



Where are you from?

A country report

Teaching notes

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Presentation

This unit is called '*Where are you from? A country report*' and it's related to Geography and ICT.

It is organised in 12 lessons of one hour length for the third cycle.

1. Santa Anna Primary School context

Santa Anna Primary School is located in Premià de Dalt, a small and quiet town 20 km North of Barcelona and close to the seaside.

The school is in Santa Anna district. This neighbourhood started growing in the 1960's as a result of successive immigration waves from the South of Spain and it's still an immigrant reception area. About the 20 % of our pupils come from foreign countries families, mainly from Morocco, Sub-Saharan Africa and South America.

As a result of this, only few pupils have Catalan as a mother tongue, Spanish being the most common home language among our families. The major part of families are lower-middle class.

Santa Anna is a two entry form school with a roll of about 430 pupils and 32 teachers. We have two special needs teachers, one music teacher, two PE teachers and three teachers of English, 9 pre-school teachers, 13 primary teachers and 3 teachers in the management team, year 2007-08.

2. The unit: *Where are you from? A country report*

The unit tries to integrate two main contents:

- Geography
- ICT

Our students live immersed in an audiovisual and computer world and we should give them ways to manage it.

On the other hand, we are integrating successfully pupils from abroad, but we don't pay much attention to their cultural backgrounds, usually because of a very busy curriculum. Giving the opportunity to deepen the knowledge of some of their countries would contribute to a better cultural understanding, and this is why I decided to base the unit on Geography and particularly on country reports.

I needed both aspects to achieve this aim: pupils have to make a digital presentation with Power Point about a geographical content which is any country in the world.

The unit has a progressive amount of both contents.

The unit starts with a teacher centered approach, when the teacher delivers content in various ways, including two power point presentations. It goes then towards an independent learning approach when pupils are asked to search

for the information they need and they have to evaluate this information in order to decide the value for the digital presentation.

This is fully guided with several activities which are intended to deal both with the geographical key words and concepts and a learning-by-doing approach related to searching for information on the internet, evaluating this information, saving it on the computer and using it to create a digital presentation.

One of my main aims is to encourage students autonomy, helping them with an approach to self-learning which will be very useful for their future. A second important aim is to develop their analytical skills in front of the huge amount of information the internet provides. Those two aims imply the continued use of high order thinking activities, in the very heart of the CLIL methodology.

4. How lessons are organised

Pupils meet content in the following ways:

- Learning-by-playing: I wanted to engage children from the very beginning by introducing games, contests and competitions because they love these activities. Presenting new materials in a high engaging format would result in building confidence and should help to avoid the awful 'I can't do it' feeling when starting a new lesson in a foreign language.
- Grouping is another important issue. I designed different activities which imply various grouping possibilities: pair work, small team work, half group work or whole group work. Different grouping allows less able students to work with more able students, prevents them from getting bored, allows movement to meet kinaesthetic way of learning needs, and forces communication.
- Integration of skills: I've been very concerned about the integration of the four language skills, trying to balance as much as possible the listening, writing, reading and speaking activities.
- Creativity: I had the intention to foster pupils creativity. Making a presentation is a creation itself, and I tried to give opportunities to develop this more deeply paying attention to the need to make an impressive presentation.

5. What: Content Progression integrated with Language Progression

The way the content is delivered integrates it with the language.

Lesson 1 and lesson 2 are dealing with two main objectives:

- the introduction of the geographical key concepts and vocabulary
- the need of building a language frame which must support the development of the whole unit

In lesson 1, the activities start with an easy quiz to engage students to this unit, followed by a basic classroom language game. This language involves the understanding of classroom management, language to manage misunderstanding, language to develop tasks and language to ask for

permission. Teaching explicitly this kind of language should help in the subsequent development of the unit.

After this, the lesson deals with the main geographical content with the help of a Power Point based on the UK. This Power Point has two teaching objectives:

- to model a report of a country, as the final product is a country report
- to enhance knowledge of an English speaking country, which is always useful as English is the foreign language of learning in Catalonia

The lesson ends with a conclusion activity which tries to make pupils produce language. The activity leads to writing headlines of some lists of vocabulary collected during the lesson. Each pupil is asked to think of a headline and then there is a discussion to decide the most appropriate headline. This activity is deliberate because they are in the need of some language for discussion. The teacher provides it with prompts and a wall chart, and the first practice is the headline discussion.

In lessons 3 and 4, I start to introduce the ICT content along the geographical work. Pupils face a new challenge: they are asked to check definitions of some key words in on-line dictionaries. First they need to have a minimum knowledge of basic ICT words in English like computer, mouse, keyboard and so on. To introduce this language of learning I designed a simple memory game, immediately followed by the use of on-line dictionaries. The skill of searching for information on the internet is crucial in the unit, this is why the activity has a double value: they are working within Geography using ICT as a tool. At the same time, this activity is a first step towards autonomy. They only have to look in Wikipedia, and the practice is fully guided. In the following lesson, the search is widened and they have to find pieces of information in Google search, which is more difficult because they have to go into several links until they find the right information.

I'd like to point out the importance of balancing the four skills in the unit lessons. The tasks described are mainly based on reading-writing, but all the activities end with a sharing exercise, in a way to make them to speak about the activity.

Lesson 5 deals with a mind map and the report outline. A mind map is included because is a helping tool for writing a proper outline and it involves some high order thinking. It is a fully guided activity, as you can see in the teacher's notes: they are looking at the United Kingdom Power Point, the teacher is asking them specific questions and they only have to decide if they want to include it or not in their mind map. At the end, they share the mind map with the whole group and make changes.

Another important activity is to be aware of what to do and the sequence of actions to reach the end. They have to make a presentation and it involves several completely different actions. To force them to produce language at the same time that they are ordering their minds, the 'Step-by-step-procedure' activity was planned. Pupils have to cut the steps out and order them, working with a partner, to start a discussion with the whole group to agree about the best sequence of actions. Here they have to use the language for discussion again at the same time that they are working with the sequence of actions and the language involved, and even they are engaged on deciding

a process, it is not the teacher who is giving them the ready made formula. This is intended to help progress the pupils' autonomy.

Lessons 6, 7, 8 and 9 are based on making the presentation. Three instruction worksheets have been designed to help them. In ICT lessons, it is always advisable to demonstrate the processes to be done on the big screen with the projector and the laptop, and the instructions are ment to be used as a tool not to get lost when working independently. These four lessons would be mainly reading and doing based, and trying to find a way to encourage students to talk, I created a conclusion activity called 'Today I learnt...' to share the new things they are acquiring and at the same time to enable some awareness of the tasks performed.

Lessons 10 and 11 are fully planned to revise the unit geographical content by practising questions based on the unit content, and giving a model for their talk. They need to have an input of the language needed for the oral talk and it is provided in lesson 10, as you can see in this worksheet. A formal written test has been designed in lesson 11.

Lesson 12 is dedicated to pupils talks and presentations. To engage children in the other teams' presentations, a peer assessment and a questionnaire has been planned. Pupils write a questionnaire in lesson 11 about their presentation, what allows them to think about their work, and enables to fix attention when the presentations are on the stage.

I designed an assessment chart for teachers to help with the evaluation of this final activity.

Teachers' Notes	Where are you from? A country report
<p>Lesson 1 Let's see a report: the United Kingdom</p>	
<p>Introduction</p> <p>Activity 1: Presentation</p> <p>Begin with a short introduction presenting the unit. Comment on the topic and clarify the meaning of country. Explain the main aim of the unit which is to do a power point presentation of a country with a talk in front of the class. Write the aim on the board.</p> <p>Activity 2: The World Quiz</p> <p>The teacher prepares some Wall Charts in advance on big sheets of paper or cardboard to write different sets of words on them which will appear in the two Power Point presentations: key geography words, superlatives-comparatives, numbers, units of measure, interesting places in London, but with no headlines. This collection of words by categories will be used as a reminder tool at the end of the lesson and in following lessons.</p> <p>The lesson starts with a quiz as an introductory activity. Use the 'Quiz: How much do you know about our world?' Power Point Presentation and the related hand out 'The World Quiz'. Pupils work individually. Show slides 1 to 11 and give time for them to understand and tick the answers. On slide 11 make sure they remember the meaning of oldest, highest and longest and ask them for more superlative words. Write them on the board. Pupils compare their answers before slide 12. Provide the 'Quiz scores' hand out before showing slides 12 to 19. Do not forget to point out the following:</p> <ul style="list-style-type: none"> • Slide 12: Check the pronunciation word 'earth'. • Slide 13: Show continent models in Wikipedia using link. Point out that English speaking countries teach the 7 continents model at school but in our country we learn the 5 continents model. State both models are correct. • Slide 14: Make sure they understand 'land' and 'mass'. • Slide 16: Point out the difference between 'town' and 'city' relating it to size. Ask them for more examples and write them on the board. • Slide 19: Remember the superlatives and their meaning again. 	

Development of the lesson

Activity 1: Basic classroom language

This is a language activity to set the basic classroom language which will be in use during this unit. Use the handout 'Basic classroom language'. Pupils work individually and compare their answers with a partner. Check the exercise by sharing answers in the whole class. The second part will be used as a warm up activity in lesson 2.

Activity 2: The United Kingdom

This activity is based on the 'The United Kingdom' Power Point presentation and the 'The United Kingdom' handouts 1, 2 and 3.

The teacher uses the Wall Charts again to write the different set of words which will appear in this Power Point.

Handouts 1, 2 and 3 have a different set of questions to focus on. Pupils work in pairs. They have to read the questions before seeing the presentation. Make sure everyone understands the questions. While looking at the Power Point, they must answer the questions. The teacher reads aloud and clarifies any misunderstanding that might appear. Point out the following:

- Slide 2: State the cardinal points in English – North, South, East, West, North West, North East, South West, South East. Write the cardinal points on the board. Check meaning of 'island'.
- Slide 3: Check meaning of 'country'.
- Slide 4: Check meaning of 'the UK'.
- Slide 5: Check meaning of 'surrounded'.
- Slide 6: Notice the superlative 'largest'. Check meaning and write it on the board. Check meaning of the expression 'under water'.
- Slide 7: Notice the superlative 'deepest'. Check meaning and write it on the board.
- Slide 8: Notice the superlative 'longest'. Check meaning and write it on the board. Check understanding of the expression 'it's km long' and ask questions like 'How long is the River Thames?'. Explain the meaning of 'through' by miming.
- Slide 9: Notice the superlative 'highest'. Check meaning and write it on the board. Check understanding of the expression 'it's m high'. show meaning of 'range of mountains' by drawing a range on the board.
- Slide 10: Revise the cardinal points again by making pupils repeat them in English. Check meaning of 'coastline', 'island' and 'beautiful beach'.
- Slide 11: Clarify the meaning of 'population'. Read the number aloud and make pupils read the number individually in turns. Write the number on the board. Compare the population of Barcelona metropolitan area (around 2 million people) with the population in London. Write the comparative 'bigger' on the board and ask if someone can finish the sentence 'London has a population than Barcelona' and try to get an answer comparing Barcelona with your town.
- Slide 12: Revise meaning of weather by asking 'What's the weather like today?' and get an answer. Write question and answer on

the board. Check meaning of 'climate', 'changeable' and 'unsettle'. List types of weather by asking them and writing them on the board.

- Slide 13: Check meaning of 'capital city'. Ask difference between city and town again. Clarify meaning of 'Would you like to see?'
- Slide 16: Explain the meaning of 'from the top'.
- Slide 17: Explain meaning of 'sail' and 'safely kept inside' by giving examples.
- Slide 18: Underline 'European Union' and ask if they can give more countries in the EU. List them on the board.
- Slide 19: Underline the word 'British' saying it comes from Britain. State the same for 'Spain-Spanish' and 'Catalonia-Catalan'. Check pronunciation of 'miles'. Explain meaning of 'instead of' with examples. Make pupils calculate how many km are 7 miles and 2 ½ miles. Revise meaning of 'on the right' and 'on the left' by miming.
- Slide 20: Point out the meaning of 'notes' and 'coins'. Explain the meaning of 'is worth' by giving some examples and comparing with the word 'costs'.
- Slide 21: Point out the pronunciation of 'pint'. Compare it with one litre=1000 ml.

Pupils reorganise in groups 1, 2 and 3. They compare and check answers. They deliver the handout to the teacher to work on its second part in the following lesson.

Ending the lesson

Activity 1: Summary: Writing Headlines on Wall Charts

Big group. The teacher goes back to the wall charts where the various sets of words are registered. Pupils write possible headlines for them individually for a couple of minutes and share their headlines in the same groups 1, 2 and 3. They discuss and agree on the best headline in the big group, which will be written down by the teacher in the wall charts. The teacher gives support on language for discussion with some prompts ready prepared in a wall chart, and the group spend some time rehearsing the prompts before the discussion starts.

The teacher stores the wall charts because they will be used as a reminder in the following lesson.

Assesment

The teacher may conduct a continuous monitoring of student learning by an on-going assessment.

Use the Lessons 1-2 Assessment Table for this purpose.

Materials and resources

- Computer, projector and big white screen or wall
- Big sheets of paper or cardboard for Wall Charts and markers
- Our World Power Point Presentation
- The United Kingdom Power Point Presentation
- The World Quiz handout
- The United Kingdom Question-Answer 1, 2, 3 handouts
- Basic Classroom Language 1 handout
- Language for discussion wall chart
- Lessons 1-2 Assessment Table

Teachers' Notes	Where are you from? A country report
Lesson 2	Practising the new geographical language
<p>Introduction</p> <p>Activity 1: Remembering from Lesson 1</p> <p>Begin with a short introduction revising the previous lesson content. Use the first lesson wall charts. Pupils read aloud in turn the words and ideas collected. Check understanding and comprehension by asking simple questions. Revise the main aim of the unit which is to do a power point presentation of a country with a talk in front of the class. Write the aim on the board.</p> <p>Activity 2: Basic Classroom Language Game</p> <p>Pupils cut and deliver the four items they wrote at home. Organise two teams by numbering them 1 or 2. Pupils sit within their team and the game starts. One pupil picks up an item and reads it aloud. Any pupil in the other team can answer, but once a pupil answers, he/she has to queue until all team members have had the possibility to participate. Any right answer scores 1 point. If the team can not give a correct answer, the asking team can say it and scores 1 point. The winner team is the one with high scores.</p> <p>The teacher hangs a Basic Classroom Language Wall Chart on the wall for further consultation during the lesson.</p>	

Development of the lesson

Activity 1: The United Kingdom: Checking answers and taking notes.

The teacher distributes the first lesson handouts 'The United Kingdom Question-Answer' 1, 2 and 3. Pupils reorganise in groups depending on their handout. They check their answers while they see 'The United Kingdom' Power Point presentation one more time. The teacher recommends them to take some notes on names and figures to have a store of information for the contest about the UK. Teacher shows how to take notes pointing out the way they did in lesson 1 with the big wall charts.

Activity 2: Asking Questions

- The teacher delivers the handout 'Asking questions 1'. The teacher comments on the type of questions they can produce and models some short conversations question-answer with some pupils in the group. They work in pairs and do oral practice of questions and answers for a few minutes.
- Then they work in teams 1, 2 and 3 again. They have to write similar questions to the ones in the 'Asking questions 1' handout, related with the questions or statements they can find in their questionnaires 1, 2 or 3. As an example, for the question 'Loch Morar is the deepest lake in the United Kingdom' they can write 'Which is the deepest lake in the United Kingdom?'. They use the handout 'Asking questions 1' to help in the formulation of questions. They write the questions on strips of paper and hand them to the teacher at the end of the activity. The teacher checks the questions or help in the writing. These questions will be used in the United Kingdom Contest in activity 3.

Activity 3: The United Kingdom Contest

Pupils are in their teams 1, 2 or 3. A pupil from team 1 picks a strip of paper up and read the question aloud. Any pupil in team 2 can answer, if they are right the team score 1 point, but if they are wrong the question is addressed to team 3 or comes back to team 1. Every right answer scores 1 point. The teacher sticks the questions on the board with some blue tack and write the answers on its side, but if a question is unknown it goes to the unknown answers column on the board for further checking at the end of the contest. The contest lasts about 10 minutes. The teacher ends the contest by making pupils read aloud in turns the questions and answers which are hanging on the board.

Ending the lesson

Activity 1: The UK Fill-in-the-gaps Text

Teacher delivers 'The UK Fill-in-the-gaps Text' handout. Pupils work individually for some minutes and work in pairs to compare and check answers. They can look at the questions on the board to find the missing information. After some more few minutes, the pairs change again and they try to complete the text completely. The activity ends by pupils reading aloud the text. The teacher writes the answers on the board for a final checking.

Assesment

The teacher may conduct a continuous monitoring of student learning by an on-going assessment.

Use the Lessons 1-2 Assessment Table for this purpose.

Materials and resources

- Computer, projector and big white screen or wall
- Lesson 1 Wall Charts and markers
- The United Kingdom Power Point Presentation
- The United Kingdom Question-Answer 1, 2, 3 handouts
- Basic Classroom Language 1 handout
- Asking Questions 1 handout
- The UK Fill-in-the-gaps Text handout
- Basic Classroom Language Wall Chart
- Lessons 1-2 Assessment Table

Teachers' Notes	Where are you from? A country report
Lesson 3 Starting with on-line dictionaries	
<p>Introduction</p> <p>Activity 1: Remembering from Lesson 2</p> <p>Begin with a short introduction revising the previous lesson content. Use the first lesson wall charts. Pupils read aloud in turns the words and ideas collected. Check understanding and comprehension by asking simple questions. Revise the main aim of the unit which is to make a power point presentation of a country with a talk in front of the class. Write the aim on the board.</p> <p>Activity 2: Basic Classroom Language Game</p> <p>Organise two teams by numbering them 1 or 2. Pupils sit within their team and the game starts. See lesson 2 Teacher's Notes for instructions. Make sure they have to say words by heart. At the end of the game, hang the 'Basic Classroom Language Wall Chart' on the wall for further consultations during the lesson.</p>	
<p>Development of the lesson</p> <p>Activity 1: Basic ICT language memory game</p> <p>The teacher points to the objects and say the name. Pupils repeat twice. Then the teacher says the names and pupils have to touch or point to the object. Every pupil says one of the words and the other students touch or point. This is repeated until everyone has done it two times. The teacher shows a wall display with a big picture where they can see a computer, a keyboard, a mouse, a monitor... The teacher asks 'What is it?' and they say the names in turns. After this, the teacher gives them word cards and they stick the word in the right place on the wall display after reading the word. The wall display will be left on the wall for further consultations.</p> <p>Activity 2: Definitions and on-line dictionaries</p> <p>Pupils work in pairs. Use the 'What is it: definitions' handout and the 'On-line dictionaries' handout. The teacher explains the matching</p>	

activity and the need for checking the meaning of words in on-line dictionaries. Pupils read the instructions aloud in turns from the 'On-line dictionaries' handout and follow the instructions. The teacher shows them the actions with the laptop and the projector. They look words up in the dictionary and match words with definitions in the 'What is it: definitions' handout. For a final check, they read the definitions aloud in the big group.

Activity 3: Concept Definition Map

Pairwork with a different partner. The teacher gives them the 'Concept Definition map' handout and an atlas of the world. The teacher thinks aloud while filling in a concept definition map in front of the big group. The teacher asks for help to pupils, e.g. the word 'earth', it's a planet, it's our world in the box 'What is it?'; it's big, it's round, it's blue, it has got water and earth, it has got some continents... in the box 'What is it like?'; no examples in the box 'What are some examples?' because there is only one world. Pupils work in pairs to complete a concept map on the same word 'river'. Every pair shares their results with the rest of the group.

Pairwork with a different partner. Pupils complete concept definition maps, two or three, depending on how fast they work, until all key words are done. Each pair explains their concept definition map and the rest of pupils can help if there is some missing information.

Ending the lesson

Activity 1: Looking for Names Game

Use the handout 'Looking for Names Game'. The teacher explains the game with an example on the board, e.g. words starting with letter B. Pupils work individually for few minutes trying to find some names of each category starting with B. The teacher checks understanding by asking for everyone's examples and points out if there is a mistake.

After this, they play in groups of three. They choose the letter and they can search for names in the atlas of the world. When a pupil fills in all the boxes, the game stops and they have to say their results. The winner is the fastest but most accurate pupil. Every time they score one point.

Activity 2: The United Kingdom contest (if spare time)

Organise three teams by numbering pupils 1, 2 or 3. Pupils sit together in teams and the game starts. See lesson 2 Teacher's Notes for instructions. Use the same sentences created for lesson 2.

Assesment

The teacher may conduct a continuous monitoring of student learning by an on-going assessment.

Use the Lessons 3-4 Assessment Table for this purpose.

Materials and resources

- Computer, projector and big white screen or wall
- Lesson 1 Wall Charts
- Basic Classroom Language Wall Chart
- ICT Key Language Wall Display and word cards
- 'What is it: definitions' handout
- 'On-line dictionaries' handout
- 'Concept Definition map' handouts (twice as the number of pupils copies or more)
- 'Looking for Names Game' handout
- Atlases of the world, one per pupil
- Computers, one per pair
- Lessons 3-4 Assessment Table

Teachers' Notes	Where are you from? A country report
Lesson 4	Let's search for information on the internet
<p>Introduction</p> <p style="padding-left: 40px;">Activity 1: Remembering from Lesson 3</p> <p style="padding-left: 40px;">Begin with a short introduction revising the previous lessons content. Use the first lesson wall charts. Pupils read aloud in turns the words and ideas collected. Check understanding and comprehension by asking simple questions. Revise the main aim of the unit which is</p>	

to make a power point presentation of a country with a talk in front of the class. Revise the meaning of key words using the concept definition maps made in lesson 3. Try to make pupils say the definitions with their words in turns.

Activity 2: ICT Basic Language Game

Organise two teams by numbering them 1 or 2. Pupils sit within their team and the game starts. On strips of paper, each team writes ten ICT key words from lesson 3, either in Catalan or English. In turns, pupils take a strip of paper, read the word and translate it into either Catalan or English while they touch / point to the object or mime the action, to check understanding. The winning team is the one with highest scores.

Development of the lesson

Activity 1: Main geographical features in the world

Use the handout 'Main geographical features in the world'. Pupils read individually. Check understanding by asking simple questions about the handout. Organise pair work. Pupils sit at the computer. Distribute the handout 'Searching for information'. Pupils read in turns and follow the instructions. The teacher models the process with the projector and on the big screen using the example on the handout. Pupils complete the task. End the activity by pupils sharing the data found with the rest of the group.

Activity 2: Let's compare

Distribute the handout 'Let's compare'. Pupils work individually at first and they compare their answers with a partner after a few minutes. End the activity by pupils sharing their answers with the rest of the group.

Activity 3: Guessing Game: Which country is it?

To play this game, pupils start working in pairs. Give them the handout 'Guessing Game: Which country is it?' and an atlas. Pupils read questions aloud in turns. Check understanding of the activity and the questions. Notice the following difficult words: 'flat country', 'hilly country', 'dry country', 'rainy country', 'forest' and 'rainforest'. Sort meaning by drawing on the board or miming if necessary. Each pair decides a country for the game and tries to find some answers to the questions contained in the handout, but trying to work as much in silence as possible because nobody must know the country before the game starts. A pair of students stand in front of the class and they are asked about. They only can answer 'yes', 'no' or 'I don't know'. The pair guessing the country goes in front of the class. The game continues until all countries are discovered.

Activity 4: Choose a country and say why

Pupils work individually. Use the 'Choose a country' handout. Pupils read aloud in turns. Check understanding. Each pupil writes three countries and select reasons which explain the decision. Each pupil shares his/her decision with the whole group by reading. After they

know all countries selected, pupils choose his/her favourite country for the presentation and the final reasons. They say his/her country to the rest of the group. Pupils are invited to work together in pairs if the selected countries are the same or similar. Some pupils can work alone if they want to.

Ending the lesson

Pupils dictate to the teacher. The teacher writes the country, name/s of pupils and the reasons why on a wall chart that will be on the wall until the end of the unit for further consultations.

Assesment

The teacher may do a continuous monitoring of student learning by an on-going assessment.

Use the Lessons 3-4 Assessment Table for this purpose.

Materials and resources

- Computer, projector and big white screen or wall
- Lesson 1 Wall Charts
- Language for discussion wall chart
- Strips of paper for the 'ICT Basic Language Game'
- 'Main geographical features in the world' handout
- 'Searching for information' handout
- 'Let's compare' handout
- 'Guessing Game: Which country is it?' handout
- 'Choose a country' handout
- Big paper for 'Choosing a country' Wall Chart
- Lessons 3-4 Assessment Table

Teachers' Notes	Where are you from? A country report
<p>Lesson 5 Let's make the country report outline</p>	
<p>Introduction</p> <p>Activity 1: Remembering</p> <p>Begin with a short introduction revising the previous lessons content. Use the first lesson wall charts. Pupils read aloud in turns the words and ideas collected. Check understanding and comprehension by asking simple questions. Revise the main aim of the unit which is to make a power point presentation of a country with a talk in front of the class. Pupils use the 'Choose a Country' wall chart to re-state by reading their country decision.</p> <p>Activity 2: Basic Classroom Language Game (Optional)</p> <p>See Basic Classroom Language Game instructions in lesson 2.</p>	
<p>Development of the lesson</p> <p>Activity 1: The Country Report Mind Map</p> <p>Refer to Lesson 1 Wall Charts to introduce the activity. Pupils work in their country report teams or alone to build the mind map. Use the 'Country Report Mind Map' handout. Model a mind map on the board taking the information from Lesson 1 Wall Charts for just few minutes. Leave the example on the board. Pupils build their mind maps while looking at 'The United Kingdom' Power Point presentation. The teacher asks several questions for pupils' thinking such as:</p> <ul style="list-style-type: none"> • Slide 1: This is a title and a picture. Do we need a title or a picture? • Slide 2: This is a map which shows the situation of the United Kingdom. Do we need a map to situate the United Kingdom? • Slide 3: Here are different countries or regions in the UK. Does your selected country have different regions? • Slide 4: Here are some flags. Do we need to find the country flag? • Slide 5: The UK is surrounded by oceans and seas because it's an island. Is our country surrounded by seas or oceans? Is our country by the sea? 	

- Slide 7: Has it got lakes?
- Slide 8: Has it got rivers?
- Slide 9: Has it got mountains? Is it a hilly country? Is it a flat country?
- Slide 10: Has it got islands?
- Slide 11: How many people live in our selected country?
- Slide 12: What is the weather like in our selected country?
- Slide 13: London is the capital city of the UK. Which is the capital city of our selected country?
- Slide 14, 15, 16 and 17: Do we like to show some interesting places in the capital city?
- Slide 18: The UK is a member of the European Union? Is our selected country a member of the EU?
- Slides 19 and 21: In the UK they have different units of measure like miles. Do our country has different measure units?
- Slide 20: The pound £ is the UK currency. Which is our selected country currency?
- Slide 22: This is a final slide with a question and a picture. How do we want to finish our presentation?

The teacher builds a general mind map on a big wall chart in front of the pupils with the participation of all of them. This wall chart will be on the wall for further consultations until the end of the unit.

Activity 2: Let's order the actions

Use the 'Let's order the actions' handout. Give the handout to each team. For pupils working alone, organise pair work for this activity. Pupils read the actions aloud. Check understanding prior to start the activity. Refer to the 'Language for discussion Wall Chart' before starting the team work.

Pupils cut the pieces out and try to make a reasonable order of actions in order to build their presentation. Allow enough time for team discussion.

Give the A3 'Step-by-step Procedure to make a Country Report' handout and glue to each team. Pupils start stating the right order in turns. Always refer to the 'Language for discussion Wall Chart' while during the discussion. When all of them agree on a specific item order, let them glue the cut outs in the agreed or right place.

Ending the lesson:

Activity 1: 'Country Report Outline'

Use the 'Country Report Outline' handout, one per pupil. Pair work in the country report teams or alone. Pupils write a draft outline from the 'Country Report Mind Map'. Teacher helps for misunderstanding or for solving different outline ideas within each team. To end the lesson,

each team reads their outline aloud in front of the whole group.

Assesment

The teacher may conduct a continuous monitoring of student learning by an on-going assessment.

Use the Lessons 5-6 Assessment Table for this purpose.

Materials and resources

- Computer, projector and big white screen or wall
- Lesson 1 Wall Charts
- 'Language for Discussion' Wall Chart
- 'Choose a Country' Wall Chart
- 'ICT Basic Language Game' strips of paper
- 'Basic Classroom Language Game' strips of paper
- 'Country Report Mind Map' handout.
- 'The United Kingdom' Power Point presentation.
- 'Let's order the actions' handout
- 'Step-by-step Procedure to make a Country Report' handout (A3 size)
- 'Country Report Outline' handout
- Scissors and glue
- Lessons 5-6 Assessment Table

Teachers' Notes	Where are you from? A country report
Lesson 6 Let's search and save information	
<p>Introduction</p> <p>Activity 1: Remembering</p> <p>Revise the main aim of the unit which is to make a power point presentation of a country with a talk in front of the class. Pupils use the 'Choose a Country' wall chart to re-state their country decision. Every team reads their 'Country Report Outline' aloud.</p> <p>Activity 2: ICT Basic Language Game</p> <p>See ICT Basic Language Game instructions in lesson 4.</p>	
<p>Development of the lesson</p> <p>Activity 1: Creating folders</p> <p>Distribute the 'Step-by-Step Procedure to make a Country Report' handout to revise the sequence of actions in order to make the presentation. Pupils read the sequence aloud in turns. State where they are now: they have to start searching for all the information, but first they have to create folders. Use the 'Searching and Saving Information' handout as a guidance tool. Pupils work in pairs or alone, depending on their previous decision. The teacher shows the process on the big screen with the laptop and projector.</p> <p>Activity 2: Searching and saving specific data</p> <p>Pupils are organised in the same way as in activity 1. Use the 'Searching and Saving Information' handout as a guidance tool. Pupils open 'country_data_file' from the computer. They have to save the file renaming it and saving it in his team folder. Pupils read the instructions before starting the search. Check understanding by asking simple questions. They start to search the information on Google. Once they find this information, they must copy and paste on his 'country_data_file' on the specific place. The teacher shows the process on the big screen with the laptop and projector. When they are finished, they must save the file.</p> <p>Activity 3: Searching and saving pictures</p>	

Pupils are organised in the same way as in activities 1 and 2. Use the 'Searching and Saving Information' handout as a guidance tool. Pupils read the instructions before starting the search. Check understanding by asking simple questions. The teacher shows the process on the big screen with the laptop and projector once. They start to search the information on Google Image. When they find pictures, they have to copy them in his picture folder. Pictures must be renamed if they don't have an easy name to be found in the following lessons.

Ending the lesson:

Activity 1: Revising the work together

The teacher ends the lesson by making pupils write three items which they have learnt in this current lesson. Use the 'Today I learnt...' handout. They write three items they have learnt so far. Each student tells the three items to the rest of the group. The teacher writes the items on a big wall chart classified by similarities. The wall chart will be used as a starting point in the next lesson. Pupils keep the handout for the three following lessons.

Assesment

The teacher may do a continuous monitoring of student learning by an on-going assessment.

Use the Lessons 5-6 Assessment Table for this purpose.

Materials and resources

- Computer, projector and big white screen or wall
- 'Choose a Country' Wall Chart
- 'ICT Basic Language Game' strips of paper
- 'Step-by-step Procedure to make a Country Report' handout (A3 size)
- 'Country Report Outline' handout
- 'Searching and Saving Information' handout
- 'country_data_file' (to be found on the computer)
- 'Today I learnt...' handout
- Big sheet of paper and glue for the 'Today I learnt...' Wall Chart
- Lessons 5-6 Assessment Table

Teachers' Notes	Where are you from? A country report
Lesson 7 Let's start the presentation	
<p>Introduction</p> <p>Activity 1: Remembering</p> <p>Revise the main aim of the unit which is to make a power point presentation of a country with a talk in front of the class. Every team reads their 'Country Report Outline' aloud to set what they want to achieve with their presentations. The teacher refers to the 'Today I learnt...' wall chart to revise the previous lesson work.</p> <p>Activity 2: ICT Language Game</p> <p>Organise pair work. Distribute the 'ICT Language' handout. Pupils try to match the English vocabulary with its translation into Catalan. After few minutes, pairs change and try to match as much as possible. For a final checking, pupils read aloud in turns and they self correct the matching exercise. Pupils write three items either in Catalan or English, cut them out and deliver them to the teacher. The game starts. Organise two teams by numbering pupils 1 or 2. A student picks up a word and tries to translate it into either Catalan or English, but if the answer is wrong the question goes back to the other team. Every right answer scores one point. The winner team is the one with highest scores.</p> <p>The teacher hangs an 'ICT Language Wall Chart' on the wall for further consultations during the lesson.</p>	
<p>Development of the lesson</p> <p>Activity 1: Editing Pictures:Reducing Picture Size</p> <p>Distribute the 'Step-by-Step Procedure to make a Country Report' handout to revise the sequence of actions in order to make the presentation. Pupils read the sequence aloud in turns. Try to make them state where they are now: they have to start editing pictures before making the digital presentation. Use the 'Editing pictures' handout. Organise team work (pairs or alone depending on the students' previous choice). They resize the pictures they have in their folders following the instructions. The teacher shows the process by modeling it on the big screen with the projector and the laptop.</p>	

Activity 2: First contact with Open Office Impress: Save your file

Students are still in their project team. Use the 'Open Office Impress Tutorial 1' handout. Students follow the instructions. They do the worksheet step 1: save the file. The teacher shows the process by modeling it on the big screen with the projector and the laptop.

Activity 3: Prepare the Slide Master

Students continue in their project team. Use the 'Open Office Impress Tutorial 1' handout. Students follow the instructions, step 2. They make the Slide Master. The teacher shows the process by modeling it on the big screen with the projector and the laptop.

Activity 4: Make the Title Slide

Students continue in their project team. Use the 'Open Office Impress Tutorial 1' handout. Students follow the instructions, step 3. They make the Title Slide. The teacher shows the process by modeling it on the big screen with the projector and the laptop.

Ending the lesson:

Activity 1: Revising the work together

The teacher ends the lesson by making pupils write three items which they have learnt in this current lesson. Use the 'Today I learnt...' handout. They write three items they have learnt so far. Each student tells the three items to the rest of the group. The teacher writes the items on a big wall chart classifying the items by similarities and titled 'Today I learnt...' wall chart. The wall chart will be used as a starting point in the next lesson. Pupils keep the handout for the two following lessons.

Assesment

The teacher may conduct a continuous monitoring of student learning by an on-going assessment.

Use the Lessons 7-8-9 Assessment Table for this purpose.

Materials and resources

- Computer, projector and big white screen or wall

- 'ICT Language' handout
- 'Step-by-step Procedure to make a Country Report' handout (A3 size)
- 'Country Report Outline' handout
- 'Editing pictures' handout
- 'Open Office Impress Tutorial 1' handout
- 'Today I learnt...' handout
- Big sheet of paper for the 'Today I learnt...' Wall Chart
- Lessons 7-8-9 Assessment Table

Teachers' Notes	Where are you from? A country report
Lesson 8 Let's continue with the presentation	
<p>Introduction</p> <p style="padding-left: 40px;">Activity 1: Remembering</p> <p style="padding-left: 40px;">Revise the main aim of the unit which is to make a power point presentation of a country with a talk in front of the class. Every team reads their 'Country Report Outline' aloud to revise what they want to achieve with their presentations. The teacher refers to the 'Today I learnt...' wall chart and handout to revise the previous lesson work.</p> <p style="padding-left: 40px;">Activity 2: ICT Language Game</p> <p style="padding-left: 40px;">See the game instructions in lesson 7 teacher's notes.</p>	
<p>Development of the lesson</p> <p style="padding-left: 40px;">Activity 1: Let's Compare Geographic Data Game</p> <p style="padding-left: 40px;">Pupils work individually with the 'Main Geographical Features in the World' worksheet from lesson 4. They write two data suitable for</p>	

comparison, i.e. two rivers and their length, on strips of paper. Each pupil writes three comparison items and gives them to the teacher. The teacher set two teams by numbering pupils 1 or 2. The game starts, one student takes a strip and tries to make a comparison. Every right comparison scores 1 point. Failed attempts go back to the other team, and they jump from team to team until a player is able to say a good one. The winning team is the one with the highest scores.

Activity 2: Where are we in our work?

Pupils are in their presentation team or alone, depending on their previous choice. Distribute the 'Step-by-Step Procedure to make a Country Report' handout to revise the sequence of actions in order to make the presentation. Pupils read the sequence aloud in turns. They say where in the sequence they are, and what is their next stage, that is, make slides for your presentation with 'Impress'.

Activity 3: Add a new slide, text and images

Pupils still are in their presentation team or alone. Use the 'Open Office Impress Tutorial 2' handout and give them back the 'Open Office Impress Tutorial 1' handout in case they need it. Students follow the instructions. They add a new slide, insert a text box, copy and paste some data and insert pictures. The teacher shows the process by modeling it on the big screen with the projector and the laptop.

Activity 4: Add more slides

Students continue in their presentation team or alone. Use the 'Open Office Impress Tutorial 2' handout. Students follow the instructions. They make some more slides. The teacher shows the process by modeling it on the big screen with the projector and the laptop.

Teams might vary in achievement at that point. The teacher helps them and encourage them to follow the instructions and to stick to their outlines.

Ending the lesson:

Activity 1: Revising the work together

The teacher ends the lesson by making pupils write three items which they have learnt in this current lesson. Use the 'Today I learnt...' handout. They write three items they have learnt so far. Each student tells the three items to the rest of the group. The teacher writes the items on a big wall chart classifying the items by similarities and titled 'Today I learnt...' wall chart. The wall chart will be used as a starting point in the next lesson. Pupils keep the handout for the following lesson.

Assesment

The teacher may do a continuous monitoring of student learning by an on-going assessment.

Use the Lessons 7-8-9 Assessment Table for this purpose.

Materials and resources

- Computer, projector and big white screen or wall
- Some strips of paper to play 'Let's Compare Geographic Data' Game
- 'ICT Language' handout
- 'Step-by-step Procedure to make a Country Report' handout (A3 size)
- 'Country Report Outline' handout
- 'Open Office Impress Tutorial 1' handout
- 'Open Office Impress Tutorial 2' handout
- 'Today I learnt...' handout
- Big sheet of paper for the 'Today I learnt...' Wall Chart
- Lessons 7-8-9 Assessment Table

Teachers' Notes	Where are you from? A country report
Lesson 9	Let's animate the presentation
<p>Introduction</p> <p style="padding-left: 40px;">Activity 1: Remembering</p> <p>Revise the main aim of the unit which is to make a power point presentation of a country with a talk in front of the class. The teacher refers to the 'Today I learnt...' wall chart and handout to revise the previous lesson work with the whole class. Pupils are in their</p>	

presentation team or alone, depending on their previous choice. Distribute the 'Step-by-Step Procedure to make a Country Report' handout to revise the sequence of actions in order to make the presentation. Pupils read the sequence aloud in turns. Make them say in which part of the sequence they are, and what is their next work, that is today, add more slides to their presentations and add animations to the slides.

Activity 2: ICT Language Game (Optional if the teacher thinks it's necessary)

See the game instructions in lesson 7 teacher's notes.

Development of the lesson

Activity 1: Writing questions based on the unit content

The teacher hands to the students some previous appropriate worksheets in order to be used as an information data base for pupils. Pupils are asked to write several questions about the unit content which they think they are able to answer. The worksheets are: 'The United Kingdom question-answer' 1, 2 and 3; 'Asking questions 1'; 'What is it? Definitions'; 'Main Geographical Features in the World'; 'Guessing game'. Use the 'Writing questions for revision' handout. Pupils work individually with the teacher's help. To end the activity, each student say two of their questions aloud and they try to answer them in turns. This activity must be repeated in the next lesson using the same questions.

Activity 2: Where are we in our work?

Pupils are in their presentation team or alone, depending on their previous choice. Distribute the 'Step-by-Step Procedure to make a Country Report' handout to revise the sequence of actions in order to make the presentation. Pupils read the sequence aloud in turns. They say where in the sequence they are, and what is their next stage,, that is, make more slides for their presentation and animate the slides.

Activity 3: Add animation to your slides

Pupils still are in their presentation team or alone. Use the 'Open Office Impress Tutorial 3' handout. They add animation to their slides. The teacher shows the process by modeling it on the big screen with the projector and the laptop.

Activity 4: Add more slides

Students continue in their presentation team or alone. Use the 'Open Office Impress Tutorial 1 and 2' handouts. Students follow the instructions. They make some more slides. The teacher shows the process by modeling it on the big screen with the projector and the

laptop before they get started.

Teams might vary in achievement at that point. The teacher helps them and encourage them to follow the instructions and to stick to their outlines.

Ending the lesson:

Activity 1: Revising the work together

The teacher ends the lesson by making pupils write three items which they have learnt in this current lesson. Use the 'Today I learnt...' handout. They write three items they have learnt so far. Each student tells the three items to the rest of the group. The teacher writes the items on a big wall chart classifying the items by similarities and titled 'Today I learnt...' wall chart. The wall chart will be used as a starting point in the next lesson.

Assesment

The teacher may conduct a continuous monitoring of student learning by an on-going assessment.

Use the Lessons 7-8-9 Assessment Table for this purpose.

Materials and resources

- Computer, projector and big white screen or wall
- 'Step-by-step Procedure to make a Country Report' handout (A3 size)
- 'The United Kingdom question-answer' 1, 2 and 3 handouts
- 'Asking questions 1' handout
- 'What is it? Definitions' handout
- 'Main Geographical Features in the World' handout
- 'Guessing game' handout
- 'Writing questions for revision' handout
- 'Open Office Impress Tutorial 1' handout
- 'Open Office Impress Tutorial 2' handout
- 'Open Office Impress Tutorial 3' handout

- 'Today I learnt...' handout
- Big sheet of paper for the 'Today I learnt...' Wall Chart
- Lessons 7-8-9 Assessment Table

Teachers' Notes	Where are you from? A country report
<p>Lesson 10 Let's prepare the talk</p>	
<p>Introduction</p> <p>Activity 1: Remembering</p> <p>The teacher refers to the 'Today I learnt...' wall chart and handout to revise the previous lesson work with the whole class. Pupils are in their presentation team or alone, depending on their previous choice. Distribute the 'Step-by-Step Procedure to make a Country Report' handout to revise the sequence of actions in order to make the presentation. Pupils read the sequence aloud in turns. They say where in the sequence they are, and what is their next stage, that is, today, prepare the talk and write a questionnaire.</p> <p>Activity 2: ICT Language Game (Optional if the teacher thinks it's necessary)</p> <p>See the game instructions in lesson 7 teacher's notes.</p>	
<p>Development of the lesson</p> <p>Activity 1: Writing questions based on the unit content</p> <p>The teacher hands to the students some previous appropriate worksheets in order to be used as an information data base for pupils. Pupils are asked to write several questions about the unit content which they think they are able to answer. The worksheets are: 'The United Kingdom question-answer' 1, 2 and 3; 'Asking questions 1'; 'What is it? Definitions'; 'Main Geographical Features in the World'; 'Guessing game'. Use the 'Writing questions for revision' handout. Pupils work individually with the teacher's help. To end the activity, each student say two of their questions aloud and they try to answer them in turns. This activity must be repeated in the next lesson using the</p>	

same questions, to revise the content and to prepare students for a formal test.

The teacher advise students to study the unit content at home for a formal written test on the following lesson. Students are recommended to use several handouts to help them study: 'What is it? Definitions', 'Main Geographical Features in the World', 'Let's compare' and 'The UK filling-the-gaps'.

Activity 2: Finishing the Open Office Impress presentation (Optional if students are not finished).

The teacher might allow some more time to students to finish their presentations. Students use the 'Open Office Tutorial 1, 2 or 3' handouts to work on her own. Students work in their teams or alone.

Activity 3: Preparing the talk

Pupils are in their teams or alone. Use the 'The UK filling-the-gaps' handout as a pattern for their talk and the 'Presentation talk' handout. The teacher tells them how to prepare the talk comparing the two handouts. Pupils work on it with the teacher's help.

Ending the lesson:

Activity 1: Graffiti writing (Optional if there is some time left)

Pupils are organised in pairs. Each pair has a chart paper, each pair member has a marker. A key word or question is posed on the board. At the start signal, each pupil writes a comment at the same time and for 2 minutes. When time is called, teams rotate to next table, read comments and add their own. It may be the same key word or question or another one, 2 minutes. Rotate again to another table. Post results in common when pairs are back to their own tables.

Assesment

The teacher may conducts a continuous monitoring of student learning by an on-going assessment.

Use the Lessons 10-11 Assessment Table for this purpose.

Materials and resources

- Computer, projector and big white screen or wall
- 'Step-by-step Procedure to make a Country Report' handout (A3 size)
- 'The United Kingdom question-answer' 1, 2 and 3 handouts
- 'Asking questions 1' handout
- 'What is it? Definitions' handout
- 'Main Geographical Features in the World' handout
- 'Guessing game' handout
- 'Writing questions for revision' handout
- 'Open Office Impress Tutorial 1' handout
- 'Open Office Impress Tutorial 2' handout
- 'Open Office Impress Tutorial 3' handout
- 'Presentation talk' handout
- 'Today I learnt...' handout
- Big chart paper and markers (one per pupil)
- Lessons 10-11 Assessment Table

Teachers' Notes	Where are you from? A country report
Lesson 11	Let's finish with the presentation
<p>Introduction</p> <p>Activity 1: Remembering</p> <p>The teacher refers to the 'Today I learnt...' wall chart and handout to revise the previous lesson work with the whole class. Pupils are in their presentation team or alone, depending on their previous choice. Distribute the 'Step-by-Step Procedure to make a Country Report' handout to revise the sequence of actions in order to make the presentation. Pupils read the sequence aloud in turns. They say where in the sequence they are, and what is their next stage, that is, today, prepare the talk and write a questionnaire.</p> <p>Activity 2: ICT Language Game (Optional if the teacher thinks it's necessary)</p>	

See the game instructions in lesson 7 teacher's notes.

Development of the lesson

Activity 1: Formal Test

Use the 'Unit Test' worksheet. Pupils work individually. The teacher might use this test as a formal geographical content assessment for this unit.

Activity 2: Writing questions based on the country presentation

Use the 'Country Questionnaire Worksheet'. The teacher explains the activity giving an example with the 'The United Kingdom' Power Point presentation. Pupils are asked to write questions based on their country presentation. The questions will be used as a listening guide on the following lesson.

Activity 3: Finishing the Open Office Impress presentation (Optional if students are not finished).

The teacher might allow some more time to students to finish their presentations. Students use the 'Open Office Tutorial 1, 2 or 3' handouts to work on her own. Students work in their teams or alone.

Activity 4: Preparing the talk (Optional if students are not finished)

Pupils are in their teams or alone. Use the 'The UK filling-the-gaps' handout as a pattern for their talk and the 'Presentation talk' handout. The teacher tells them how to prepare the talk comparing the two handouts. Pupils work on it with the teacher's help.

Ending the lesson:

Activity 1: Graffiti writing (Optional if there is some time left)

Pupils are organised in pairs. Each pair has a chart paper, each pair member has a marker. A key word or question is posed on the board. At the start signal, each pupil writes a comment at the same time and for 2 minutes. When time is called, teams rotate to next table, read comments and add their own. It may be the same key word or question or another one, 2 minutes. Rotate again to another table. Post results in common when pairs are back to their own tables.

Assessment

The teacher may use the 'Unit Test' worksheet as a formal assessment.

The teacher may conduct a continuous monitoring of student learning by an on-going assessment.

Use the Lessons 10-11 Assessment Table for this purpose.

Materials and resources

- Computer, projector and big white screen or wall
- 'The United Kingdom' Power Point presentation
- 'Today I learnt...' wall chart
- 'Today I learnt...' handout
- 'Writing questions for revision' handout
- 'Step-by-Step Procedure to make a Country Report' handout
- 'Open Office Impress Tutorial 1' handout
- 'Open Office Impress Tutorial 2' handout
- 'Open Office Impress Tutorial 3' handout
- 'The UK filling-the-gaps' handout
- 'Presentation talk' handout
- 'Country Questionnaire' worksheet
- 'Unit Test' worksheet
- Lessons 10-11 Assessment Table

Teachers' Notes	Where are you from? A country report
<p>Lesson 12 Presentation's Day</p>	
<p>Introduction</p> <p>Activity 1: Giving advise</p> <p>The teacher explains today's lesson pointing out the importance of listening the other teams' presentations, and the main rules while the other pupils are giving their talk: listening politely, keeping quiet, being kind to other students' mistakes. This can be said in Catalan to check everyone's understanding.</p>	
<p>Development of the lesson</p> <p>This lesson consists of pupils' presentations. Give enough time to each team. Pupils are request to listen to the presentations and to fill in the questionnaires provided by each team.</p> <p>After each presentation, questionnaires must be checked by sharing the answers in the whole group.</p> <p>The teacher can use the talks as an oral skills acquisition evaluation.</p>	
<p>Assesment</p> <p>The teacher assesses the presentation and the talk.</p> <p>Use the Presentation Assessment Table for this purpose.</p>	

Materials and resources

- Computer, projector and big white screen or wall
- Team's questionnaires (remember to copy the questionnaires in advance)
- Team's country reports
- Presentation Assessment Table