 Homework

Writing Write an essay of 180-200 words about the advantages and disadvantages of shopping online in the EU, considering your customer's rights.

Teacher's notes Module 3 Lesson 2

This lesson aims at building a buyer conscientious behavior. Students should know what their rights as consumers are and what their duties. They should well be informed about the risks they take when shopping online which is inevitable nowadays and how to protect their own interests as consumers so that they are able to shop in safety following the rules and regulations and avoid frauds and hacks.

The lesson aims at boosting their language skills as well in the terms of improving their speaking and writing skills on the topic of general English Shopping.

- Discussion and writing on pros and cons of shopping online
- Listening skills – with visual support – their consumer's rights
- Discussion on the opportunity online offers to do shopping
- Discussion on the consumers rights and the EU policies
- Writing a letter of complaint

Reference

http://www.ebay.co.uk

https://www.youtube.com/watch?v=NV3NQiZFO1k

https://www.consumerclassroom.eu/

Module 4. Studying in the EU

Activity 1

Discussion – There is a great number of young people who choose to study abroad in the EU rather than stay in Bulgaria. Make a list of points which are in favour of both ideas and discuss the opportunities? Why do you think students go to other countries to study?

Activity 2

Reading Comprehension - Do you know what ECTS is?

Read the text and write if the statements (1-5) are ***True or False*** according to it

European Credit Transfer and Accumulation System (ECTS)

http://ec.europa.eu/education/resources/european-credit-transfer-accumulation-system_en

What is it?

ECTS is a credit system designed to make it easier for students to move between different countries. Since they are based on the learning achievements and workload of a course, a student can transfer their ECTS credits from one university to another so they are added up to contribute to an individual‘s degree programme or training.

ECTS helps to make learning more student-centred. It is a central tool in the Bologna Process, which aims to make national systems more compatible.

ECTS also helps with the planning, delivery and evaluation of study programmes, and makes them more transparent.

Why is it needed?

The differences between national systems can lead to problems with the recognition of educational qualifications from other countries and of periods of study taken abroad. Greater transparency of learning achievements simplifies the recognition of studies done in other countries.

ECTS also makes it possible to merge different types of learning, such as university and work-based learning, within the same programme of study or in a lifelong learning perspective.

How does it work?

ECTS credits represent the workload and defined learning outcomes („what the individual knows understands and is able to do“) of a given course or programme. 60 credits are the equivalent of a full year of study or work. In a standard academic year, 60 credits would be usually broken down into several smaller components.

A typical „first cycle“ (or Bachelor‘s) Degree, would consist of 180 or 240 credits, whereas a typical „second cycle“ (or Master‘s) Degree, would consist of 90 or 120 credits, with at least 60 credits at second cycle level. The use of ECTS at the „third cycle“ (or Ph.D. level) varies.ECTS

has been adopted by most of the countries in the European Higher Education Area (EHEA), and is increasingly used elsewhere. The ECTS Users‘ Guide describes the ECTS credit system, and how to use it. ECTS is also used in other documents that help to organise students‘ learning mobility, including:

- The Course Catalogue,
- The Transcript of Records

ECTS also helps make other documents such as the Diploma Supplement clearer and easier to use in different countries.

True or False?

1. The ECTS is a system which helps students to get their diplomas recognized by other universities ___
2. The ECTS is a system which works well in Bologna only. _____
3. The credit points which are given represent the workload of a certain university program. ___
4. The ECST helps students to acquire knowledge and skills in a lifelong learning prospective. __
5. The ECTS leads to problems with recognition of the courses and programs throughout EU. ___

Activity 3

Speaking: Do you think the system is useful? Would you use it in the future?

Activity 4

Here is a list of the best universities in Europe. Have a look and choose two of them in different countries in which you would like to study. Find more information about the universities of your choice. Explain what made you choose them.

https://www.topuniversities.com/where-to-study/region/europe/top-universities-europe

Activity 5 - Pre-watching task – Think and say: What do you know about EU projects for students?

Listening and watching time – Watch a video about Erasmus+ European program and answer the questions

https://www.youtube.com/watch?v=KrgFPqQ7AyA

1. Who can benefit from the program?_____
2. Why do people apply to get a grant and be part of the program? _____
3. Is Erasmus+ applicable to university students only?_____
4. Where can you find information about the program? _____
5. Who do you need to ask for information on how to apply for a grant? _____

Post-watching task – After you have seen the video, say would you like to benefit from an international program and grants similar to Erasmus+?

Activity 6

Discussion: How do you feel about travelling to countries from and out of the EU? What are the pros and cons of the European policies concerning your rights to travel and study abroad?

Activity 7 Homework

Writing Write an essay of 180-200 words about the advantages and disadvantages of studying abroad in the EU, considering your rights of an EU citizen.

Teacher's notes Module 4 Lesson 1

Activity 2

Answer key : 1.T 2.F 3.T 4.T 5. F

NB! Activity 4

Here is a list of the best universities in Europe. Have a look and choose two of them in different countries in which you would like to study. Find more information about the universities of your choice. Explain what made you choose them.

https://www.topuniversities.com/where-to-study/region/europe/top-universities-europe - - The exercise can be assigned as homework – further practice

https://europass.cedefop.europa.eu/editors/bg/cv/compose

https://europass.cedefop.europa.eu/editors/bg/lp/compose

https://europass.cedefop.europa.eu/editors/bg/cl/compose

https://europass.cedefop.europa.eu/editors/bg/esp/compose

https://europass.cedefop.europa.eu/editors/en/esp/compose

http://europass.cedefop.europa.eu/europass-and-you/pupils-students

https://ec.europa.eu/education/sites/education/files/ects-users-guide_en.pdf

http://ec.europa.eu/education/resources/european-credit-transfer-accumulation-system_en – видео за кредитни точки

https://www.topuniversities.com/where-to-study/region/europe/top-universities-europe

Module 4 Lesson 2 :The EU in short for teens

(Vocabulary Review)

Activity 1 **Read the sentences and Underline the word which best fits each blank space.**

1. We celebrate the San Stefano Peace _____ on the 3rd March as the National holiday of Bulgaria. (Treatment, Treat, Treaty)
2. Beethoven's "Ode to Joy" theme was adopted by the Council of Europe as the _____ of the EU. (anthem, song, symbol, lyrics)
3. The set of laws made by the government is called _____. (legislation, legislative, legal, legible)
4. Mr Smith's great reputation rests chiefly on his _____ career. (judicial, judiciary, jaded, jarring)
5. The _____ Power is one of the three parts of the Government. (Execution, Excessive, Executive, Exert)
6. Only applicants from the EU are _____ for the position. (eligible, elite, elicit, elect)
7. To knock on wood is a classical _____. (superstition, prejudice, belief, wish)
8. I want to study abroad but I wonder if I can apply for a _____ (scholarship, grant, fee, tax).
9. He failed the test so his _____ got overclouded. (prospect, prosperous, prestigious, perspective)
10. _____ are the standard set of instructions made for people, which explains that how things are to be done. (rules, regulations, realm, ruler)

Activity 2 **Match the words to their explanations**

1	**Legislative power**	**A**	**societal or political force or institution whose influence is not consistently or officially recognized**
2	**Judicial power**	**B**	**Having the power to put laws into effect**
3	**Executive power**	**C**	**a song of praise or devotion, as to a nation**
4	**Fourth estate**	**D**	**Having the power to make laws**
5	**Anthem**	**E**	**of or relating to the administration of justice**

Activity 3 Match the words in English to their corresponding words in Bulgarian

1	prospect	A	Четвъртата власт
2	judicial	B	Съдебна власт
3	legislative	C	стипендия
4	executive	D	изглед
5	Fourth state	E	субсидия
6	Grant	F	Изпълнителна власт
7	scholarship	G	Съюз, дружество
8	alliance	H	Законодателна власт

Activity 4 There is a chain of words which are written with no space between them. Find the words and separate them?

Parliamentgovernmentroyaleuropeanunionlegislativeexecutivejudicialpalacecourtlawsregulationsrestrictionshumanrightseuropeanvaluesalliancetreatyconstitutionanthemmottodiversityequalityfraternityprospectsopportunitiesmonetaryzoneofficialstatewritingsystemeuropeancouncillanguagespolicypartyagreementeducationprogramsprojectsgrantsscholarshipapplicationadmission

Teacher's notes Module 4 Lesson 2

Activity 1

1. **Treaty 2. Anthem 3. Legislation 4. Judicial (judiciary – all the judges considered as a whole; jaded – cynical; jarring - shocking, striking) 5. Executive 6. Eligible 7. Superstition 8. Scholarship 9. Prospect 10. Regulations.**

Activity 2

1D 2E 3B 4A 5 C

Activity 3

1D 2B 3H 4F 5A 6E 7C 8G

Activity 4

Parliament government royal European union legislative executive judicial palace court laws regulations restrictions human rights European values alliance treaty constitution anthem motto diversity equality fraternity prospects opportunities monetary zone official state writing system European council languages policy party agreement education programs projects grants scholarship application admission

Module 4. Informal education: The Day of Europe

Teacher's notes:

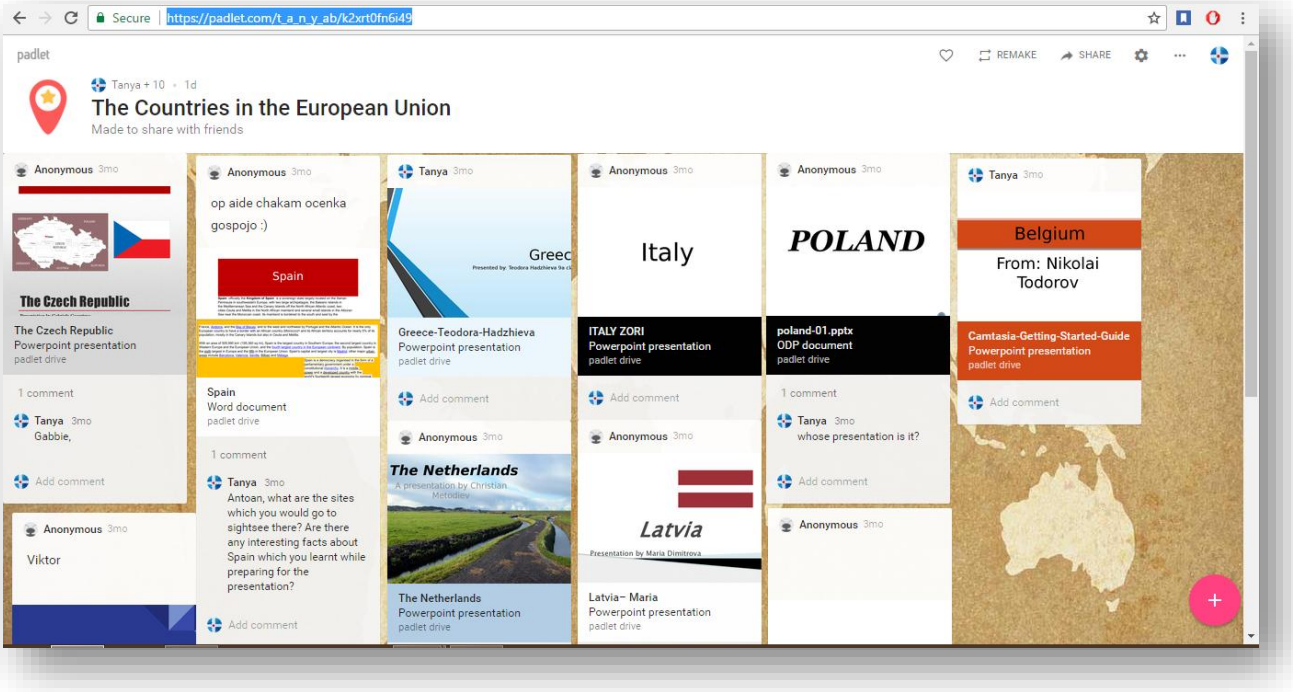
The Day of Europe provides the opportunity to organize a range of events which to informally involve students into various activities in which they can learn and have fun in the same time.

The informal lesson is suggested to be 45 minutes and to involve more students from various classes (8-11)The idea is to work in mixed groups so that in each group there are representative students of all ages .

The Day of Europe could be organized as a larger event at school with the following activities:

Activity 1

Students can present their findings about the countries of the EU which they had done as homework. Their presentations can be displayed at padlets or PPT. (If they have to post their presentations on padlet, the teacher should have prepared it in advance and given it to students. The settings must allow students to write but not edit other participants' work.) https://padlet.com/t_a_n_y_ab/k2xrt0fn6i49



Discussion – A discussion on European values with the classes in the school hall.

The following questions can be asked:

1. Which are the values which you consider to be most important for the people of the EU?
2. Which are the things that make you happy – make a list of 3 at the most.
3. Which are the European values which you think are representative for the policies of the EU.

Students can vote giving their opinion online at:

https://goo.gl/forms/nVvweu7woC3WGWce2

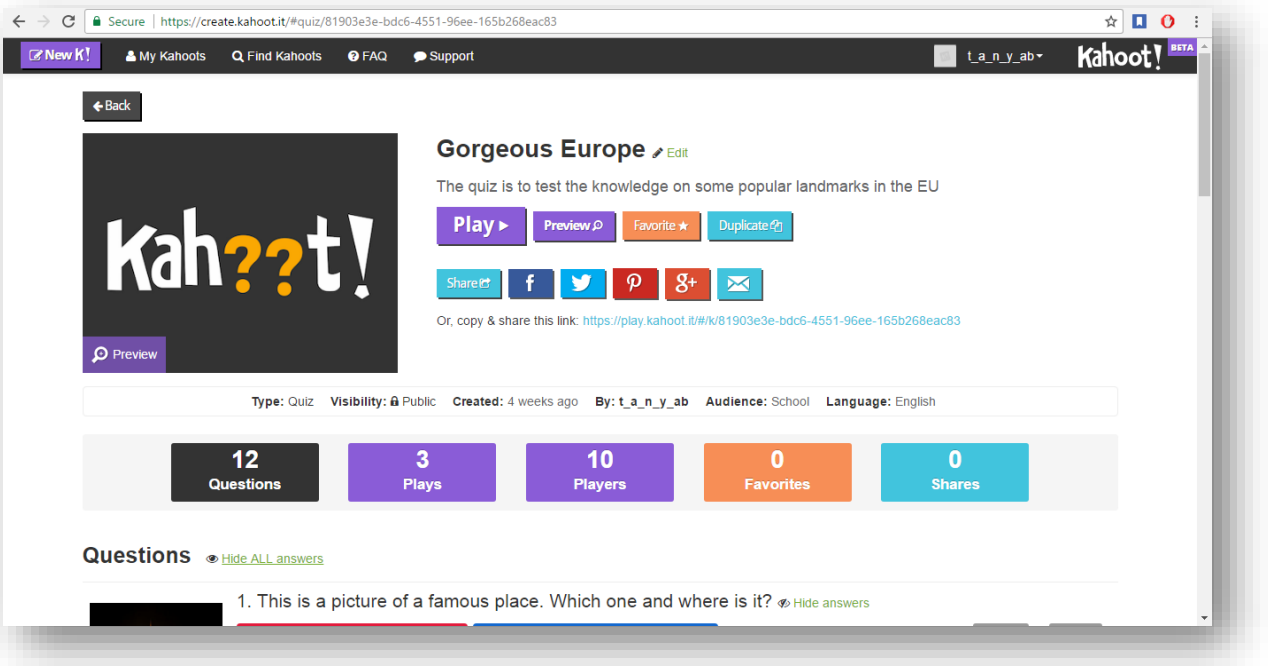
The results are immediately generated and a discussion on them can be made.

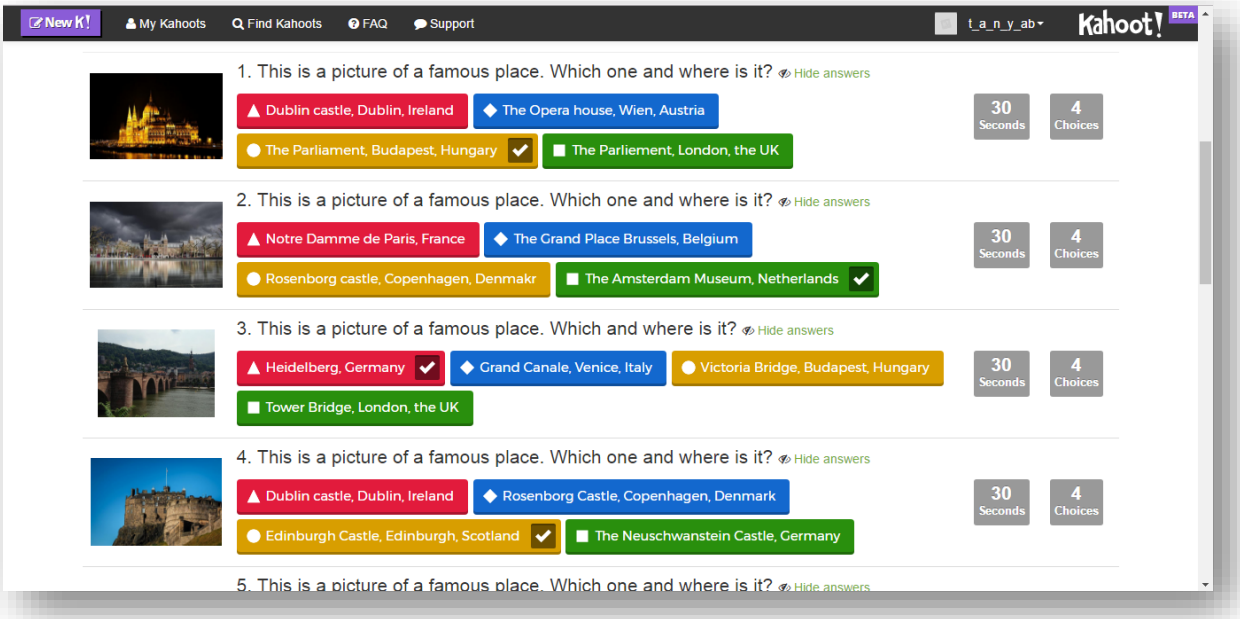
Activity 2

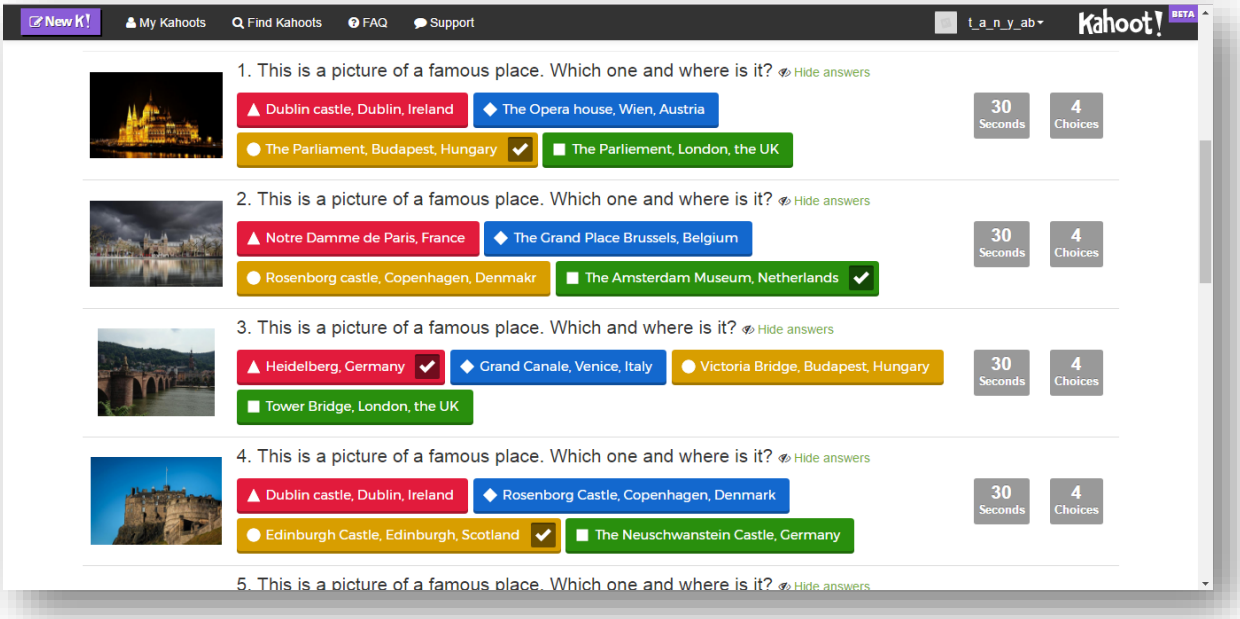
Playing kahoot

https://play.kahoot.it/#/k/81903e3e-bdc6-4551-96ee-165b268eac83

This game is based on interesting buildings round Europe and playing students can get interested into travelling round the EU and learn more about these Landmarks.




New K!
My Kahoots
Find Kahoots
FAQ
Support
t_a_n_y_ab
Kahoot!
1. This is a picture of a famous place. Which one and where is it? Hide answers
Dublin castle, Dublin, Ireland
The Opera house, Wien, Austria
The Parliament, Budapest, Hungary
The Parliement, London, the UK
30 Seconds
4 Choices
2. This is a picture of a famous place. Which one and where is it? Hide answers
Notre Damme de Paris, France
The Grand Place Brussels, Belgium
Rosenborg castle, Copenhagen, Denmakr
The Amsterdam Museum, Netherlands
30 Seconds
4 Choices
3. This is a picture of a famous place. Which and where is it? Hide answers
Heidelberg, Germany
Grand Canale, Venice, Italy
Victoria Bridge, Budapest, Hungary
Tower Bridge, London, the UK
30 Seconds
4 Choices
4. This is a picture of a famous place. Which one and where is it? Hide answers
Dublin castle, Dublin, Ireland
Rosenborg Castle, Copenhagen, Denmark
Edinburgh Castle, Edinburgh, Scotland
The Neuschwanstein Castle, Germany
30 Seconds
4 Choices
5. This is a picture of a famous place. Which one and where is it? Hide answers


New K!
My Kahoots
Find Kahoots
FAQ
Support
t_a_n_y_ab
Kahoot!
1. This is a picture of a famous place. Which one and where is it? Hide answers
Dublin castle, Dublin, Ireland
The Opera house, Wien, Austria
The Parliament, Budapest, Hungary
The Parliement, London, the UK
30 Seconds
4 Choices
2. This is a picture of a famous place. Which one and where is it? Hide answers
Notre Damme de Paris, France
The Grand Place Brussels, Belgium
Rosenborg castle, Copenhagen, Denmakr
The Amsterdam Museum, Netherlands
30 Seconds
4 Choices
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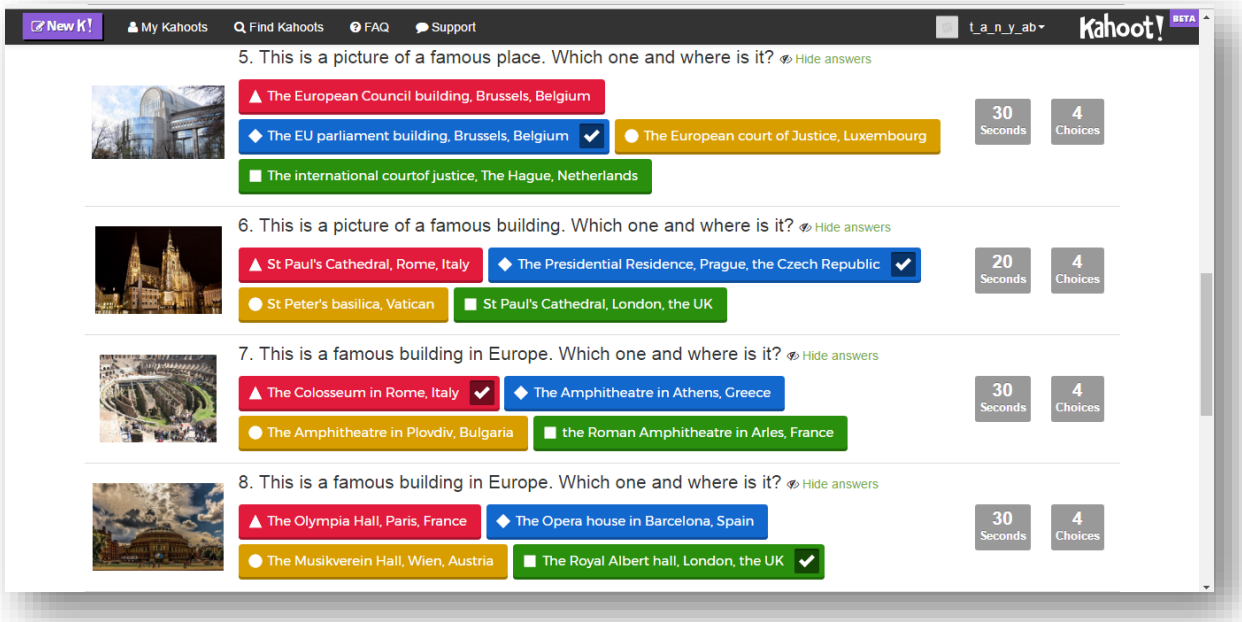
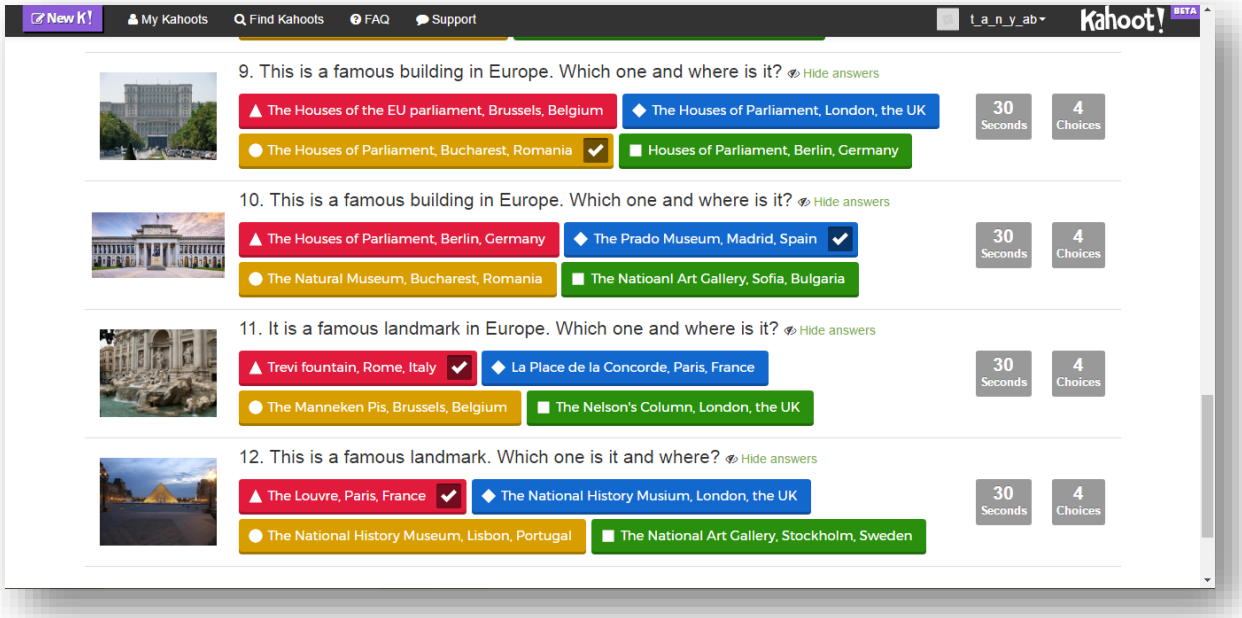
Heidelberg, Germany
Grand Canale, Venice, Italy
Victoria Bridge, Budapest, Hungary
Tower Bridge, London, the UK
30 Seconds
4 Choices
4. This is a picture of a famous place. Which one and where is it? Hide answers
Dublin castle, Dublin, Ireland
Rosenborg Castle, Copenhagen, Denmark
Edinburgh Castle, Edinburgh, Scotland
The Neuschwanstein Castle, Germany
30 Seconds
4 Choices
5. This is a picture of a famous place. Which one and where is it? Hide answers


New K!
My Kahoots
Find Kahoots
FAQ
Support
t_a_n_y_ab
Kahoot!
5. This is a picture of a famous place. Which one and where is it? Hide answers
The European Council building, Brussels, Belgium
The EU parliament building, Brussels, Belgium
The European court of Justice, Luxembourg
The international courtof justice, The Hague, Netherlands
30 Seconds
4 Choices
6. This is a picture of a famous building. Which one and where is it? Hide answers
St Paul's Cathedral, Rome, Italy
The Presidential Residence, Prague, the Czech Republic
St Peter's basilica, Vatican
St Paul's Cathedral, London, the UK
20 Seconds
4 Choices
7. This is a famous building in Europe. Which one and where is it? Hide answers
The Colosseum in Rome, Italy
The Amphitheatre in Athens, Greece
The Amphitheatre in Plovdiv, Bulgaria
the Roman Amphitheatre in Arles, France
30 Seconds
4 Choices
8. This is a famous building in Europe. Which one and where is it? Hide answers
The Olympia Hall, Paris, France
The Opera house in Barcelona, Spain
The Musikverein Hall, Wien, Austria
The Royal Albert hall, London, the UK
30 Seconds
4 Choices

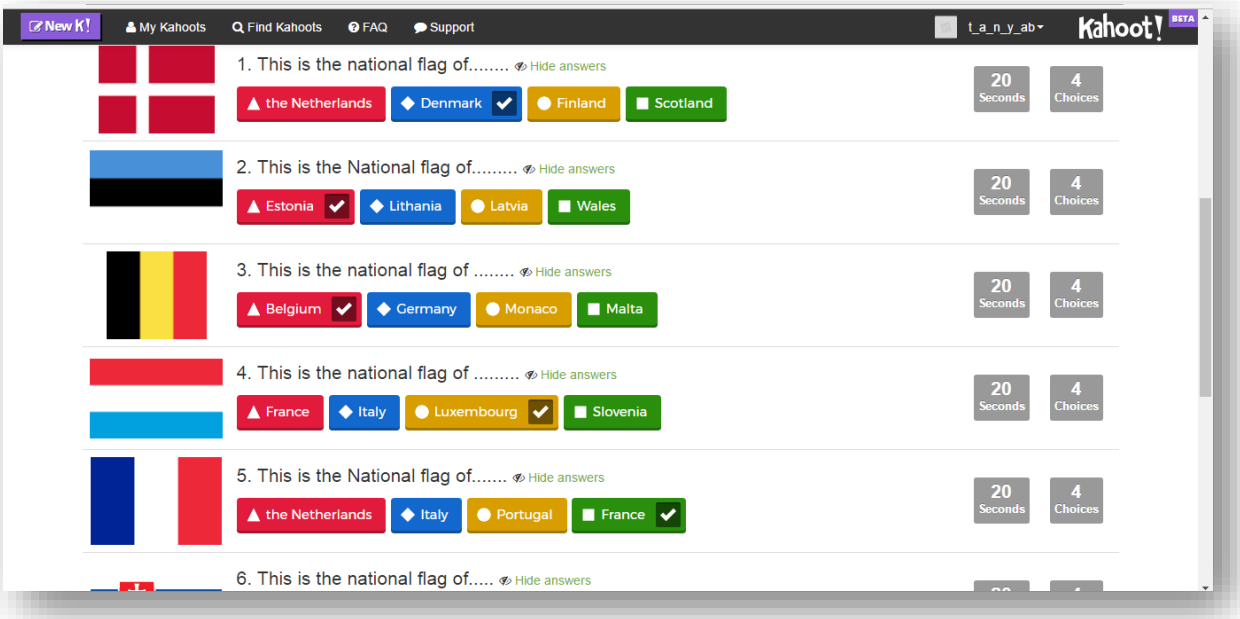

New K!
My Kahoots
Find Kahoots
FAQ
Support
t_a_n_y_ab
Kahoot!
9. This is a famous building in Europe. Which one and where is it? Hide answers
The Houses of the EU parliament, Brussels, Belgium
The Houses of Parliament, London, the UK
The Houses of Parliament, Bucharest, Romania
Houses of Parliament, Berlin, Germany
30 Seconds
4 Choices
10. This is a famous building in Europe. Which one and where is it? Hide answers
The Houses of Parliament, Berlin, Germany
The Prado Museum, Madrid, Spain
The Natural Museum, Bucharest, Romania
The Natioanl Art Gallery, Sofia, Bulgaria
30 Seconds
4 Choices
11. It is a famous landmark in Europe. Which one and where is it? Hide answers
Trevi fountain, Rome, Italy
La Place de la Concorde, Paris, France
The Manneken Pis, Brussels, Belgium
The Nelson's Column, London, the UK
30 Seconds
4 Choices
12. This is a famous landmark. Which one is it and where? Hide answers
The Louvre, Paris, France
The National History Musium, London, the UK
The National History Museum, Lisbon, Portugal
The National Art Gallery, Stockholm, Sweden
30 Seconds
4 Choices

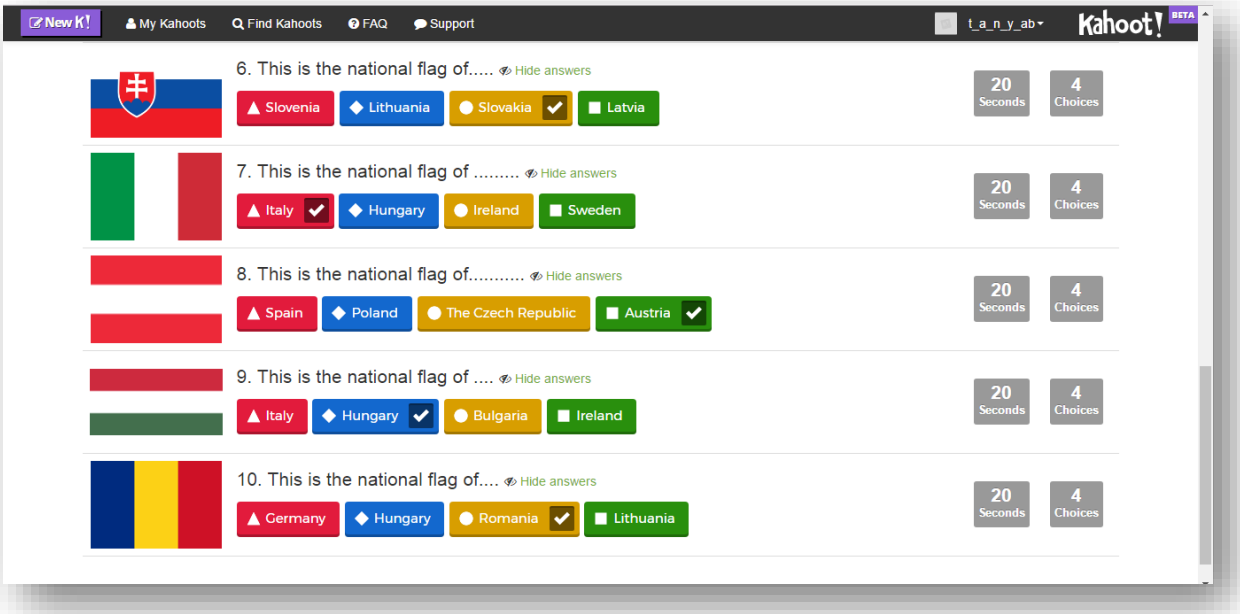
After the game the results are immediately generated and the winning first 3 teams can be announced and awarded with points 1,2,3 respectively One point is awarded to the third place. 2 points for the second place and 3 points for the winner.

Activity 3

Playing kahoot – Countries and flags : https://play.kahoot.it/#/k/4dd77c81-37d0-4f8f-95bd-d630b70e3913

This game is on guessing the countries which flags are shown. The difficulty is that students are given limited time to make their bids online.


New K!
My Kahoots
Find Kahoots
FAQ
Support
t_a_n_y_ab
Kahoot!
1. This is the national flag of..... Hide answers
the Netherlands
Denmark
Finland
Scotland
20 Seconds
4 Choices
2. This is the National flag of..... Hide answers
Estonia
Lithania
Latvia
Wales
3. This is the national flag of ..... Hide answers
Belgium
Germany
Monaco
Malta
4. This is the national flag of ..... Hide answers
France
Italy
Luxembourg
Slovenia
5. This is the National flag of..... Hide answers
the Netherlands
Italy
Portugal
France
6. This is the national flag of..... Hide answers

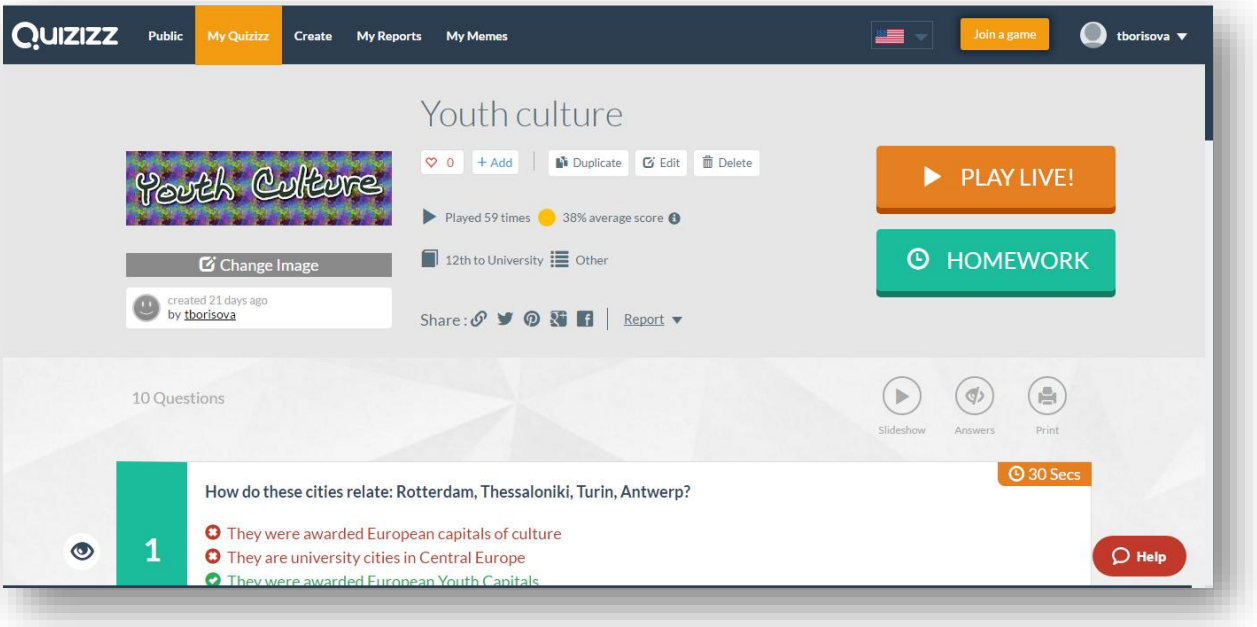

New K!
My Kahoots
Find Kahoots
FAQ
Support
t_a_n_y_ab
Kahoot!
6. This is the national flag of..... Hide answers
Slovenia
Lithuania
Slovakia
Latvia
20 Seconds
4 Choices
7. This is the national flag of ..... Hide answers
Italy
Hungary
Ireland
Sweden
8. This is the national flag of..... Hide answers
Spain
Poland
The Czech Republic
Austria
9. This is the national flag of .... Hide answers
Italy
Hungary
Bulgaria
Ireland
10. This is the national flag of.... Hide answers
Germany
Hungary
Romania
Lithuania

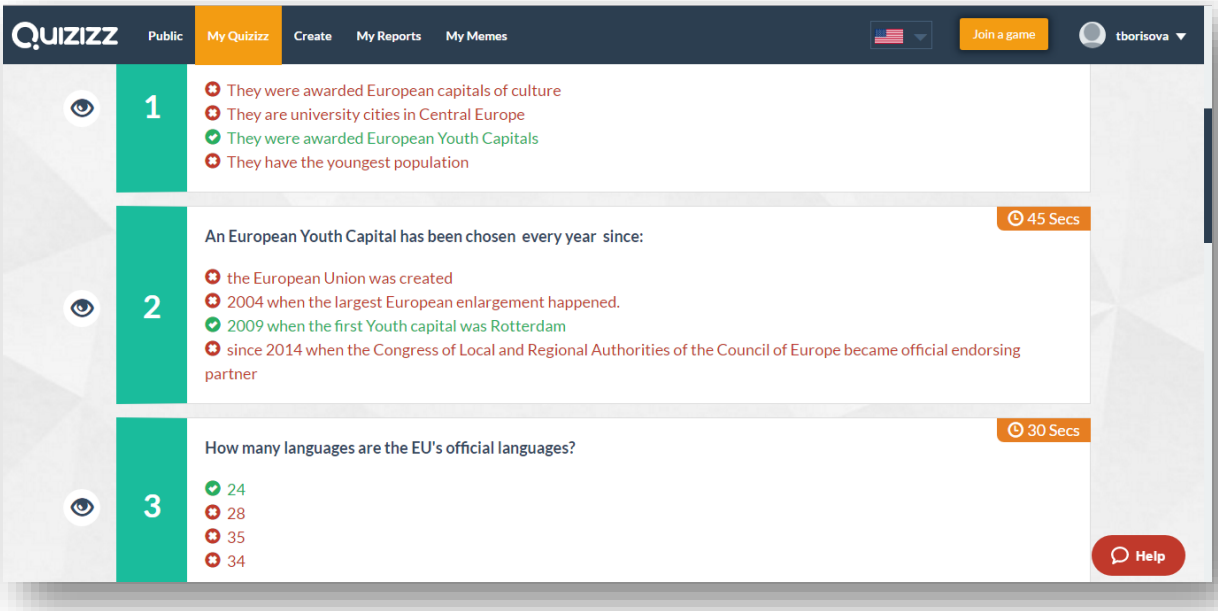
After the game the results are immediately generated and the winning first 3 teams can be announced and awarded with points 1,2,3 respectively One point is awarded to the third place. 2 points for the second place and 3 points for the winner.

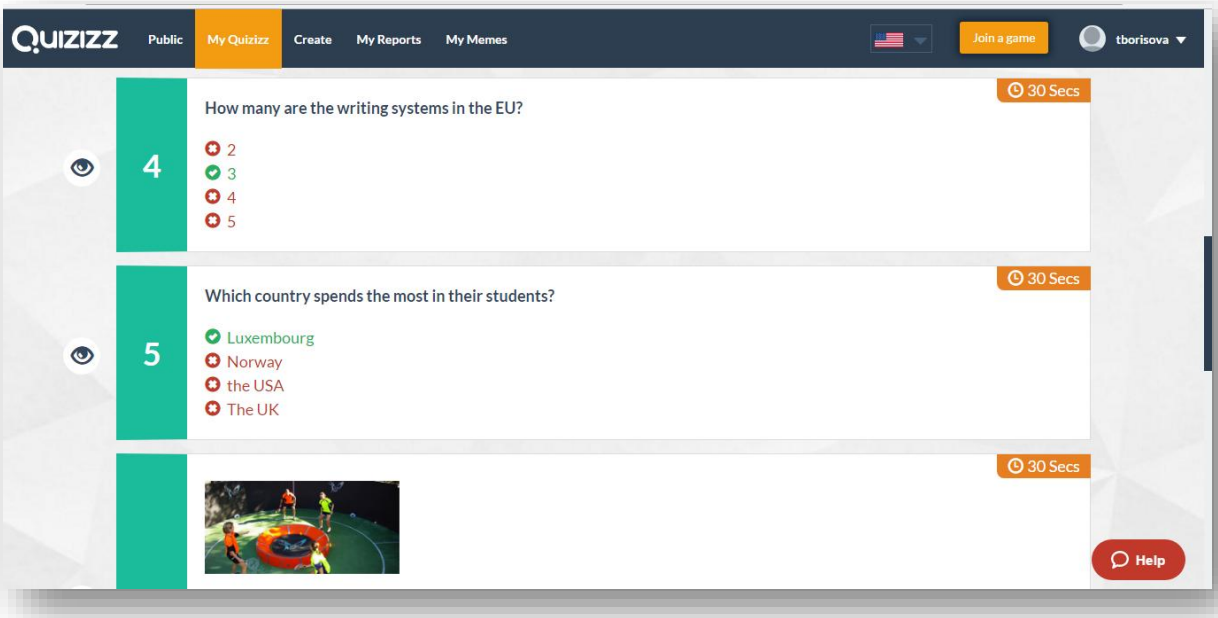
Activity 4

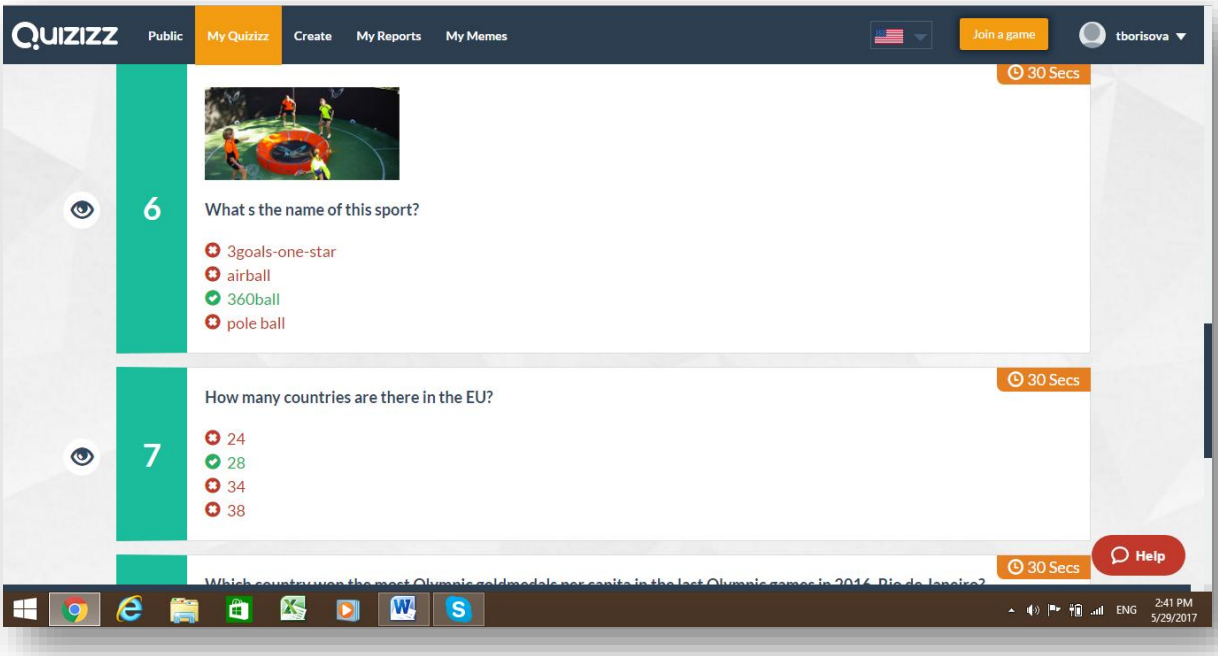
Playing quizziz https://quizizz.com/admin/quiz/58b9898385db1444218cf787

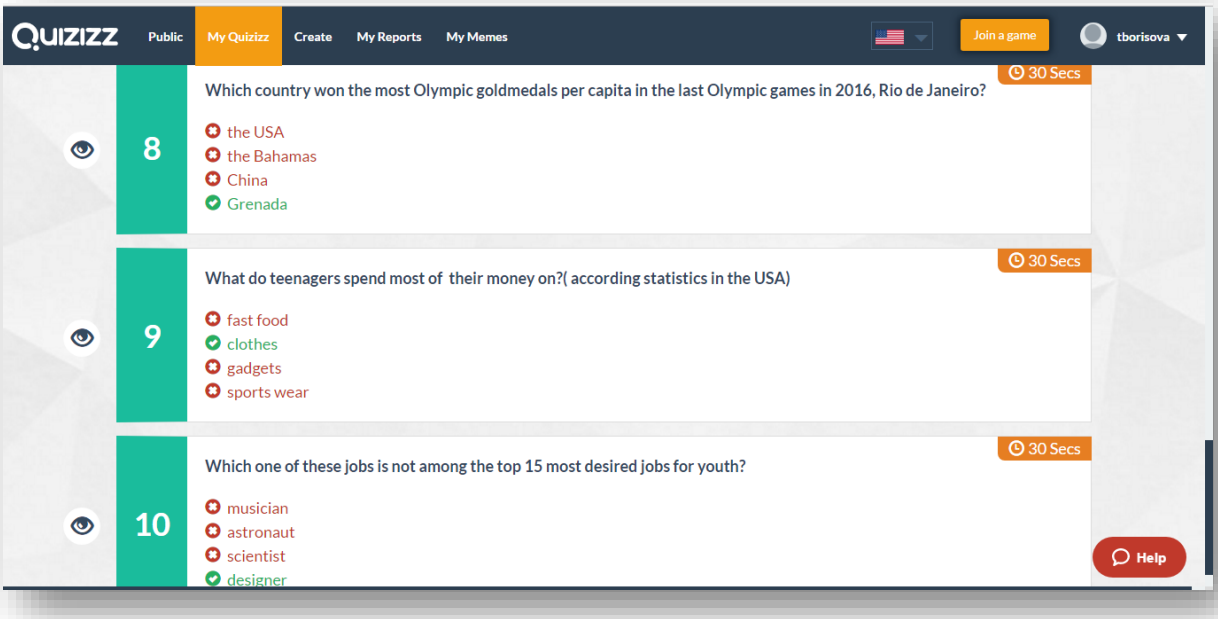
The teams play again but this time the application to be used is quizziz.com. A set of questions on youth culture are asked and after the game the results are immediately generated and the winning first 3 teams can be announced and awarded with points 1,2,3 respectively One point is awarded to the third place. 2 points for the second place and 3 points for the winner.




QUIZIZZ
Public
My Quizizz
Create
My Reports
My Memes
Join a game
tborisova
1
They were awarded European capitals of culture
They are university cities in Central Europe
They were awarded European Youth Capitals
They have the youngest population
45 Secs
2
An European Youth Capital has been chosen every year since:
the European Union was created
2004 when the largest European enlargement happened.
2009 when the first Youth capital was Rotterdam
since 2014 when the Congress of Local and Regional Authorities of the Council of Europe became official endorsing partner
30 Secs
3
How many languages are the EU's official languages?
24
28
35
34
Help


QUIZIZZ
Public
My Quizizz
Create
My Reports
My Memes
Join a game
tborisova
30 Secs
4
How many are the writing systems in the EU?
2
3
4
5
30 Secs
5
Which country spends the most in their students?
Luxembourg
Norway
the USA
The UK
30 Secs
Help


QUIZIZZ
Public
My Quizizz
Create
My Reports
My Memes
Join a game
tborisova
30 Secs
6
What s the name of this sport?
3goals-one-star
airball
360ball
pole ball
30 Secs
7
How many countries are there in the EU?
24
28
34
38
30 Secs
Help
ENG
2:41 PM
5/29/2017


QUIZIZZ
Public
My Quizizz
Create
My Reports
My Memes
Join a game
tborisova
30 Secs
8
Which country won the most Olympic goldmedals per capita in the last Olympic games in 2016, Rio de Janeiro?
the USA
the Bahamas
China
Grenada
30 Secs
9
What do teenagers spend most of their money on?(according statistics in the USA)
fast food
clothes
gadgets
sports wear
30 Secs
10
Which one of these jobs is not among the top 15 most desired jobs for youth?
musician
astronaut
scientist
designer
Help

After playing the three rounds of the completion the team which got the most points from all rounds is awarded the 1st Prize, then the Second and the 3rd Prize winners. Certificates for the winners can be made and awarded to each team member.