



Where are you from?

A country report

Lesson plans

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**CLIL Lesson Plan: Where are you from? A Country Report
Lesson 1**

Aims:

- To introduce the topic and content of the unit
- To show a model for a country report

Teaching Objectives	Learning Outcomes Pupils will be able to:
<p>CONTENT</p> <ul style="list-style-type: none"> • To model a report on a country for example: The United Kingdom: physical features, weather, population, places of interest in London, distinctive British cultural features • To introduce specific geographical vocabulary and concepts: continent, ocean, sea, river, lake, mountain, island, cardinal points, population, town, city, weather, climate, earth, world, continent models • To enhance knowledge of an English speaking country • To raise awareness of the cultural background of various geographical models: e.g. of continents • To provide ways to understand and interpret maps • To show and comment on the unit content outline 	<p>CONTENT</p> <ul style="list-style-type: none"> • Make lists of geographical features • Define geographical features orally • Describe some main features of the United Kingdom • Read and understand maps, e.g. look at maps and locate places • Explain that there are different models of continental structures
<p>COGNITION: To allow opportunities for pupils to:</p> <ul style="list-style-type: none"> • Identify geographical features • List and name items (geographical features) • Define geographical features • Apply knowledge to use and interpret maps • Apply vocabulary and concepts to re-write definitions and sentences • Analyse and compare geographical features • Apply knowledge to understand how culture influences 	<p>COGNITION: Pupils will be able to:</p> <ul style="list-style-type: none"> • Understand the new vocabulary and concepts • Memorise and use key specialist vocabulary • Memorise and use key sentences • Make comparisons between different geographical specific data • Show that in different countries they use different continental models

continental models	
CULTURE: To allow opportunities for pupils to:	CULTURE: Pupils will be able to:
<ul style="list-style-type: none"> • Realise how cultural background influences continent models • Enhance their knowledge of one English speaking country: the UK 	<ul style="list-style-type: none"> • Recognise different geographical models • Recognise some differences between the UK and Catalonia

Communication
Language of learning
<ul style="list-style-type: none"> • Key words and concepts: continent, ocean, sea, river, lake, mountain, island, cardinal points, population, town, city, weather, climate, earth, world • Numbers: hundreds, thousands, millions, ten millions, hundred millions • Key phrases: <ul style="list-style-type: none"> • Definitions: This is a / This is not a • Superlatives: deepest, largest, longest, highest • Comparatives: This is bigger than that
Language for learning
<ul style="list-style-type: none"> • Language for discussion: (I agree with you because this is right, I don't agree with you because this is wrong, I think this is the right answer because, I think is the right answer, I think my idea/our idea is better because)) • Language to manage misunderstanding • Language to ask for permission • Language to ask and answer questions • Language to develop the given tasks • Basic classroom language
Language through learning
<ul style="list-style-type: none"> • Language to complete tasks • Language from seeing presentations

**CLIL Lesson Plan: Where are you from? A Country Report
Lesson 2**

Aims:

- To practise the new geographical language acquired in lesson 1

Teaching Objectives	Learning Outcomes Pupils will be able to:
<p>CONTENT</p> <ul style="list-style-type: none"> • To model a text on a country for example: The United Kingdom: physical features, weather, population, places of interest in London, British cultural distinctive features • To work with specific geographical vocabulary and concepts: continent, ocean, sea, river, lake, mountain, island, cardinal points, population, town, city, weather, climate, earth, world, continent models • To enhance knowledge of an English speaking country • To provide ways to understand and interpret maps • To show and comment on the unit content outline 	<p>CONTENT</p> <ul style="list-style-type: none"> • Make lists of geographical features • Describe some main features of the United Kingdom • Read and understand maps, e.g look at maps and locate places
<p>COGNITION: To allow opportunities for pupils to:</p> <ul style="list-style-type: none"> • Identify geographical features • List and name items (geographical features) • Define geographical features • Apply knowledge to use and interpret maps • Apply vocabulary and concepts to re-write sentences • Analyse and compare geographical features 	<p>COGNITION: Pupils will be able to:</p> <ul style="list-style-type: none"> • Understand the new vocabulary and concepts • Memorise and use key specialist vocabulary • Memorise and use key sentences • Make comparisons between different geographical specific data
<p>CULTURE: To allow opportunities for pupils to:</p> <ul style="list-style-type: none"> • Enhance their knowledge of one English speaking country: the UK 	<p>CULTURE: Pupils will be able to:</p> <ul style="list-style-type: none"> • Recognise some differences between the UK and Catalonia

Communication
Language of learning
<ul style="list-style-type: none">• Key words and concepts: continent, ocean, sea, river, lake, mountain, island, cardinal points, population, town, city, weather, climate, earth, world• Numbers: hundreds, thousands, millions, ten millions, hundred millions• Key phrases:<ul style="list-style-type: none">• Definitions: This is a / This is not a• Superlatives: deepest, largest, longest, highest• Comparatives: This is bigger than this• Questions: Can you say.....? / Can you name.....? / Can you say how long/how deep/how high is? / Can you say how many are in the UK? Where can you
Language for learning
<ul style="list-style-type: none">• Language to manage misunderstanding• Language to ask for permission• Language to ask and answer questions• Language to develop the given tasks• Basic classroom language
Language through learning
<ul style="list-style-type: none">• Language from reading longer texts• Language from dictionary use to extent vocabulary• Language to complete tasks• Language from seeing presentations

**CLIL Lesson Plan: Where are you from? A Country Report
Lesson 3**

Aims:

- To understand, define and apply geographic concepts
- To look words up in on-line dictionaries

Teaching Objectives	Learning Outcomes Pupils will be able to:
<p>CONTENT</p> <ul style="list-style-type: none"> • To work with specific geographical vocabulary and concepts: continent, ocean, sea, river, lake, mountain, island, cardinal points, population, town, city, weather, climate, earth, world • To provide ways to understand and interpret maps • To introduce pupils to on-line dictionaries 	<p>CONTENT</p> <ul style="list-style-type: none"> • Make lists of geographical features • Read and understand maps, e.g look at maps and locate places
<p>COGNITION: To allow opportunities for pupils to:</p> <ul style="list-style-type: none"> • Identify geographical features • List and name items (geographical features) • Define geographical features • Apply knowledge to use and interpret maps • Apply vocabulary and concepts to re-write sentences • Clarify the meaning of concepts • To facilitate the use of atlases • To facilitate the use of on-line dictionaries 	<p>COGNITION: Pupils will be able to:</p> <ul style="list-style-type: none"> • Understand and apply the new vocabulary and concepts • Memorise and use key specialist vocabulary • Memorise and use key sentences • Look words up in on-line dictionaries and choose the correct forms • Complete concept definition maps • Apply understanding of key vocabulary to find geographical data in atlases
<p>CULTURE: To allow opportunities for pupils to:</p>	<p>CULTURE: Pupils will be able to:</p>
<ul style="list-style-type: none"> • Promote the use of dictionaries as a way to check and widen 	<ul style="list-style-type: none"> • Find differences between definitions in various dictionaries

their knowledge and culture	
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Communication
Language of learning
<ul style="list-style-type: none">• Key words and concepts: continent, ocean, sea, river, lake, mountain, island, cardinal points, population, town, city, weather, climate, earth, world, atlas• ICT Basic Language: computer, mouse, keyboard, monitor, key, return key, delete key, caps key, press the key, press return, on-line• Key phrases:<ul style="list-style-type: none">• What is it? It's a
Language for learning
<ul style="list-style-type: none">• Language to manage misunderstanding• Language to ask for permission• Language to ask and answer questions• Language to develop the given tasks• Language to understand instructions• Basic classroom language
Language through learning
<ul style="list-style-type: none">• Language from reading greater texts• Language from dictionary use• Language to complete tasks

**CLIL Lesson Plan: Where are you from? A Country Report
Lesson 4**

Aims:

- To search for information on the internet
- To choose a country for the report

Teaching Objectives	Learning Outcomes Pupils will be able to:
<p>CONTENT</p> <ul style="list-style-type: none"> • To compare specific geographical data in different parts of the world • To provide ways to understand and interpret maps • To search for information on the internet • To introduce pupils to on-line searcher engines: Google 	<p>CONTENT</p> <ul style="list-style-type: none"> • Compare geographical data in different parts of the world • Read and understand maps, e.g. look at maps and locate places • Search for information on the internet: Google
<p>COGNITION: To allow opportunities for pupils to:</p> <ul style="list-style-type: none"> • Define key words • Identify geographical features • List and name items (geographical features) • Apply knowledge to use and interpret maps • Analyse and compare geographical features • Synthesise knowledge to choose and justify the selection of a country • Apply knowledge to work independently with autonomy and self-confidence 	<p>COGNITION: Pupils will be able to:</p> <ul style="list-style-type: none"> • Define key words orally with their words • Make comparisons between different geographical specific data • Read and understand maps, e.g. look at maps and locate places • Make a choice about the country for the presentation and say why • Work independently with the teacher's support and help
<p>CULTURE: To allow opportunities for pupils to:</p>	<p>CULTURE: Pupils will be able to:</p>

<ul style="list-style-type: none"> • Know and locate the main geographical features in the world map 	<ul style="list-style-type: none"> • Name and locate the main geographical features in the world map
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<p>Communication</p> <p>Language of learning</p> <ul style="list-style-type: none"> • Key words and concepts: continent, ocean, sea, river, lake, mountain, island, cardinal points, population, town, city, weather, climate, earth, world • ICT Basic language: the same as in lesson 3 • Numbers: hundreds, thousands, millions, ten millions, hundred millions • Key phrases: <ul style="list-style-type: none"> • Superlatives: deepest, largest, longest, highest • Comparatives: This is bigger/longer/higher/larger than that <p>Language for learning</p> <ul style="list-style-type: none"> • Language for giving reasons: I chose this country because it's my favourite in the world / it's the largest in the world / I was born in this country/my parents were born in this country / some of my family live in this country/some of my friends live in this country / it's a beautiful country / It has got beautiful landscapes / I want to visit this country / I like the capital city which is • Language to manage misunderstanding • Language to ask for permission • Language to ask and answer questions • Language to develop the given tasks • Basic classroom language <p>Language through learning</p> <ul style="list-style-type: none"> • Language to complete tasks • Language from searching information on the internet

**CLIL Lesson Plan: Where are you from? A Country Report
Lesson 5**

Aims:

- To make the presentation’s outline

Teaching Objectives	Learning Outcomes Pupils will be able to:
<p>CONTENT</p> <ul style="list-style-type: none"> • To model a report on a country e.g. The United Kingdom to extract information needed for the presentation • To use key concepts and vocabulary for the presentation’s outline • To make the outline of the presentation • To list the information needed for a country report 	<p>CONTENT</p> <ul style="list-style-type: none"> • Make a list of geographical data needed for a country report • Order the list of geographical data • Write the outline of the presentation
<p>COGNITION: To allow opportunities for pupils to:</p> <ul style="list-style-type: none"> • List geographical features and data • Synthesise knowledge to choose and justify the order of the presentation outline • Apply knowledge to sequence actions in order to make presentations • Grow in autonomy and self-confidence working independently 	<p>COGNITION: Pupils will be able to:</p> <ul style="list-style-type: none"> • Select and list relevant information for a country report • Order relevant information for the presentation outline • Sequence actions to make a presentation • Work independently with the teacher’s support and help
<p>CULTURE: To allow opportunities for pupils to:</p> <ul style="list-style-type: none"> • Enhance their knowledge of one English speaking country: the UK 	<p>CULTURE: Pupils will be able to:</p> <ul style="list-style-type: none"> • Recognise some differences between the UK and their selected country

Communication
Language of learning
<ul style="list-style-type: none"> • Key words and concepts: continent, ocean, sea, river, lake, mountain, island, cardinal points, population, town, city, weather, climate, earth, world
Language for learning
<ul style="list-style-type: none"> • Language for discussion: (I agree with you because this is right, I don't agree with you because this is wrong, I think this is the right answer because, I think is the right answer, I think my idea/our idea is better because, I think this item is the first, the second,) • Language to manage misunderstanding • Language to ask for permission • Language to develop the given tasks • Basic classroom language
Language through learning
<ul style="list-style-type: none"> • Language to complete tasks

**CLIL Lesson Plan: Where are you from? A Country Report
Lesson 6**

Aims:

- To search for information on the internet
- To save information on the computer

Teaching Objectives	Learning Outcomes Pupils will be able to:
CONTENT	CONTENT
<ul style="list-style-type: none"> • To search for information on the internet • To save information on the computer 	<ul style="list-style-type: none"> • Search for information, data and photographs, on the internet • Save information in separate folders, data and photographs, in

	the computer
COGNITION: To allow opportunities for pupils to:	COGNITION: Pupils will be able to:
<ul style="list-style-type: none"> To facilitate the use of folders in order to save information To facilitate the use of internet search engines: Google Read, understand and apply written instructions Apply knowledge to work with autonomy and self-confidence 	<ul style="list-style-type: none"> Create folders to save and classify information Use internet search engines i.e. Google, to find information, i.e. data and photographs Understand written instructions and carry out the actions Work independently with the teacher's support and help
CULTURE: To allow opportunities for pupils to:	CULTURE: Pupils will be able to:
<ul style="list-style-type: none"> Be aware of the importance of the internet as an information tool 	<ul style="list-style-type: none"> Use the internet as an information tool

Communication
Language of learning
<ul style="list-style-type: none"> Key words and concepts: continent, ocean, sea, river, lake, mountain, island, cardinal points, population, town, city, weather, climate, earth, world ICT Basic language: the same as in lessons 3 and 4 plus folder, create a folder, save, back arrow, forward arrow, right button on your mouse, left button on your mouse, highlight, copy, paste, file, link, minimize, maximize.
Language for learning
<ul style="list-style-type: none"> Language to manage misunderstanding Language to ask for permission Language to develop the given tasks Basic classroom language

Language through learning

- Language to complete tasks
- Language from searching information on the internet

**CLIL Lesson Plan: Where are you from? A Country Report
Lesson 7**

Aims:

- To start an Open Office Impress presentation

Teaching Objectives	Learning Outcomes Pupils will be able to:
CONTENT	CONTENT
<ul style="list-style-type: none"> • To introduce Open Office Impress 	<ul style="list-style-type: none"> • Use Open Office Impress to make presentations
COGNITION: To allow opportunities for pupils to:	COGNITION: Pupils will be able to:
<ul style="list-style-type: none"> • To facilitate the use of Open Office Impress • To facilitate the use of image treatment software like Paint Shop Pro or Macromedia Fireworks • To facilitate the use of internet searchers: Google • Read, understand and apply written instructions • Apply knowledge to recognize their learning progress • Apply knowledge to work with autonomy 	<ul style="list-style-type: none"> • Create an Open Office Impress presentation • Edit and evaluate pictures with Paint Shop Pro or Macromedia Fireworks • Use internet searchers i.e. Google, to find/evaluate information, i.e. data and photographs • Understand written instructions and carry out the actions • List items they have learnt during the lesson • Work independently with the teacher’s support and help
CULTURE: To allow opportunities for pupils to:	CULTURE: Pupils will be able to:

<ul style="list-style-type: none"> Learn ICT language in English to broaden their cultural background 	<ul style="list-style-type: none"> Use software in English
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<p>Communication</p> <p>Language of learning</p> <ul style="list-style-type: none"> Key words and concepts: continent, ocean, sea, river, lake, mountain, island, cardinal points, population, town, city, weather, climate, earth, world ICT Basic language: the same as in lessons 3, 4 and 6 plus edit, pixels, length, width, height, top, bottom, below, above, drag it down <p>Language for learning</p> <ul style="list-style-type: none"> Language to manage misunderstanding: (I don't understand, I'm sorry, I don't know, Can you say that again, please?, Can you repeat, please?, How do you say ... in English?, What does ... mean?, How do you spell ...?, Can you help me, please?) Language to ask for permission: (Please, Thank you, can I go to the toilet, please?, Can I sit here?, Can I say something?) Language to develop the given tasks: (Write, Match, Read aloud, Read silently, Fill in the gaps) Basic classroom language: (Listen, Put your hand up, Look at, Ask a question, Answer the question, Everyone show me..., Repeat everyone, Take one and pass them round) <p>Language through learning</p> <ul style="list-style-type: none"> Language to complete tasks Language from searching information on the internet Language from following instructions

**CLIL Lesson Plan: Where are you from? A Country Report
Lesson 8**

Aims:

- To make an Open Office Impress presentation

Teaching Objectives	Learning Outcomes Pupils will be able to:
CONTENT	CONTENT
<ul style="list-style-type: none"> • To make an Open Office Impress presentation 	<ul style="list-style-type: none"> • Create an Open Office Impress presentation
COGNITION: To allow opportunities for pupils to:	COGNITION: Pupils will be able to:
<ul style="list-style-type: none"> • Facilitate the use of image treatment software like Paint Shop Pro or Macromedia Fireworks • Facilitate the use of internet search engines: Google, knowing how to evaluate what is found • Read, understand and apply written instructions • Apply knowledge to recognize their learning progress • Apply knowledge to work independently with autonomy 	<ul style="list-style-type: none"> • Evaluate and edit pictures with Paint Shop Pro or Macromedia Fireworks • Use internet search engines i.e. Google, to find/evaluate information, i.e. data and photographs • Understand written instructions and carry out the actions • List items they have learnt during the lesson • Work independently with the teacher's support and help
CULTURE: To allow opportunities for pupils to:	CULTURE: Pupils will be able to:
<ul style="list-style-type: none"> • Learn ICT language in English to broaden their cultural background 	<ul style="list-style-type: none"> • Use software in English

Communication

<p>Language of learning</p> <ul style="list-style-type: none"> • Key words and concepts: continent, ocean, sea, river, lake, mountain, island, cardinal points, population, town, city, weather, climate, earth, world • ICT Basic language: the same as in lessons 3, 4, 6 and 7 plus
<p>Language for learning</p> <ul style="list-style-type: none"> • Language to manage misunderstanding • Language to ask for permission • Language to develop the given tasks • Basic classroom language
<p>Language through learning</p> <ul style="list-style-type: none"> • Language to complete tasks • Language from searching information on the internet • Language from following instructions

**CLIL Lesson Plan: Where are you from? A Country Report
Lesson 9**

Aims:

- To make an Open Office Impress presentation
- To review the unit content

Teaching Objectives	Learning Outcomes Pupils will be able to:
CONTENT	CONTENT
<ul style="list-style-type: none"> • To animate the Open Office Impress 	<ul style="list-style-type: none"> • Revise the unit content

<p>presentation</p> <ul style="list-style-type: none"> To review the unit content with an informal assessment 	<ul style="list-style-type: none"> Create an Open Office Impress presentation with animations
<p>COGNITION: To allow opportunities for pupils to:</p>	<p>COGNITION: Pupils will be able to:</p>
<ul style="list-style-type: none"> To revise the geographical key concepts and vocabulary Read, understand and apply written instructions Apply knowledge to recognize their learning progress Apply knowledge to work independently with autonomy 	<ul style="list-style-type: none"> Apply the geographical key concepts and vocabulary in their presentation Understand written instructions and carry out the actions List items they have learnt during the lesson Work independently with the teacher's support and help
<p>CULTURE: To allow opportunities for pupils to:</p>	<p>CULTURE: Pupils will be able to:</p>
<ul style="list-style-type: none"> Learn ICT language in English to broaden their cultural background 	<ul style="list-style-type: none"> Use software in English

<p>Communication</p>
<p>Language of learning</p>
<ul style="list-style-type: none"> Key words and concepts: continent, ocean, sea, river, lake, mountain, island, cardinal points, population, town, city, weather, climate, earth, world ICT Basic language: the same as in lessons 3, 4, 6, 7 and 8
<p>Language for learning</p>

<ul style="list-style-type: none"> • Language to manage misunderstanding • Language to ask for permission • Language to develop the given tasks • Basic classroom language
<p>Language through learning</p> <ul style="list-style-type: none"> • Language to complete tasks • Language from searching information on the internet • Language from following instructions

**CLIL Lesson Plan: Where are you from? A Country Report
Lesson 10**

Aims:

- To prepare a talk for the presentation
- To review the unit content

Teaching Objectives	Learning Outcomes Pupils will be able to:
<p>CONTENT</p> <ul style="list-style-type: none"> • To model a talk for the presentation • To review the unit content with an informal assessment 	<p>CONTENT</p> <ul style="list-style-type: none"> • Write a text for the talk • Revise the unit content
<p>COGNITION: To allow opportunities for pupils to:</p>	<p>COGNITION: Pupils will be able to:</p>
<ul style="list-style-type: none"> • To facilitate the use of Open Office 	<ul style="list-style-type: none"> • Create an Open Office Impress presentation

<p>Impress</p> <ul style="list-style-type: none"> • To revise the geographical key concepts and vocabulary • Read, understand and apply written instructions • To analyze the unit content to write a questionnaire • Apply knowledge to recognize their learning progress • Apply knowledge to work with autonomy and independence 	<ul style="list-style-type: none"> • Work with the geographical key concepts and vocabulary • Understand written instructions and carry out the actions • Write a questionnaire about the unit content • List items they have learnt during the lesson • Work independently with the teacher's support and help
<p>CULTURE: To allow opportunities for pupils to:</p>	<p>CULTURE: Pupils will be able to:</p>
<ul style="list-style-type: none"> • Learn about other countries in the world • Compare with their own country 	<ul style="list-style-type: none"> • Show knowledge about other countries in the world • Make comparisons with their own country

<p>Communication</p>
<p>Language of learning</p>
<ul style="list-style-type: none"> • Key words and concepts: continent, ocean, sea, river, lake, mountain, island, cardinal points, population, town, city, weather, climate, earth, world • ICT Basic language: the same as in lessons 3, 4, 6, 7, 8 and 9
<p>Language for learning</p>

<ul style="list-style-type: none"> • Language to manage misunderstanding: (I don't understand, I'm sorry, I don't know, Can you say that again, please?, Can you repeat, please?, How do you say ... in English?, What does ... mean?, How do you spell ...?, Can you help me, please?) • Language to ask for permission: (Please, Thank you, can I go to the toilet, please?, Can I sit here?, Can I say something?) • Language to develop the given tasks: Write, Match, Read aloud, Read silently, Fill in the gaps) • Basic classroom language: (Listen, Put your hand up, Look at, Ask a question, Answer the question, Everyone show me..., Repeat everyone, Take one and pass them round)
<p>Language through learning</p> <ul style="list-style-type: none"> • Language to complete tasks • Language from following instructions

**CLIL Lesson Plan: Where are you from? A Country Report
Lesson 11**

Aims:

- To prepare a talk for the presentation
- To review the unit content

Teaching Objectives	Learning Outcomes Pupils will be able to:
CONTENT	CONTENT
<ul style="list-style-type: none"> • To model a talk for the presentation • To review the unit content with a formal assessment test 	<ul style="list-style-type: none"> • Write a text for the talk • Revise the unit content
COGNITION: To allow opportunities for pupils to:	COGNITION: Pupils will be able to:

<ul style="list-style-type: none"> • To facilitate the use of Open Office Impress • To revise the geographical key concepts and vocabulary • Read, understand and apply written instructions • To analyze their presentation to write a questionnaire • Apply knowledge to recognize their learning progress • Apply knowledge to work independently with autonomy and self-confidence 	<ul style="list-style-type: none"> • Create an Open Office Impress presentation • Work with the geographical key concepts and vocabulary to do a formal test • Understand written instructions and carry out the actions • Write a questionnaire about their presentation • List items they have learnt during the lesson • Work independently with the teacher's support and help
<p>CULTURE: To allow opportunities for pupils to:</p>	<p>CULTURE: Pupils will be able to:</p>
<ul style="list-style-type: none"> • Learn ICT language in English to broaden their cultural background 	<ul style="list-style-type: none"> • Use software in English

<p>Communication</p>
<p>Language of learning</p>
<ul style="list-style-type: none"> • Key words and concepts: continent, ocean, sea, river, lake, mountain, island, cardinal points, population, town, city, weather, climate, earth, world • ICT Basic language: the same as in lessons 3, 4, 6, 7, 8 and 9
<p>Language for learning</p>

<ul style="list-style-type: none"> • Language to manage misunderstanding: (I don't understand, I'm sorry, I don't know, Can you say that again, please?, Can you repeat, please?, How do you say ... in English?, What does ... mean?, How do you spell ...?, Can you help me, please?) • Language to ask for permission: (Please, Thank you, can I go to the toilet, please?, Can I sit here?, Can I say something?) • Language to develop the given tasks: (Write, Match, Read aloud, Read silently, Fill in the gaps) • Basic classroom language: (Listen, Put your hand up, Look at, Ask a question, Answer the question, Everyone show me..., Repeat everyone, Take one and pass them round)
<p>Language through learning</p> <ul style="list-style-type: none"> • Language to complete tasks • Language from searching information on the internet • Language from following instructions

**CLIL Lesson Plan: Where are you from? A Country Report
Lesson 12**

Aims:

- To give a talk
- To show the presentation

Teaching Objectives	Learning Outcomes Pupils will be able to:
CONTENT	CONTENT
<ul style="list-style-type: none"> • To give a talk • To show the presentation 	<ul style="list-style-type: none"> • Give a talk about their presentations
COGNITION: To allow opportunities for pupils to:	COGNITION: Pupils will be able to:

<ul style="list-style-type: none"> • Use knowledge about a country and slide-show prompts to give a talk • Listen carefully to other students talk and evaluate it 	<ul style="list-style-type: none"> • Give a talk about their selected country • Complete a questionnaire about the other students country
<p>CULTURE: To allow opportunities for pupils to:</p>	<p>CULTURE: Pupils will be able to:</p>
<ul style="list-style-type: none"> • Learn about other countries in the world • Compare with their own country 	<ul style="list-style-type: none"> • Show knowledge about other countries in the world • Make comparisons with their own country

<p>Communication</p>
<p>Language of learning</p> <ul style="list-style-type: none"> • Key words and concepts: continent, ocean, sea, river, lake, mountain, island, cardinal points, population, town, city, weather, climate, earth, world
<p>Language for learning</p> <ul style="list-style-type: none"> • Language to manage misunderstanding: (I don't understand, I'm sorry, I don't know, Can you say that again, please?, Can you repeat, please?, How do you say ... in English?, What does ... mean?, How do you spell ...?, Can you help me, please?) • Language to ask for permission: (Please, Thank you, can I go to the toilet, please?, Can I sit here?, Can I say something?) • Language to develop the given tasks: (Write, Match, Read aloud, Read silently, Fill in the gaps) • Basic classroom language: (Listen, Put your hand up, Look at, Ask a question, Answer the question, Everyone show me..., Repeat everyone, Take one and pass them round)
<p>Language through learning</p> <ul style="list-style-type: none"> • Language from listening presentations