

**TEACHER'S NOTES**

**TEACHERS NOTES.**

**UNIT 1 - LOCATION AND COMPARATION**

**Lesson 1: CATALONIA AND SCOTLAND.**

## URBAN ENVIRONMENTS AND RURAL ENVIRONMENTS.

This unit is divided into sessions. Each session contains a sequence of tasks with related objectives and outcomes.

The aim of this project is to learn about their environment and community. It explains the reason why the project is based on Social Subjects contents. Our students should be able to talk about reality at the end of each unit and learning through Social Subjects is the best way to achieve it.

Many activities have speaking tasks to discuss about, they are marked with the picture of a microphone. Their aim is to help the students to relate observations, explanations, thoughts, emotions, give accounts of experiences, opinions and develop arguments. These activities also help the students to improve their oral skills. We only provide an initial idea and the teacher can adapt the topic to the level of the group and to its reality.

So, once the oral correction of the activity is done, the teacher can start asking questions about the topic in order to discuss and to summarise key ideas.

There are also several tasks marked with the picture of notebook. These activities have a high demand of writing skills.

Our school is settled in a rural environment, this is the reason why many activities are based on this topic. However, all the tasks can be easily adapted to urban environments. The teacher can change the activities and adapt them to different realities.

Each student should have a copy of the "Students' booklet" so as to work on it.

The "Students' Booklet" allows our pupils to do a self-assessment on the contents they have studied. Its final page has to be completed and it will show them the objectives they have achieved.

You can view this unit by moving through the sessions.

**Aim: Research on Catalonia and Scotland and compare them.**

**Compare urban and rural environments.**

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| <b>SESSION 1</b> |
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**WARMING UP ACTIVITY**

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| <p>Presentation: the movie “How do we use maps”</p> |
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| <p>Skill: listening.</p> |
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| <p>Objective: to introduce contents about maps.</p> |
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**TASK 1**: Compass directions.

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|  | <u>Skill</u> : writing  |
|  | <u>Objective</u> : to introduce vocabulary about maps and mapping.                          |
|  | <u>Activity</u> : Ask the students to complete the figure using the words in the box .      |
|  | <u>Language</u> : south, north, east, west, south east, south west, north east, north west. |

**TASK 2** : Power Point :” Scotland/ Catalonia 1”.

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|  | <u>Skill</u> : reading, listening, speaking.   |
|  | - <u>Objective</u> : to locate different places  |
|  | to answer geographical questions   |
|  | to interpret maps  |
|  | to use compass directions  |
|  | <p><u>Activity</u>: While the students are watching the Power Point “Scotland/ Catalonia1” , the teacher ask them oral questions: E.g.: Where do you live?</p> <p>Where is Catalonia?</p> <p>What country is Scotland in?</p> <p>Where is Europe?</p> <p>What local area is your village in?</p> |
|  | <u>Language</u> : local area, county, country, continent, region, village and the vocabulary in task 1.  |

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| <b>SESSION 2</b> |
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**TASK 3**

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|  | <u>Skill</u> : writing.  |
|  | - <u>Objective</u> : to classify words.  |
|  | to learn new vocabulary.   |
|  | <u>Activity</u> : ask the children to classify the dictionary definitions provided under the correct heading.  |
|  | <u>Language</u> : (vocabulary extension) : physical environment, human environment, town, mountain, river, loch, urban, rural, settle, settlement, island. |

**TASK 4**

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|  | <u>Skill</u> : writing, reading.  |
|  | <u>Objective</u> : to define new words.   |
|  | <u>Activity</u> : ask the children to read the classification they've done in task 3 and work out a proper definition for each heading. |
|  | <u>Language</u> : physical environment, human environment.  |

### **TASK 5**

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|---|--|
|   | <u>Skill</u> : reading, speaking, listening.   |
| - <u>Objective</u> : to learn about their environment and community |  |
| to learn about different environments and communities               |  |
| to look for information about different issues.                     |  |
|   | <p><u>Activity</u>: ask the students to watch the power point “Catalonia/ Scotland 2” and fill in the gaps with suitable words. The teacher is going to ask the answers within an oral activity session.</p> <p><u>Oral topic</u> : Ask questions again about their villages, local area, town ,country ,Europe .. They should be able to answer them without looking at the written information worked on. Discuss location of different European countries. Looking at a map they can locate them.</p> <p>E.g.: Where is France?</p> <p>Is Russia in the east or in the west of Europe?</p> <p>What is the name of the country in the west of Spain?....</p> |
|   | <u>Language</u> : the same as in previous tasks.   |

### SESSION 3

#### **TASK 6**

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| - <u>Skill</u> : reading, writing, speaking.   |
| - <u>Objective</u> : to compare different realities  |
| to reach the information worked on   |
| to organise information  |
| <p>-<u>Activity</u>: Ask the children to look at the maps of Scotland and Catalonia. They have to remember the information they've learnt previously and find out a suitable word to complete each sentence.</p> <p><u>Oral topic</u>: By looking at a map of the globe the students are going to locate and discuss continents and distant countries:</p> <p>E. g : Where is USA?</p> <p>What continent is China in?...</p> |
| <u>Language</u> : the same as previous tasks   |

#### **TASK 7**

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| - <u>Skill</u> : reading, writing.                      |
| - <u>Objective</u> : to compare different issues        |
| to express causes and effects                           |
| to give information                                     |
| to follow patterns to express similarity and difference |
| to write about the topic they've worked on              |
| to think critically                                     |
| to organise information                                 |

- Activity: Ask the children to read the sentences in task 6 focussing on the “differences and similarities” between Catalonia and Scotland. Encourage them to write a fifty words long text on that topic.

Give them the following patterns to express similarity and difference. The children have to follow them to write correctly.

E.g.: Similarity: Catalonia is in Europe and Scotland is in Europe, **too**.

E.g.: Difference: Lleida is in Catalonia **but** Glasgow is in Europe.

- Language: the same as in previous tasks.

## SESSION 4

### TASK 8

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| <u>Skill</u> : reading, speaking  |
| <u>Objective</u> : to improve oral skills ( speaking: intonation and pronunciation)   |
| <p><u>Activity</u>: Divide the class in groups of four students. Each student is going to read his/her passage about “similarities and differences between Scotland and Catalonia”. The whole group spot similarities and differences in the information included in the compositions by filling in the grid provided. Finally, the group writes a report on conclusions.</p> <p>While the conclusions are being read, tell the class to summarize each in one in a sentence. To make them focus on the activity, ask for the summaries at random.</p> <p><u>Oral topic</u>: through questioning pupils about the contents of each reading, discuss similarities and differences between Scotland and Catalonia.</p> <p>E.g.: Do you think that Scotland and Catalonia have any similarity?</p> <p>What are the main differences between Catalonia and Scotland?</p> <p>What’s the name of the local area your village is in?</p> |
| <u>Language</u> : the same as in previous tasks. Now , they should know it very well.   |



### **TASK 9**

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|---|-------------------------|
|   | <u>Skill</u> : writing. |
| <u>-Objective</u> : to learn about their environment and community  |                         |
| to think critically about evidence  |                         |
| to reach personal conclusions   |                         |
| <u>-Activity</u> : Ask the children to write a sentence describing each picture. (Activity 1)                                     |                         |
| Then, ask them to use the words in the box to write sentences about how they think the landscape has been used for. (Activity 2). |                         |
| Finally, they should try to find more words related to how a landscape can be used for. (Activity 3)                              |                         |
| <u>Oral topic</u> : through questioning the children discuss how rural landscapes can be used.                                    |                         |
| E.g.: Are there many farms in your local area?  |                         |
| Have you ever been in a natural park? Where is it?  |                         |
| - <u>Language</u> : rural environment, leisure, farming uses, industrial uses, sport.   |                         |

### **TASK 10**

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| <u>-Skill</u> : writing.                         |
| <u>-Objective</u> : to reach personal conclusion |
| to learn about their environment and community   |
| to think critically about evidence               |
| to develop an understanding of social changes.   |

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| <p><u>-Activity:</u> ask the children to think about their villages and make them write sentences focussing on how they think the landscape has been used for.</p> <p><u>Oral topic:</u> through questioning the students discuss the ways in which their villages/town have been used.</p> <p>E.g.: Are there many factories in your village?</p> <p>How many leisure areas has your town got?</p> |
| <p><u>-Language:</u> the same as in task 9.</p>   |

### **TASK 11**

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| <p><u>-Skill:</u> writing</p>  |
| <p><u>-Objective:</u> to reach personal conclusions</p>  |
| <p>to learn about their environment and community</p>  |
| <p>to think critically about evidence</p>  |
| <p>to develop an understanding of social changes</p>   |
| <p>to compare different realities</p>  |
| <p><u>-Activity:</u> By looking at the pictures, ask the children to write sentences comparing the past and the present of agriculture. What are the changes they can see?</p> <p><u>Oral topic:</u></p> <p>Through questioning the students discuss how agriculture has been recently improved.</p> <p>E.g.: Do you think agriculture has been improved? Why?</p> <p>Did they use agricultural machinery in the past?</p> |
| <p><u>-Language:</u> in this activity the students are likely to use: in the past, agricultural machinery, nowadays, special clothes, denim, mechanisation, by hand, pick up fruits, harvest....</p>   |

## TASK 12

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|--|---|
| <u>-Skill:</u> reading comprehension.            |   |
| <u>-Objective:</u> to reach personal conclusions |   |
| to learn about their environment and community.  |   |
|  | <u>Activity:</u> there are two different activities about their villages (a. and b.), in both of them the students have to think about their villages and put a tick in the sentences which are true. |
|  | <u>Language:</u> farming uses, industrial uses, tourism growing crops, dormitory village accommodation.   |

## TASK 13

|   |
|---|
| <u>-Skill:</u> writing  |
| <u>-Objective:</u> to reach personal conclusion   |
| to learn about their environment and community  |
| to think critically about evidence  |
| to develop an understanding of social changes   |
| to compare different issues   |
| <u>-Language:</u> the same as in previous tasks   |
| <p><u>-Activity:</u> ask the children to fill in the chart with the key ideas they've worked on. They have to answer the questions in the right column with suitable sentences. The aim of the activity is to summarize the content of the previous tasks in 2/3 different sentences.</p> <p><u>Oral topic:</u> by correcting the chart discuss with the children the key ideas worked on.</p> <p>E. g.: Which are the most common uses of rural landscape in your local area?</p> <p>Has the landscape in your area changed a lot?</p> |

**SESSION 5**

**TASK 14**

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|  | <u>Skill</u> : reading, writing.  |
|  | <u>Objective</u> : to learn new vocabulary.   |
|  | <u>Language</u> : services in the city: park, hospital, school, train station, cinema, surgery, museum, town hall.....  |
|  | <p><u>Activity</u>: Ask the children to look at the map of Glasgow central and list the services they can find on it.</p> <p><u>Oral topic</u>: a city has a large number of services. Discuss with the children which ones they have found in the map of central Glasgow.</p> <p>E. g. : Which services have you found in the map?</p> <p>Which ones are related to culture?</p> <p>Which ones are related to leisure?</p> |
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**TASK 15**

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|---|
| - <u>Skill</u> : writing.   |
| - <u>Objective</u> : to reach personal conclusions  |
| to learn about different environments   |
| to think critically about evidence  |
| to reach information  |
| - <u>Language</u> : shipbuilding, park, Clyde, largest.   |
| - <u>Activity</u> : ask the students to fill in the gaps with the suitable words in the box. They have to find which is the most suitable word according to the information each sentence gives them. |

### **TASK 16**

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| - <u>Skill</u> : writing   |
| - <u>Objective</u> : to reach information  |
| to organise information  |
| - <u>Activity</u> : ask the children to look carefully at the Glasgow's underground map. They have to complete the key below with the names of the underground's stations. |
| - <u>Language</u> : names of Glasgow's underground stations.   |

### **TASK 17**

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| - <u>Skill</u> : writing, oral.  |
| - <u>Objective</u> : to reach personal conclusion  |
| to learn about a different environment and community   |
| to think critically about evidence   |
| to compare different issues.   |
| <u>Language</u> : the same as in previous tasks.   |
| <p><u>Activity</u>: ask the students to fill in the chart with the key ideas they've worked on. They have to answer the questions on the left column with suitable sentences .The aim of the activity is to summarize the information of the previous tasks.</p> <p><u>Oral topic</u>: by correcting the chart discuss with the children the key ideas worked on.</p> <p>E.g.: Which is the biggest town in your local area? Which services has it got?</p> <p>What means of transport can you use to get there?</p> |

**TASK 18 (Homework)**

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| - <u>Skill</u> : writing.  |
| - <u>Language</u> : the language they've learn throughout this unit.   |
| - <u>Objective</u> : to understand about their sense of identity   |
| to reach personal conclusions  |
| to learn about their environment and community   |
| to compare different realities   |
| to think critically about evidence   |
| to develop an understanding of social changes  |
| to reach information   |
| to organise information  |
| to apply research by making a display.   |
| - <u>Activity</u> : tell the students to design a poster in pairs. They have to compare either "Catalonia and Scotland" or " rural and urban environments". The poster have to include: a title, as written information as possible and pictures. The written part should have: neat presentation, correct spelling, correct structure of the sentences, correct vocabulary. |

**SESSION 6**

**TASK 19**

|   |
|---|
| - <u>Skill</u> : speaking.  |
| - <u>Language</u> : all the language they've learn throughout the unit.   |
| - <u>Objective</u> : to understand about their sense of identity  |
| to reach personal conclusions   |
| to learn about their environment and community  |
| to compare different realities  |
| to think critically about evidence  |
| to develop an understanding of social changes   |
| to reach information  |
| to apply research by making a display   |
| - <u>Activity</u> : the students have to do an oral display on their posters. They should pay attention to their fluency, intonation and pronunciation .A formal assessment on the oral display will be done. |

**TEACHER'S NOTES : UNIT 2**



## **TEACHERS NOTES.**

### **UNIT 2 :**

#### **BRITISH CLIMATE AND MEDITERRANEAN CLIMATE**

This unit is divided into sessions. Each session contains a sequence of tasks with related objectives and outcomes.

The aim of this unit is to allow pupils to talk about the world around them and some Social Subject contents can offer opportunities to do so.

Many tasks have speaking activities to discuss about; they are marked with the picture of a microphone. Their aim is to help the students to relate observations, explanations, thoughts, emotions, give accounts of experiences, opinions and develop arguments. These activities also help the students to improve their oral skills. We only provide an initial idea and the teacher can adapt the topic to the level of the group and to its reality.

So, once the oral correction of the activity is done, the teacher can start asking questions about the topic in order to discuss and to summarise key ideas.

There are also several tasks marked with the picture of a notebook. These activities have a high demand of writing skills.

The aim of this unit is learning about Spain and Great Britain. Learning about both countries can be done in many different ways and according to many different points of view and different topics, too. We'll compare both countries using "the climate" as the main topic to work on.

The "Students' Booklet" allows our pupils to do a self-assessment on the contents they have studied. Its final page has to be completed and it will show them the objectives they have achieved.

Each student should have a copy of the "Students' booklet" so as to work on it.

You can view this unit by moving through the sessions.

|   |
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| <b>Aim: Learning about British climate and Mediterranean climate.</b> |
|---|

## SESSION 1

### TASK 1

**SKILLS:** Listening, speaking and writing.

**OBJECTIVE:**

- .To learn about their environment.
- .To compare different climates.
- .To improve listening, speaking and reading skills.
- .To develop an understanding of weather and climate.
- .To become aware of weather effects.

**LANGUAGE:**

In this activity the children are likely to learn vocabulary related to weather and its effect on the environment and on peoples' lives, such as:

Confined, mild, wet, hemisphere, restrict, growth, deter, cool, plentiful, reliable, drought, cold spells, source of power, improve, soli, misty, livestock, temperature range, annual precipitation range, high pressure conditions, solar power, freezing, hail, break out, spread, unsuitable, reservoir, store.

**ACTIVITY**

In this activity the pupils will get familiar with the concepts related to climate. Ask the children to watch the power point "British and Mediterranean Climate". Ask them questions after reading and understanding each slide, such as:

1. Where is British Climate confined?
2. What other areas in the world have the same climate?
3. Could you tell British about Climate features?
4. Where is British Climate located?

### TASK 2

**SKILLS:** writing

**OBJECTIVE:**

- .To learn new vocabulary: key vocabulary.
- .To revise vocabulary they already know.

**LANGUAGE:**

The same as in task 1.

**ACTIVITY**

Divide the students in pairs and tell them to watch the power point about British and Mediterranean Weather again.

Ask the pupils to write the new words found in a list. Give them up to 15 minutes to look for the words in a dictionary. Then, ask them to complete the grid provided. Finally, start a discussion with the group about the new words and their meaning. You can ask them the following questions:

- Have you find any new word?
- What does it mean?

**SESSION 2**

**TASK 3**

**SKILLS:** writing.

**OBJECTIVE:**

- .To compare different realities (weather).
- .To revise new vocabulary: key vocabulary.
- .To find simple pieces of information by using simple enquiry methods.
- .To present oral accounts of class activities.

**LANGUAGE:**

In this activity the children are likely to revise :annual temperature range, Growth, drought, source of power, livestock, annual precipitation range, solar power, spread, reservoir.

**ACTIVITY**

Tell the children to complete the missing words in each sentence with the new vocabulary in the box at the end of the exercise.

**TASK 4**

**SKILLS:** writing

**OBJECTIVE:**

- .To organise, process and classify simple information.
- .To revise new vocabulary.

**LANGUAGE:**

In this activity the children are likely to use: mild, hot, dry, wet, drought, cool, cold, spells, misty, solar power, reservoir.

**ACTIVITY**

The students have to classify the new words under the correct heading. They should be able to associate each word with the suitable climate.

**TASK 5**

**SKILLS:** writing and speaking.

**OBJECTIVE:**

- .To select and record specific information.
- .To improve reading skills.

**LANGUAGE:**

In this activity the children are likely to use: solar power, drought, growth, source of power, annual precipitation, reservoir, spread, annual precipitation range, livestock

**ACTIVITY**

Tell the students to fill in the gaps with the words in the box. All the sentences come from the power point previously watched so , they have to remember the information and the new vocabulary.

Finally, a reading activity on the exercise is proposed to get familiar with the concepts.

**TASK 6**

**SKILLS:** speaking

**OBJECTIVE:**

.To improve speaking skills.

**LANGUAGE:** the same as in task 2.

**ACTIVITY**

The teacher tells a word related to climate and the student has to make up correct oral sentences.

The words to be used are the ones in task 2.

**SESSION 3**

**TASK 7**

**SKILLS:** writing.

**OBJECTIVE:**

- .To carry out a task selecting relevant and specific information.
- .To find simple pieces of information using simple enquiry methods.
- .To process and classify simple information.
- .To reach personal conclusions.
- .To learn about their environment and community.
- .To organise information.

**LANGUAGE:**

The same as in previous tasks.

**ACTIVITY**

Tell the students to watch the part of the power point about British Climate and spot its advantages and disadvantages.

They should write down their conclusions.

## **TASK 8**

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| <b><u>SKILLS:</u></b> writing.   |
| <b><u>OBJECTIVE:</u></b><br>.To carry out a task selecting relevant and specific information.<br>.To find simple pieces of information using simple enquiry methods.<br>.To process and classify simple information.<br>.To reach personal conclusions.<br>.To learn about their environment and community.<br>.To organise information. |
| <b><u>LANGUAGE:</u></b><br>The same as in previous tasks   |
| <b><u>ACTIVITY</u></b><br>Tell the students to watch the part of the power point about Mediterranean Climate and spot its advantages and disadvantages.<br>They should write down their conclusions  |

## **TASK 9**

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|---|
| <b><u>SKILLS:</u></b> writing and speaking.   |
| <b><u>OBJECTIVE:</u></b><br>.To present findings in a report which communicates key points clearly.<br>.To present conclusions giving reasons.<br>.To describe British and Mediterranean weather.<br>.To process, select and classify relevant information.<br>.To learn about their environment and community.<br>.To learn how to justify in discussion.<br>.To think critically about evidence.<br>.To improve oral skills.  |
| <b><u>LANGUAGE:</u></b><br>The same as in previous tasks.   |
| <b><u>ACTIVITY</u></b><br>Divide the students in groups of 4.<br>Each member of the group reads the information written in the grids in tasks 7 and 8.<br>Afterwards, every group writes a report on conclusions based on ADVANTAGES and DISADVANTAGES of both climates and reads it to the rest of the class.<br>As each group reads aloud the report on conclusions, the rest of the class takes notes to ensure they pay attention.<br>Finally, the whole class answers the teacher's oral questions on ADVANTAGES and DISADVANTAGES of the British and Mediterranean climates, such as: |

- .Could you tell me advantages of British Climate?
- .Could you tell me disadvantages of British Climate?
- .Could you tell me advantages of Mediterranean Climate?
- .Could you tell me disadvantages of Mediterranean Climate?
- .What is the hottest climate?
- .What is the coldest climate?

## SESSION 4

### TASK 10

**SKILLS:** writing and speaking

**OBJECTIVE:**

- .To understand the effect weather has on peoples' lives.
- .To present conclusions given reasons.
- .To develop an understanding of weather and climate.
- .To reach personal conclusions.
- .To learn about their environment.
- .To learn how to justify in discussion.
- .To think critically about evidence.
- .To improve oral skills.
- .To improve writing skills.

**LANGUAGE:**

The same as in previous tasks.

**ACTIVITY**

Each student writes 4 sentences about LIKES and 4 about DISLIKES following the pattern provided. They give personal opinions about weather.

Then, each pupil reads the sentences to the rest of the class as the teacher summarize them on the blackboard making two different lists headed : LIKES /DISLIKES.

Finally, the whole group discusses on the topic expressing personal opinions about weather and its effect on peoples' lives; the teacher asks them questions , such as:

1. Why do you like British weather?
2. Could you tell positives about British weather?
3. Why don't you like British weather?
4. Could you tell negatives about British weather?

## **TASK 11**

**SKILLS:** writing and speaking

**OBJECTIVE:**

- .To understand the effect weather has on peoples' lives.
- .To present conclusions giving reasons.
- .To develop an understanding of weather and climate.
- .To reach personal conclusions.
- .To learn about their environment.
- .To learn how to justify in discussion.
- .To think critically about evidence.
- .To improve oral skills.
- .To improve writing skills.

**LANGUAGE:**

The same as in previous tasks.

**ACTIVITY**

Each student writes 4 sentences about LIKES and 4 about DISLIKES following the pattern provided. They give personal opinions about weather.

Then, each pupil reads the sentences to the rest of the class as the teacher summarize them on the blackboard making two different lists headed : LIKES /DISLIKES.

Finally, the whole group discusses on the topic expressing personal opinions about weather and its effect on peoples' lives; the teacher asks them questions , such as:

5. Why do you like Mediterranean weather?
6. Could you tell positives about Mediterranean weather?
7. Why don't you like Mediterranean weather?
8. Could you tell negatives about Mediterranean weather?

**SESSION 5**

**TASK 12**

**SKILLS:** writing.

**OBJECTIVE:**

- .To present conclusions given reasons in a report.
- .To develop an understanding of weather and climate.
- .To improve writing skills.
- .To reach personal conclusions.
- .To learn about their environment.
- .To compare different realities.
- .To think critically about evidence.

**LANGUAGE:**

The same as in previous tasks.

**ACTIVITY**

In pairs: Tell the students to choose five questions and answer them in the spaces provided. Then, tell them to write a report on the answers.  
Ask the pupils to look at the pattern and example provided in the box to write correct sentences.

**TASK 13**

**SKILLS:** speaking and writing.

**OBJECTIVE:**

- .To improve oral skills.
- .To reach personal conclusions.
- .To learn about their environment and community.
- .To compare different realities.
- .To think critically about evidence.
- .To understand the effect weather has on peoples' lives.
- .To have an awareness of weather effects.
- .To present work to class through oral display.

**LANGUAGE:**

The same as in previous activities.

**ACTIVITY**

Divide the students in pairs and tell them to read the report in task 12 paying close attention to the pronunciation and intonation.  
So as to make the group to pay attention, ask them to take notes of each report in the grid provided.  
Finally, ask them questions to discuss the effects of weather on people and their environment, such as:

1. Why is solar power more suitable in a country with Mediterranean climate?
2. Why is livestock more suitable in Great Britain?
3. Why is British landscape greener than the Spanish one?
4. Why is Spain so attractive for tourists?



**SESSION 6**

**TASK 14**

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| <b><u>SKILLS:</u></b> reading and writing.   |
| <b><u>OBJECTIVE:</u></b><br>.To reach personal conclusions.<br>.To learn about their environment and community.<br>.To compare different realities.<br>.To think critically about evidence.<br>.To find simple pieces of information using simple enquiry methods.<br>.To process and classify simple information.<br>.To express causes and effects.                      |
| <b><u>LANGUAGE:</u></b><br>The same as in previous tasks.  |
| <b><u>ACTIVITY</u></b><br>The students read three different texts on weather forecast for three different places: Barcelona, Tenerife and Edinburgh. They also got the pictures of the three places. Ask them to match up each graph with the correct picture and place. Afterwards, ask them to explain the reasons for their choice writing them in the spaces provided. |

**TASK 15**

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|--|
| <b><u>SKILLS:</u></b> writing.   |
| <b><u>OBJECTIVE:</u></b><br>.To improve writing skills.<br>.To revise the new vocabulary.<br>.To give information.<br>.To learn about their environment and community.<br>.To select and record specific information.<br>.To describe British and Mediterranean climate. |
| <b><u>LANGUAGE:</u></b><br>Few long cold spells, windy, sunny, a bit snowy, mild, wet, drought, dry, rainy, cloudy, hot, hail, snowy.  |
| <b><u>ACTIVITY</u></b><br>Ask the children to use the words in the box to write a short description about British and Mediterranean weather in the spaces provided.  |

### **TASK 16**

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| <b><u>SKILLS:</u></b> geographical location.  |
| <b><u>OBJECTIVE:</u></b><br>.To locate British and Mediterranean climate.   |
| <b><u>LANGUAGE:</u></b>   |
| <b><u>ACTIVITY</u></b><br>Ask the children to colour the map: they have to use blue to colour countries with British weather and yellow to colour countries with Mediterranean weather. |

### **SESSION 7**

### **TASK 17**

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| <b><u>SKILLS:</u></b> writing and speaking.   |
| <b><u>OBJECTIVE:</u></b><br>.To locate British and Mediterranean climate.<br>.To present findings in a report which communicate key points clearly.<br>.To select and record specific information.<br>.To present work to class through oral display.<br>.To improve oral skills.<br>.To improve writing skills.<br>.To give information. |
| <b><u>LANGUAGE:</u></b><br>The same as in the previous task.  |
| <b><u>ACTIVITY</u></b><br>Ask the students to pay attention at the information in tasks 15 and 16 so as to write a report on British and Mediterranean climate and their location. They should pay attention at the pattern provided to write correct sentences.<br>Finally, an oral report on conclusions will be carried out.           |

### **TASK 18**

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| <b><u>SKILLS:</u></b> writing  |
| <b><u>OBJECTIVE:</u></b><br>.To reach personal conclusions.<br>.To compare different realities.<br>.To think critically about evidence.<br>.To organise information.<br>.To compare different issues.<br>.To understand the effect weather has on peoples' lives and on the environment.<br>.To process and classify simple information  |
| <b><u>LANGUAGE:</u></b><br>Water authority, fires break out easily, office/factory workers, crops grow badly without rain  |
| <b><u>ACTIVITY</u></b><br>Ask the students to carefully read the introduction of the activity and the vocabulary in the box below the grid; then, ask them to complete the grid using the vocabulary provided in the box.<br>To help the students, make them to think of weather effects on peoples' lives and on the environment.<br>Finally, ask them to match the information in the grid with the correct type of weather. |

### **TASK 19**

|  |
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| <b><u>SKILLS:</u></b> writing, speaking.   |
| <b><u>OBJECTIVE:</u></b><br>.To understand the effect weather has on peoples' lives.<br>.To reach personal conclusions.<br>.To learn about their environment.<br>.To express causes and effects.<br>.To improve oral and writing skills.   |
| <b><u>LANGUAGE:</u></b><br>The same as in previous tasks.  |
| <b><u>ACTIVITY</u></b><br>Ask the children to answer the questions in the spaces provided. They might talk about the key points we suggest.<br>Finally, they are likely to answer the teacher's questions on this topic, such as: <ol style="list-style-type: none"> <li>1. Would you like to live in a country with Mediterranean weather? Why?</li> <li>2. Would you like to live in a country with British weather? Why?</li> </ol> |

**SESSION 8****TASK 20****SKILLS:** writing and reading**OBJECTIVE:**

- .To chose relevant sources of information from those already available.
- .To carry out a task selecting relevant information.
- .To process and classify information.
- .To improve speaking skills.
- .To reach personal conclusions.
- .To compare different realities.
- .To reach information

**LANGUAGE:**

The same as in previous tasks.

**ACTIVITY**

Ask the students to discuss on the weather forecasts of Spain and Great Britain that they've brought in class as homework.  
They have to spot similarities and differences between both climates.  
To help them in their speaking, suggest underlining the weather words on the weather forecast, as it will supply them a wider range of vocabulary.  
Then, ask to draw a mind map on similarities and differences between both climates.  
Explain how to do it.  
Finally, ask them to make posters on the mind maps to display on the class walls.  
Remember them to make a neat poster , they can stick pictures on it.

**TASK 21****SKILLS:** speaking**OBJECTIVE:**

- . To compare different issues.
- .To improve speaking skills.
- .To give informations.

**LANGUAGE:**

The same as in previous tasks.

**ACTIVITY**

Ask the students to explain their mind map to the rest of the class. The have to focus on similarities and differences between both climates.

**SESSION 9**

**TASK 22**

**SKILLS:** writing and speaking.

**OBJECTIVE:**

- .To improve writing and oral skills.
- .To reach personal conclusions.
- .To learn about their environment.
- .To think critically about evidence.
- .To express causes and effects.
- .To understand the effect weather has on peoples' lives.

**LANGUAGE:**

The same as in previous tasks.

**ACTIVITY**

Ask the students to answer the question: "Can you name advantages about rain?", in the spaces provided; as they answer, make them focus on positives about rain and write them down.

Afterwards, make them discuss on how rain can affect their daily routine. You can ask questions, such as:

- . Can you go out when it rains?
- . Can you play in the playground when it rains?
- . What special clothes do you wear when it rains?

Repeat the same process but talk about "snowy weather" this time.

Finally, ask them to tick which is the true statement

**TASK 23**

**SKILLS:** writing and speaking

**OBJECTIVE:**

- .To improve writing and oral skills.
- .To reach personal conclusions.
- .To learn about their environment.
- .To think critically about evidence.
- .To express causes and effects.
- .To understand the effect weather has on peoples' lives.

**LANGUAGE:**

The same as in previous tasks.

**ACTIVITY**

Ask the students to answer the question: "Can you name advantages about sunny weather?", in the spaces provided; as they answer, make them focus on positives about sunny weather and write them down.

Afterwards, make them discuss on how hot weather can affect their daily routine.

You can ask questions, such as:

- . Can you go out when it is too sunny?
- . Can you play any sport when it is too sunny?
- . What special clothes do you wear when it is too sunny?

Repeat the same process but talk about "very hot weather" this time.

Finally, ask them to tick which is the true statement.

**TASK 24**

**SKILLS:** speaking, writing.

**OBJECTIVE:**

- .To develop an understanding of weather and climate.
- .To have an awareness of weather effects.
- .To describe features related to weather.
- .To learn about the environment.
- .To think critically about evidence.
- .To improve writing and oral skills.
- .To express causes and effects.

**LANGUAGE:**

The same as in previous tasks.

**ACTIVITY**

Ask the children to think of all the activities and all the information they've got on British climate, make them write down key ideas in the grid according to the statement in the left column.

Help them by pointing out that the aim of the activity is to summarize all the contents they've learnt.

Finally, ask them to explain their summaries for each statement.

## **TASK 25**

|   |
|---|
| <b><u>SKILLS:</u></b><br>speaking, writing.   |
| <b><u>OBJECTIVE:</u></b><br>.To develop an understanding of weather and climate.<br>.To have an awareness of weather effects.<br>.To describe features related to weather.<br>.To learn about the environment.<br>.To think critically about evidence.<br>.To improve writing and oral skills.<br>.To express causes and effects.   |
| <b><u>LANGUAGE:</u></b><br>The same as in previous tasks  |
| <b><u>ACTIVITY</u></b><br><br>Ask the children to think of all the activities and all the information they've got on Mediterranean climate, make them write down key ideas in the grid according to the statement in the left column.<br>Help them by pointing out that the aim of the activity is to <u>summarize</u> all the contents they've learnt.<br>Finally, ask them to explain their summaries for each statement. |

## **TASK 26**

|   |
|---|
| <b><u>SKILLS:</u></b> writing.  |
| <b><u>OBJECTIVE:</u></b><br>.To report on a task. .To present findings in a report which communicate key points clearly.<br>.To present conclusions.<br>.To select, classify and record specific information.<br>.To organise information.<br>.To apply research by making a display. |
| <b><u>LANGUAGE:</u></b><br>The same as in previous tasks.   |
| <b><u>ACTIVITY</u></b><br>Ask the students to design a poster comparing British and Mediterranean climate.<br>The poster should contain the main key ideas worked on.<br>The presentation has to be neat and pictures can be attached.  |

**SESSION 10**

**TASK 27**

**SKILLS:** speaking and writing.

**OBJECTIVE:**

- .To report on a task. .To present findings in a report which communicate key points clearly.
- .To present conclusions.
- .To select, classify and record specific information.
- .To organise information.
- .To apply research by making a display .

**LANGUAGE:**

The same as in previous tasks.

**ACTIVITY**

In a plenary session, ask the students to do an oral presentation on the poster they've designed.  
They have to pay close attention to the intonation and pronunciation.  
So as to maintain the class' attention ask them to take notes,( in the grid provided), on each presentation to summarize key ideas.



**TEACHER'S NOTES**

**TEACHER'S NOTES.**

**UNIT 3 - THE ENVIRONMENT BEYOND: COUNTRIES AROUND THE WORLD.**

## **LESSON 1: Romania.**

### **Location and comparison: different countries, different culture and language.**

This unit is divided into five lessons. Each lesson contains a sequence of tasks with related objectives and outcomes.

Lesson 1 is about Romania in Europe, lesson 2 is about China in Asia, Lesson 3 is about Morocco in Africa, lesson 4 is about Ecuador in South America and, finally, lesson 5 contains a sequence of tasks comparing the four countries. The unit covers most of the continents in the world, it covers the environment beyond. I've chosen these four countries because, in Catalonia, there are many immigrants coming from these countries and it can be nice to know about their environment and to have a common knowledge about their reality.

The aim of the unit is to allow our pupils to talk about the world around them and some Social Subject contents can offer opportunities to do so. The purpose of this unit is to learn about different environments and communities, too; it is to learn about the environment beyond.

Many tasks have speaking activities to discuss about; they are marked with the picture of a microphone. Their aim is to help the students to relate observations, explanations, thoughts, emotions, give accounts of experiences, opinions and develop arguments. These activities also help the students to improve their oral skills. We only provide an initial idea and the teacher can adapt the topic to the level of the group and to its reality.

So, once the oral correction of the activity is done, the teacher can start asking questions about the topic in order to discuss and to summarise key ideas.

There are also several tasks marked with the picture of a notebook. These activities have a high demand of writing skills.

The "Students' Booklet" allows our pupils to do a self-assessment on the contents they have studied. Its final page has to be completed and it will show them the objectives they have achieved.

Each student should have a copy of the "Students' booklet" so as to work on it.

You can view this unit by moving through the sessions.

**AIM: learn about Romania**

**SESSION 1**

**TASK 1**

**SKILLS:** listening, speaking.

**OBJECTIVES:**

- .To interpret maps.
- .To learn about different environments and communities.
- .To improve listening, reading and speaking skills.
- .To learn new vocabulary.

**LANGUAGE:**

Romanian , border , plain , oak, county , invaders ,forest ,landmark building, Orthodox, settlers , communist ,romance language, Dictatorship World Heritage Site , population, Democratic system, shower (weather), thunderstorm, Danube, flow, woodland, pine, oak, fruit tree, Protected Natural Area. National Park, invader, pancake.

**ACTIVITY:**

Ask the pupils to watch the power point about Romania. Once each slide is already read and explained, ask questions about its contents, such as:  
 Slide 1: Where is Romania?  
 Slide 2: Can you name the countries Romania is bordered by?  
 Slide 6: How many regions are there in Romania?  
 Slide 10: What's the country's religion?

**TASK 2**

**SKILLS:** writing.

**OBJECTIVES:**

- .To learn new vocabulary.

**LANGUAGE:**

Romanian , border , plain , oak, county , invaders ,forest ,landmark building, Orthodox, settlers , communist ,romance language, Dictatorship, World Heritage Site.

**ACTIVITY:**

Divide the students in pairs and tell them to watch the power point about Romania again.  
 Ask the pupils to write the new words found in a list. Give them up to 15 minutes to look for the words in a dictionary. Then ,ask them to complete the grid provided.  
 Finally, star a discussion with the group about the new words and their meaning. You can ask them the following questions:  
 Have you find any new word?  
 What does it mean?

**SESSION 2**

**TASK 3**

**SKILLS:** writing and interpreting maps.

**OBJECTIVES:**

- .To locate different places
- .To interpret maps

**LANGUAGE:** Romania, Black Sea, Bulgaria, Hungary, Moldova, Serbia, Ukraine.

**ACTIVITY:**

Ask the students to read the information in the grid and write correct sentences about Romania and its border countries in the spaces.  
 They can look at the map provided.  
 Then, they have to locate all the countries in the blank map. Finally, ask them to explain their sentences when asked.

**TASK 4**

**SKILLS:** reading and writing.

**OBJECTIVES:**

- .To learn new vocabulary.
- .To learn about different environments and communities.
- .To organise, select and classify information.
- .To write about a topic worked on.
- .To present work to class through oral display.
- .To improve oral and writing skills.
- .To find information.

**LANGUAGE:** inhabitant, palace of Parliament, landmark, well-known, Triumphal Arch, temperate, continental, average.

**ACTIVITY:**

First, ask the students to read the text about Bucharest in order to complete the grid with the information required.  
 Then, using the information in the grid, the students should write in sentences a report on the city. Finally, the last part of the exercise will be devoted to the oral presentation of each report.  
 They can use the key points in the grid in activity B to prepare the oral presentation.

### **TASK 5**

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| <b><u>SKILLS:</u></b> writing  |
| <b><u>OBJECTIVES:</u></b><br>.To think critically about evidence.<br>.To reach a personal conclusion.                              |
| <b><u>LANGUAGE:</u></b><br>Plain, World Heritage Site, delta, woodland, forest.  |
| <b><u>ACTIVITY:</u></b><br>Ask the students to read the statements and tick them if they are true or cross them if they are false. |

### **TASK 6**

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| <b><u>SKILLS:</u></b> look for information.  |
| <b><u>OBJECTIVES:</u></b><br>.To look for information about different issues.<br>.To organise and select specific information.<br>.To chose relevant sources of information from those already available.  |
| <b><u>LANGUAGE:</u></b> the same as in previous tasks.   |
| <b><u>ACTIVITY:</u></b><br>Divide the class into six groups of four people per group.<br>Give one of the following Romanian cities to each group: Iasi, Cluj, Napoca, Timisoara, Constanta and Craiova.<br>Ask the groups to look for the following <b>key points</b> about their city:<br>Location<br>Climate.<br>Famous sites.<br>Population.<br>Industry.<br>Other information.<br><br>Explain to them that during the next session they will have to work on that information. |

**SESSION 3**

**TASK 7**

**SKILLS:** Writing.

**OBJECTIVES:**

- .To learn new vocabulary.
- .To learn about different environments and communities.
- .To organise, select and classify information.
- .To write about a topic worked on.
- .To present work to class through oral display.
- .To improve speaking and writing skills.

**LANGUAGE:**

The same as in previous tasks.

**ACTIVITY:**

Ask the students to complete the grid using the information they've found out about the Romanian city they were given.  
Then, ask them to use the information in the grid to write in sentences a report on the city. Finally, the last part of the exercise will be devoted on the oral presentation of each report.

**TASK 8**

**SKILLS:** writing.

**OBJECTIVES:**

- .To improve writing skills.
- .To learn about different environments and communities.
- .To compare different realities.
- .To find the information worked on.
- .To organise information.
- .To find simple pieces of information by using simple enquiry methods.
- .To organise, process and classify information.
- .To select and record specific information.

**LANGUAGE:**

The same as in previous tasks.

**ACTIVITY:**

Ask the students to read the information about Romania which is in the two slides provided. Then, they have to write 5 sentences following the pattern provided in the grid.  
Finally, they have to compare their own country to Romania and write the information in sentences.

## **TASK 9**

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| <b><u>SKILLS:</u></b> writing and speaking.  |
| <b><u>OBJECTIVES:</u></b><br>.To improve writing and speaking skills.<br>.To compare different realities.<br>.To find information work on.<br>.To follow pattern to express similarity and difference.<br>.To think critically.<br>.To reach a personal conclusion.<br>.To learn how to justify in discussion.<br>.To learn about their environment and community.   |
| <b><u>LANGUAGE:</u></b><br>The same as in previous tasks.  |
| <b><u>ACTIVITY:</u></b><br>Divide the class in pairs and ask the students to revise task 8 and then make comparisons between the two countries. They have to express <b>similarities</b> and <b>differences</b> in the spaces provided, by following the patterns the exercise gives them.<br>Finally, discuss about similarities and differences between Romania and Catalonia.<br>Ask your pupils questions, such as:<br>.What's the weather like in Catalonia?<br>.What's the weather like in Romania?<br>.What's the language spoken in Romania?<br>.What's the language spoken in Catalonia?<br>.Are the languages similar?<br>.Are climates similar? |

## **TASK 10**

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| <b><u>SKILLS:</u></b> writing, speaking and reading.   |
| <b><u>OBJECTIVES:</u></b><br>.To learn new vocabulary.<br>.To improve writing and speaking skills.<br>.To learn about different countries and communities.<br>.To compare different realities.<br>.To organise, process and classify information.<br>.To follow pattern to express similarity.<br>.To reach a personal conclusion.<br>.To select and record specific information.<br>.To present findings in a report which communicates key points clearly. |
| <b><u>LANGUAGE:</u></b><br>Governed by, multi-party, Democratic system, Head of Government, socialist party, well-known, olive oil, dressing ingredient.   |
| <b><u>ACTIVITY:</u></b><br>Ask the students to read the passages about Catalonia and Romania. They give information about politics and food.<br>Then, ask them to follow the pattern provided to write a report on <u>similarities</u> between both countries. They can add information that they have found out.<br>Finally , in pairs, the students should read their reports out loud.  |

## **TASK 11**

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|--|
| <b><u>SKILLS:</u></b> writing.   |
| <b><u>OBJECTIVES:</u></b><br>.To improve writing skills.<br>.To reach the information worked on.<br>.To organise, select process and classify information.<br>.To present findings in a report which communicates key points clearly.<br>.To give information.<br>.To apply research by making a display.  |
| <b><u>LANGUAGE:</u></b><br>The same as in previous tasks.  |
| <b><u>ACTIVITY:</u></b><br>Divide the students in groups of four to make a poster about Romania with the information worked on: location, capital city, important sites and monuments, landscape, climate, language, religion, food and politics.<br>The poster has to be attractive, neat and well presented.<br>It may also have pictures and further information.<br>Explain to the pupils that the next session will be devoted to the oral presentation of the poster. Remind them that our target is to give each member of the group the opportunity of presenting findings orally. |

## **SESSION 4**

## **TASK 12**

|   |
|---|
| <b><u>SKILLS:</u></b> speaking, writing.  |
| <b><u>OBJECTIVES:</u></b><br>.To improve speaking and writing skills.<br>.To give information.<br>.To use research to make a display.<br>.To present findings in a report which communicates key points clearly.<br>.To present their work to the class through oral display.   |
| <b><u>LANGUAGE:</u></b><br>The same as in previous tasks.   |
| <b><u>ACTIVITY:</u></b><br>Plenary session devoted on the oral presentation of each groups' poster.<br>In groups of four, every pupil must present orally a piece of information about Romania.<br>As we want to avoid a lack of attention, while each group is presenting the rest of the class takes notes to summarise each presentation and writes them in the grid provided. |



**TEACHER'S NOTES**

## **TEACHER'S NOTES.**

### **UNIT 3 - THE ENVIRONMENT BEYOND: COUNTRIES AROUND THE WORLD.**

#### **LESSON 2: China.**

##### **Location and comparison: different countries, different culture and language.**

This unit is divided into five lessons. Each lesson contains a sequence of tasks with related objectives and outcomes.

Lesson 1 is about Romania in Europe, lesson 2 is about China in Asia, Lesson 3 is about Morocco in Africa, lesson 4 is about Ecuador in South America and, finally, lesson 5 contains a sequence of tasks comparing the four countries. The unit covers most of the continents in the world, it covers the environment beyond. I've chosen these four countries because, in Catalonia, there are many immigrants coming from these countries and it can be nice to know about their environment and to have a common knowledge about their reality.

The aim of the unit is to allow our pupils to talk about the world around them and some Social Subject contents can offer opportunities to do so. The purpose of this unit is to learn about different environments and communities, too; it is to learn about the environment beyond.

Many tasks have speaking activities to discuss about; they are marked with the picture of a microphone. Their aim is to help the students to relate observations, explanations, thoughts, emotions, give accounts of experiences, opinions and develop arguments. These activities also help the students to improve their oral skills. We only provide an initial idea and the teacher can adapt the topic to the level of the group and to its reality.

So, once the oral correction of the activity is done, the teacher can start asking questions about the topic in order to discuss and to summarise key ideas.

There are also several tasks marked with the picture of a notebook. These activities have a high demand of writing skills.

The "Students' Booklet" allows our pupils to do a self-assessment on the contents they have studied. Its final page has to be completed and it will show them the objectives they have achieved.

Each student should have a copy of the "Students' booklet" so as to work on it.

You can view this unit by moving through the sessions.

|                                |
|--------------------------------|
| <b>AIM: learn about China.</b> |
|--------------------------------|

**SESSION 1**

**TASK 1**

**SKILLS:** listening, speaking.

**OBJECTIVES:**

- .To interpret maps.
- .To learn about different environments and communities.
- .To improve listening, reading and speaking skills.
- .To learn new vocabulary.

**LANGUAGE:**

Second, third, largest, border nations, provinces, Buddhism, Islamism, Confucianism, taj, zhuang, mandarin, extensive, alluvial plain, densely, grassland, mountain range, pollution, threats, soybean, broad bean, turnip, radish, red pepper, ginger, garlic, bite-size piece, chopsticks, Communist.

**ACTIVITY:**

Ask the pupils to watch the power point about China. Once each slide is already read and explained, ask questions about its contents, such as:

Slide 1: Where is China?

Slide 2: Can you name some countries China is bordered by?

Slide 6: How many provinces are there in China?

Slide 10: Which are the country's religion?

**TASK 2**

**SKILLS:** writing.

**OBJECTIVES:**

- .To learn new vocabulary.

**LANGUAGE:**

Extensive, alluvial plain, densely, grassland, mountain range, pollution, threats, soybean, broad bean, turnip, radish, red pepper, ginger, garlic, bite-size piece, chopsticks, border nation.

**ACTIVITY:**

Divide the students in pairs and tell them to watch the power point about China again.

Ask the pupils to write the new words found in a list. Give them up to 15 minutes to look for the words in a dictionary. Then, ask them to complete the grid provided.

Finally, start a discussion with the group about the new words and their meaning. You can ask them the following questions:

Have you find any new word?

What does it mean?

**SESSION 2**

**TASK 3**

**SKILLS:** writing and interpreting maps.

**OBJECTIVES:**

- .To locate different places
- .To interpret maps

**LANGUAGE:**

Vietnam , Laos, Burma, India, Bhutan, Nepal, Pakistan, Afghanistan, Tajikistan, Kyrgyzstan, Kazakhstan, Russia, Mongolia and North Korea.

**ACTIVITY:**

Ask the students to read the information in the grid and write correct sentences about China and its border countries in the spaces.  
 They can look at the map provided.  
 Then, they have to locate all the countries in the blank map. Finally, ask them to explain their sentences when asked.

**TASK 4**

**SKILLS:** reading and writing.

**OBJECTIVES:**

- .To learn new vocabulary.
- .To learn about different environments and communities.
- .To organise, select and classify information.
- .To write about a topic worked on.
- .To present work to class through oral display.
- .To improve oral and writing skills.
- .To find information.

**LANGUAGE:** hosted, Great Wall, nomadic, incursion, monsoon-influenced, air pollution, Tian'anmen Square, The Forbidden city, Temple of Heaven.

**ACTIVITY:**

First, ask the students to read the text about Beijing in order to complete the grid with the information required.  
 Then, using the information in the grid, the students should write in sentences a report on the city. Finally, the last part of the exercise will be devoted to the oral presentation of each report.  
 They can use the key points in the grid in activity B to prepare the oral presentation.

### **TASK 5**

|  |
|--|
| <b><u>SKILLS:</u></b> writing  |
| <b><u>OBJECTIVES:</u></b><br>.To think critically about evidence.<br>.To reach a personal conclusion.                              |
| <b><u>LANGUAGE:</u></b><br>Plain, mainly, fourth, border, pollution, Buddhism.   |
| <b><u>ACTIVITY:</u></b><br>Ask the students to read the statements and tick them if they are true or cross them if they are false. |

### **TASK 6**

|  |
|--|
| <b><u>SKILLS:</u></b> look for information.  |
| <b><u>OBJECTIVES:</u></b><br>.To look for information about different issues.<br>.To organise and select specific information.<br>.To chose relevant sources of information from those already available.  |
| <b><u>LANGUAGE:</u></b> the same as in previous tasks.   |
| <b><u>ACTIVITY:</u></b><br>Divide the class into six groups of four people per group.<br>Give one of the following Chinese cities to each group: Chengdu, Hong-Kong, Xi'an, Shanghai, Chongqing, Tianjin.<br>Ask the groups to look for the following <b>key points</b> about their city:<br>Location<br>Climate.<br>Famous sites.<br>Population.<br>Industry.<br>Other information.<br><br>Explain to them that during the next session they will have to work on that information. |

**SESSION 3**

**TASK 7**

|   |
|---|
| <b><u>SKILLS:</u></b> Writing.  |
| <b><u>OBJECTIVES:</u></b><br>.To learn new vocabulary.<br>.To learn about different environments and communities.<br>.To organise, select and classify information.<br>.To write about a topic worked on.<br>.To present work to class through oral display.<br>.To improve speaking and writing skills.                                      |
| <b><u>LANGUAGE:</u></b><br>The same as in previous tasks.   |
| <b><u>ACTIVITY:</u></b><br>Ask the students to complete the grid using the information they've found about the Chinese city they were given.<br>Then, ask them to use the information in the grid to write in sentences a report on the city. Finally, the last part of the exercise will be devoted on the oral presentation of each report. |

**TASK 8**

|   |
|---|
| <b><u>SKILLS:</u></b> writing.  |
| <b><u>OBJECTIVES:</u></b><br>.To improve writing skills.<br>.To learn about different environments and communities.<br>.To compare different realities.<br>.To find the information worked on.<br>.To organise information.<br>.To find simple pieces of information by using simple enquiry methods.<br>.To organise, process and classify information.<br>.To select and record specific information. |
| <b><u>LANGUAGE:</u></b><br>The same as in previous tasks.   |
| <b><u>ACTIVITY:</u></b><br>. Ask the students to read the information about China which is in the two slides provided. Then, they have to write 5 sentences following the pattern in the grid provided.<br>Finally, they have to compare their own country to China and write the information in sentences.   |

## **TASK 9**

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| <b><u>SKILLS:</u></b> writing and speaking.   |
| <b><u>OBJECTIVES:</u></b><br>.To improve writing and speaking skills.<br>.To compare different realities.<br>.To find information work on.<br>.To pattern to express similarity and difference.<br>.To think critically.<br>.To reach a personal conclusion.<br>.To learn how to justify in discussion.<br>.To learn about their environment and community.   |
| <b><u>LANGUAGE:</u></b><br>The same as in previous tasks.   |
| <b><u>ACTIVITY:</u></b><br>Divide the class in pairs and ask the students to revise task 8 and then make comparisons between the two countries. They have to express <b>similarities</b> and <b>differences</b> in the spaces provided, by following the patterns the exercise gives them.<br>Finally, discuss about similarities and differences between China and Catalonia. Ask your pupils questions, such as:<br>.What's the landscape like in Catalonia?<br>.What's the landscape like in China?<br>.Which are the languages spoken in China?<br>.Which are the languages spoken in Catalonia?<br>.Are the languages similar?<br>.Are religions the same? |

## **TASK 10**

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| <b><u>SKILLS:</u></b> writing, speaking and reading.   |
| <b><u>OBJECTIVES:</u></b><br>.To learn new vocabulary.<br>.To improve writing and speaking skills.<br>.To learn about different countries and communities.<br>.To compare different realities.<br>.To organise, process and classify information.<br>.To follow pattern to express similarity.<br>.To reach a personal conclusion.<br>.To select and record specific information.<br>.To present findings in a report which communicates key points clearly. |
| <b><u>LANGUAGE:</u></b><br>Extension, inhabitants, Autonomous Community, Local Area, provinces, ethnic group.  |
| <b><u>ACTIVITY:</u></b><br>Ask the students to read the passages about China and Catalonia. They should give information about politics and food.<br>Then, ask them to follow the pattern provided to write a report on <u>differences</u> between both countries. They can add information that they have found out.<br>Finally , in pairs, the students should read their reports out loud.  |

## **TASK 11**

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|---|
| <b><u>SKILLS:</u></b> writing.  |
| <b><u>OBJECTIVES:</u></b><br>.To improve writing skills.<br>.To reach the information worked on.<br>.To organise, select process and classify information.<br>.To present findings in a report which communicates key points clearly.<br>.To give information.<br>.To apply research by making a display.   |
| <b><u>LANGUAGE:</u></b><br>The same as in previous tasks.   |
| <b><u>ACTIVITY:</u></b><br>Divide the students in groups of four to make a poster about China with the information worked on: location, capital city, important sites and monuments, landscape, climate, language, religion, food and politics.<br>The poster has to be attractive, neat and well presented.<br>It may also have pictures and further information.<br>Explain to the pupils that the next session will be devoted to the oral presentation of the poster. Remind them that our target is to give to each member of the group the opportunity of presenting findings orally. |

## **SESSION 4**

## **TASK 12**

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| <b><u>SKILLS:</u></b> speaking, writing.   |
| <b><u>OBJECTIVES:</u></b><br>.To improve speaking and writing skills.<br>.To give information.<br>.To use research to make a display.<br>.To present findings in a report which communicates key points clearly.<br>.To present their work to the class through oral display.  |
| <b><u>LANGUAGE:</u></b><br>The same as in previous tasks.  |
| <b><u>ACTIVITY:</u></b><br>Plenary session devoted on the oral presentation of each groups' poster.<br>In groups of four, every pupil must present orally a piece of information about China.<br>As we want to avoid a lack of attention, while each group is presenting ,the rest of the class takes notes to summarise each presentation and writes them in the grid provided. |



**TEACHER'S NOTES**

## **TEACHER'S NOTES.**

### **UNIT 3 - THE ENVIRONMENT BEYOND: COUNTRIES AROUND THE WORLD.**

#### **LESSON 3: Morocco.**

**Location and comparison: different countries, different culture and language.**

This unit is divided into five lessons. Each lesson contains a sequence of tasks with related objectives and outcomes.

Lesson 1 is about Romania in Europe, lesson 2 is about China in Asia, Lesson 3 is about Morocco in Africa, lesson 4 is about Ecuador in South America and, finally, lesson 5 contains a sequence of tasks comparing the four countries. The unit covers most of the continents in the world, it covers the environment beyond. I've chosen these four countries because, in Catalonia, there are many immigrants coming from these countries and it can be nice to know about their environment and to have a common knowledge about their reality.

The aim of the unit is to allow our pupils to talk about the world around them and some Social Subject contents can offer opportunities to do so. The purpose of this unit is to learn about different environments and communities, too; it is to learn about the environment beyond.

Many tasks have speaking activities to discuss about; they are marked with the picture of a microphone. Their aim is to help the students to relate observations, explanations, thoughts, emotions, give accounts of experiences, opinions and develop arguments. These activities also help the students to improve their oral skills. We only provide an initial idea and the teacher can adapt the topic to the level of the group and to its reality.

So, once the oral correction of the activity is done, the teacher can start asking questions about the topic in order to discuss and to summarise key ideas.

There are also several tasks marked with the picture of a notebook. These activities have a high demand of writing skills.

The "Students' Booklet" allows our pupils to do a self-assessment on the contents they have studied. Its final page has to be completed and it will show them the objectives they have achieved.

Each student should have a copy of the "Students' booklet" so as to work on it.

You can view this unit by moving through the sessions.

|                                  |
|----------------------------------|
| <b>AIM: learn about Morocco.</b> |
|----------------------------------|

**SESSION 1**

**TASK 1**

**SKILLS:** listening, speaking.

**OBJECTIVES:**

- .To interpret maps.
- .To learn about different environments and communities.
- .To improve listening, reading and speaking skills.
- .To learn new vocabulary.

**LANGUAGE:**

The Strait, Autonomous cities, Sahara Desert, sparsely, unproductive, mountainous, major sources, phosphates, tourism, sale, seafood, textile, clothing, Berber, foundation, lay, classical Arabic, mostly, tajine, lamb, poultry, stew, couscous, grain, wheat, Christianity, Judaism, decrease.

**ACTIVITY:**

Ask the pupils to watch the power point about Morocco. Once each slide is already read and explained, ask questions about its contents, such as:

Slide 1: Where is Morocco?

Slide 2: Can you name some countries Morocco is bordered by?

Slide 6: How many regions are there in Morocco?

Slide 10: Which are the country's religion?

**TASK 2**

**SKILLS:** writing.

**OBJECTIVES:**

- .To learn new vocabulary.

**LANGUAGE:**

The Strait, sparsely, sale, seafood, clothing, unproductive, mountainous, major sources, phosphates, Berber, foundation, lay, mostly, Tajine, lamb, poultry, stew, couscous, grain, wheat, Christianity, Judaism, decrease.

**ACTIVITY:**

Divide the students in pairs and tell them to watch the power point about Morocco again.

Ask the pupils to write the new words found in a list. Give them up to 15 minutes to look for the words in a dictionary. Then, ask them to complete the grid provided.

Finally, start a discussion with the group about the new words and their meaning. You can ask them the following questions:

Have you find any new word?

What does it mean?

**SESSION 2**

**TASK 3**

**SKILLS:** writing and interpreting maps.

**OBJECTIVES:**

- .To locate different places
- .To interpret maps

**LANGUAGE:**

Algeria, Spain. The Strait, Autonomous cities, Ceuta, Melilla, Mauritania.

**ACTIVITY:**

Ask the students to read the information in the grid and write correct sentences about Morocco and its border countries in the spaces.  
They can look at the map provided.  
Then, they have to locate all the countries in the blank map. Finally, ask them to explain their sentences when asked.

**TASK 4**

**SKILLS:** reading and writing.

**OBJECTIVES:**

- .To learn new vocabulary.
- .To learn about different environments and communities.
- .To organise, select and classify information.
- .To write about a topic worked on.
- .To present work to class through oral display.
- .To improve oral and writing skills.
- .To find information.

**LANGUAGE:** Rabat, Atlantic Ocean, mouth of river Bou Regreg, textile, food processing, construction, foreign embassy, Royal Palace, Kings' Mausoleum, Hassan Tower, temperate.

**ACTIVITY:**

First, ask the students to read the text about Rabat in order to complete the grid with the information required.  
Then, using the information in the grid, the students should write in sentences a report on the city. Finally, the last part of the exercise will be devoted to the oral presentation of each report.  
They can use the key points in the grid in activity B to prepare the oral presentation

### **TASK 5**

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| <b><u>SKILLS:</u></b> writing  |
| <b><u>OBJECTIVES:</u></b><br>.To think critically about evidence.<br>.To reach a personal conclusion.  |
| <b><u>LANGUAGE:</u></b><br>North West of Asia, Berber, Atlas mountain, Sahara Desert, geographical feature, Christianity, continental climate. |
| <b><u>ACTIVITY:</u></b><br>Ask the students to read the statements and tick them if they are true or cross them if they are false.             |

### **TASK 6**

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| <b><u>SKILLS:</u></b> look for information.  |
| <b><u>OBJECTIVES:</u></b><br>.To look for information about different issues.<br>.To organise and select specific information.<br>.To chose relevant sources of information from those already available.  |
| <b><u>LANGUAGE:</u></b> the same as in previous tasks.   |
| <b><u>ACTIVITY:</u></b><br>Divide the class into six groups of four people per group.<br>Give one of the following Moroccan cities to each group: <b>Casablanca, Marrakesh, Fez, Meknes, Tangier, Agadir.</b><br>Ask the groups to look for the following <b>key points</b> about their city:<br>Location<br>Climate.<br>Famous sites.<br>Population.<br>Industry.<br>Other information.<br><br>Explain to them that during the next session they will have to work on that information. |

**SESSION 3**

**TASK 7**

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| <b><u>SKILLS:</u></b> Writing.   |
| <b><u>OBJECTIVES:</u></b><br>.To learn new vocabulary.<br>.To learn about different environments and communities.<br>.To organise, select and classify information.<br>.To write about a topic worked on.<br>.To present work to class through oral display.<br>.To improve speaking and writing skills.                                       |
| <b><u>LANGUAGE:</u></b><br>The same as in previous tasks.  |
| <b><u>ACTIVITY:</u></b><br>Ask the students to complete the grid using the information they've found about the Moroccan city they were given.<br>Then, ask them to use the information in the grid to write in sentences a report on the city. Finally, the last part of the exercise will be devoted on the oral presentation of each report. |

**TASK 8**

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| <b><u>SKILLS:</u></b> writing.  |
| <b><u>OBJECTIVES:</u></b><br>.To improve writing skills.<br>.To learn about different environments and communities.<br>.To compare different realities.<br>.To find information worked on.<br>.To organise information.<br>.To find simple pieces of information by using simple enquiry methods.<br>.To organise, process and classify information.<br>.To select and record specific information. |
| <b><u>LANGUAGE:</u></b><br>The same as in previous tasks.   |
| <b><u>ACTIVITY:</u></b><br>Ask the students to read the information about Morocco which is in the two slides provided. Then, they have to write 5 sentences following the pattern in the grid provided.<br>Finally, they have to compare their own country to Morocco and write the information in sentences.   |

## **TASK 9**

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|---|
| <b><u>SKILLS:</u></b> writing and speaking.   |
| <b><u>OBJECTIVES:</u></b><br>.To improve writing and speaking skills.<br>.To compare different realities.<br>.To find information work on.<br>.To pattern to express similarity and difference.<br>.To think critically.<br>.To reach a personal conclusion.<br>.To learn how to justify in discussion.<br>.To learn about their environment and community.   |
| <b><u>LANGUAGE:</u></b><br>The same as in previous tasks.   |
| <b><u>ACTIVITY:</u></b><br>Divide the class in pairs and ask the students to revise task 8 and then make comparisons between the two countries. They have to express <b>similarities</b> and <b>differences</b> in the spaces provided, by following the patterns the exercise gives them.<br>Finally, discuss about similarities and differences between China and Catalonia. Ask your pupils questions, such as:<br>.What's the landscape like in Catalonia?<br>.What's the landscape like in China?<br>.Which are the languages spoken in China?<br>.Which are the languages spoken in Catalonia?<br>.Are the languages similar?<br>.Are religions the same? |

## **TASK 10**

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| <b><u>SKILLS:</u></b> writing, speaking and reading.   |
| <b><u>OBJECTIVES:</u></b><br>.To learn new vocabulary.<br>.To improve writing and speaking skills.<br>.To learn about different countries and communities.<br>.To compare different realities.<br>.To organise, process and classify information.<br>.To follow pattern to express similarity.<br>.To reach a personal conclusion.<br>.To select and record specific information.<br>.To present findings in a report which communicates key points clearly. |
| <b><u>LANGUAGE:</u></b><br>Sources, phosphates, tourism, seafood, mining, textile, clothing, imports, chronic, lack of rainfall, drought, flood, diverse, inland, Pyrenean, summit, storm, rainiest, profile..   |

**ACTIVITY:**

Ask the students to read the passages about Morocco and Catalonia. They should give information about economy and climate.

Then, ask them to follow the pattern provided to write a report on similarities between both countries. They can add information that they have found out.

Finally, in pairs, the students should read their reports out loud.

**TASK 11**

**SKILLS:** writing.

**OBJECTIVES:**

- .To improve writing skills.
- .To reach the information worked on.
- .To organise, select process and classify information.
- .To present findings in a report which communicates key points clearly.
- .To give information.
- .To apply research by making a display.

**LANGUAGE:**

The same as in previous tasks.

**ACTIVITY:**

Divide the students in groups of four to make a poster about Morocco with the information worked on: location, capital city, important sites and monuments, landscape, climate, language, religion, food and politics.

The poster has to be attractive, neat and well presented.

It may also have pictures and further information.

Explain to the pupils that the next session will be devoted to the oral presentation of the poster. Remind them that our target is to give to each member of the group the opportunity of presenting findings orally.

**SESSION 4**

**TASK 12**

**SKILLS:** speaking, writing.

**OBJECTIVES:**

- .To improve speaking and writing skills.
- .To give information.
- .To use research to make a display.
- .To present findings in a report which communicates key points clearly.
- .To present their work to the class through oral display.

**LANGUAGE:**

The same as in previous tasks.

**ACTIVITY:**

Plenary session devoted on the oral presentation of each groups' poster.

In groups of four, every pupil must present orally a piece of information about Morocco.

As we want to avoid a lack of attention, while each group is presenting the rest of the class takes notes to summarise each presentation and writes them in the grid provided.



**TEACHER'S NOTES**

## **TEACHER'S NOTES.**

### **UNIT 3 - THE ENVIRONMENT BEYOND: COUNTRIES AROUND THE WORLD.**

#### **LESSON 4: Ecuador.**

##### **Location and comparison: different countries, different culture and language.**

This unit is divided into five lessons. Each lesson contains a sequence of tasks with related objectives and outcomes.

Lesson 1 is about Romania in Europe, lesson 2 is about China in Asia, Lesson 3 is about Morocco in Africa, lesson 4 is about Ecuador in South America and, finally, lesson 5 contains a sequence of tasks comparing the four countries. The unit covers most of the continents in the world, it covers the environment beyond. I've chosen these four countries because, in Catalonia, there are many immigrants coming from these countries and it can be nice to know about their environment and to have a common knowledge about their reality.

The aim of the unit is to allow our pupils to talk about the world around them and some Social Subject contents can offer opportunities to do so. The purpose of this unit is to learn about different environments and communities, too; it is to learn about the environment beyond.

Many tasks have speaking activities to discuss about; they are marked with the picture of a microphone. Their aim is to help the students to relate observations, explanations, thoughts, emotions, give accounts of experiences, opinions and develop arguments. These activities also help the students to improve their oral skills. We only provide an initial idea and the teacher can adapt the topic to the level of the group and to its reality.

So, once the oral correction of the activity is done, the teacher can start asking questions about the topic in order to discuss and to summarise key ideas.

There are also several tasks marked with the picture of a notebook. These activities have a high demand of writing skills.

The "Students' Booklet" allows our pupils to do a self-assessment on the contents they have studied. Its final page has to be completed and it will show them the objectives they have achieved.

Each student should have a copy of the "Students' booklet" so as to work on it.

You can view this unit by moving through the sessions.

|                                  |
|----------------------------------|
| <b>AIM: learn about Ecuador.</b> |
|----------------------------------|

**SESSION 1**

**TASK 1**

**SKILLS:** listening, speaking.

**OBJECTIVES:**

- .To interpret maps.
- .To learn about different environments and communities.
- .To improve listening, reading and speaking skills.
- .To learn new vocabulary.

**LANGUAGE:**

The Galapagos Islands, Pacific Ocean, America, dominated, comprise, rainforest, coastal area, share, Inca Empire, gain, independence, civilian, military, dictatorship, republic, natural resources, shrimp, timber, gold, recovery, poverty, ethnic, diverse, mestizos, Amerindian, criollos, mulattos, catholic, indigenous, beliefs, festival, parade, roasted, Lent, Easter.

**ACTIVITY:**

Ask the pupils to watch the power point about Ecuador. Once each slide is already read and explained, ask questions about its contents, such as:

Slide 1: Where is Ecuador?

Slide 2: Can you name some countries Ecuador is bordered by?

Slide 6: How many provinces are there in Ecuador?

Slide 10: Which are the country's religion?

**TASK 2**

**SKILLS:** writing.

**OBJECTIVES:**

- .To learn new vocabulary.

**LANGUAGE:**

The Galapagos Island, dominated, comprise, rainforest, coastal area, share, gain, civilian, natural sources, shrimp, timber, gold, recovery, poverty, ethnic, indigenous, beliefs, festival, parade, roasted, Lent, Easter..

**ACTIVITY:**

Divide the students in pairs and tell them to watch the power point about Ecuador again.

Ask the pupils to write the new words found in a list. Give them up to 15 minutes to look for the words in a dictionary. Then ,ask them to complete the grid provided.

Finally, star a discussion with the group about the new words and their meaning. You can ask them the following questions:

Have you find any new word?

What does it mean?

**SESSION 2**

**TASK 3**

**SKILLS:** writing and interpreting maps.

**OBJECTIVES:**

- .To locate different places
- .To interpret maps

**LANGUAGE:**

Colombia, Peru, Pacific Ocean, The Galapagos Islands.

**ACTIVITY:**

Ask the students to read the information in the grid and write correct sentences about Ecuador and its border countries in the spaces.  
 They can look at the map provided.  
 Then, they have to locate all the countries in the blank map. Finally, ask them to explain their sentences when asked.

**TASK 4**

**SKILLS:** reading and writing.

**OBJECTIVES:**

- .To learn new vocabulary.
- .To learn about different environments and communities.
- .To organise, select and classify information.
- .To write about a topic worked on.
- .To present work to class through oral display.
- .To improve oral and writing skills.
- .To find information.

**LANGUAGE:** Guayllabamba river, elevation, proximity, cool, Spring-like weather, year-round, season, wet, dry, referred, through, best-preserved, Latin America, cathedral, church of The Society of Jesus, Basilica del Voto Nacional.

**ACTIVITY:**

First, ask the students to read the text about Quito in order to complete the grid with the information required.  
 Then, using the information in the grid, the students should write in sentences a report on the city. Finally, the last part of the exercise will be devoted to the oral presentation of each report.  
 They can use the key points in the grid in activity B to prepare the oral presentation.

### **TASK 5**

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|--|
| <b><u>SKILLS:</u></b> writing  |
| <b><u>OBJECTIVES:</u></b><br>.To think critically about evidence.<br>.To reach a personal conclusion.  |
| <b><u>LANGUAGE:</u></b><br>North America, The Galapagos Islands, Pacific, Andes mountain range, Amazon rainforest, geographical features, ethnically, diverse. |
| <b><u>ACTIVITY:</u></b><br>Ask the students to read the statements and tick them if they are true or cross them if they are false.                             |

### **TASK 6**

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|---|
| <b><u>SKILLS:</u></b> look for information.   |
| <b><u>OBJECTIVES:</u></b><br>.To look for information about different issues.<br>.To organise and select specific information.<br>.To chose relevant sources of information from those already available.   |
| <b><u>LANGUAGE:</u></b> the same as in previous tasks.  |
| <b><u>ACTIVITY:</u></b><br>Divide the class into six groups of four people per group.<br>Give one of the following Ecuadorian cities to each group: <b>Guayaquil, Cuenca, Machala, Santo Domingo de los Colorados, Portoviejo, Manta</b> .<br>Ask the groups to look for the following <b>key points</b> about their city:<br>Location<br>Climate.<br>Famous sites.<br>Population.<br>Industry.<br>Other information.<br><br>Explain to them that during the next session they will have to work on that information. |

**SESSION 3**

**TASK 7**

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|--|
| <b><u>SKILLS:</u></b> Writing.   |
| <b><u>OBJECTIVES:</u></b><br>.To learn new vocabulary.<br>.To learn about different environments and communities.<br>.To organise, select and classify information.<br>.To write about a topic worked on.<br>.To present work to class through oral display.<br>.To improve speaking and writing skills.   |
| <b><u>LANGUAGE:</u></b><br>The same as in previous tasks.  |
| <b><u>ACTIVITY:</u></b><br>Ask the students to complete the grid using the information they've found about the Ecuadorian city they were given.<br>Then, ask them to use the information in the grid to write in sentences a report on the city. Finally, the last part of the exercise will be devoted on the oral presentation of each report. |

**TASK 8**

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|---|
| <b><u>SKILLS:</u></b> writing.  |
| <b><u>OBJECTIVES:</u></b><br>.To improve writing skills.<br>.To learn about different environments and communities.<br>.To compare different realities.<br>.To find information worked on.<br>.To organise information.<br>.To find simple pieces of information by using simple enquiry methods.<br>.To organise, process and classify information.<br>.To select and record specific information. |
| <b><u>LANGUAGE:</u></b><br>The same as in previous tasks.   |
| <b><u>ACTIVITY:</u></b><br>Ask the students to read the information about Ecuador which is in the two slides provided. Then, they have to write 5 sentences following the pattern in the grid provided.<br>Finally, they have to compare their own country to Ecuador and write the information in sentences.   |

## **TASK 9**

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| <b><u>SKILLS:</u></b> writing and speaking.  |
| <b><u>OBJECTIVES:</u></b><br>.To improve writing and speaking skills.<br>.To compare different realities.<br>.To find information work on.<br>.To pattern to express similarity and difference.<br>.To think critically.<br>.To reach a personal conclusion.<br>.To learn how to justify in discussion.<br>.To learn about their environment and community.  |
| <b><u>LANGUAGE:</u></b><br>The same as in previous tasks.  |
| <b><u>ACTIVITY:</u></b><br>Divide the class in pairs and ask the students to revise task 8 and then make comparisons between the two countries. They have to express <b>similarities</b> and <b>differences</b> in the spaces provided by following the patterns the exercise gives them.<br>Finally, discuss about similarities and differences between China and Catalonia. Ask your pupils questions, such as:<br>How many regions are there in Ecuador?<br>How many local areas are there in Catalonia?<br>Is the population in Ecuador diverse?<br>Is the population in Catalonia diverse?<br>Which is the largest ethnic group in Ecuador?<br>Which is the second largest ethnic group in Ecuador? |

## **TASK 10**

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| <b><u>SKILLS:</u></b> writing, speaking and reading.   |
| <b><u>OBJECTIVES:</u></b><br>.To learn new vocabulary.<br>.To improve writing and speaking skills.<br>.To learn about different countries and communities.<br>.To compare different realities.<br>.To organise, process and classify information.<br>.To follow pattern to express similarity.<br>.To reach a personal conclusion.<br>.To select and record specific information.<br>.To present findings in a report which communicates key points clearly. |
| <b><u>LANGUAGE:</u></b><br>Marine, outdoors, burned, rum, devil, firecracker, Colonialism, Pre-Columbian Indians, touch, Catholic Saint, parade, colourful, coupled, harvest, sacred territories, waterfalls, carry out, to last   |
| <b><u>ACTIVITY:</u></b><br>Ask the students to read the passages about Ecuador and Catalonia. They should give information about traditions.<br>Then, ask them to follow the pattern provided to write a report on <u>similarities</u> between both countries. They can add information that they have found out.<br>Finally , in pairs, the students should read their reports out loud.  |

## **TASK 11**

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|--|
| <b><u>SKILLS:</u></b> writing.   |
| <b><u>OBJECTIVES:</u></b><br>.To improve writing skills.<br>.To reach the information worked on.<br>.To organise, select process and classify information.<br>.To present findings in a report which communicates key points clearly.<br>.To give information.<br>.To apply research by making a display.  |
| <b><u>LANGUAGE:</u></b><br>The same as in previous tasks.  |
| <b><u>ACTIVITY:</u></b><br>Divide the students in groups of four to make a poster about Ecuador with the information worked on: location, capital city, important sites and monuments, landscape, climate, language, religion, food and politics.<br>The poster has to be attractive, neat and well presented.<br>It may also have pictures and further information.<br>Explain to the pupils that the next session will be devoted to the oral presentation of the poster. Remind them that our target is to give each member of the group the opportunity of presenting findings orally. |

## **SESSION 4**

## **TASK 12**

|   |
|---|
| <b><u>SKILLS:</u></b> speaking, writing.  |
| <b><u>OBJECTIVES:</u></b><br>.To improve speaking and writing skills.<br>.To give information.<br>.To use research to make a display.<br>.To present findings in a report which communicates key points clearly.<br>.To present their work to the class through oral display.   |
| <b><u>LANGUAGE:</u></b><br>The same as in previous tasks.   |
| <b><u>ACTIVITY:</u></b><br>Plenary session devoted on the oral presentation of each groups' poster.<br>In groups of four, every pupil must present orally a piece of information about Ecuador.<br>As we want to avoid a lack of attention, while each group is presenting the rest of the class takes notes to summarise each presentation and writes them in the grid provided. |



**TEACHER'S NOTES**

## **TEACHER'S NOTES.**

### **UNIT 3 - THE ENVIRONMENT BEYOND: COUNTRIES AROUND THE WORLD.**

#### **LESSON 5: Revision.**

**Location and comparison: different countries, different culture and language.**

This unit is divided into five lessons. Each lesson contains a sequence of tasks with related objectives and outcomes.

Lesson 1 is about Romania in Europe, lesson 2 is about China in Asia, Lesson 3 is about Morocco in Africa, lesson 4 is about Ecuador in South America and, finally, lesson 5 contains a sequence of tasks comparing the four countries. The unit covers most of the continents in the world, it covers the environment beyond. I've chosen these four countries because, in Catalonia, there are many immigrants coming from these countries and it can be nice to know about their environment and to have a common knowledge about their reality.

The aim of the unit is to allow our pupils to talk about the world around them and some Social Subject contents can offer opportunities to do so. The purpose of this unit is to learn about different environments and communities, too; it is to learn about the environment beyond.

Many tasks have speaking activities to discuss about; they are marked with the picture of a microphone. Their aim is to help the students to relate observations, explanations, thoughts, emotions, give accounts of experiences, opinions and develop arguments. These activities also help the students to improve their oral skills. We only provide an initial idea and the teacher can adapt the topic to the level of the group and to its reality.

So, once the oral correction of the activity is done, the teacher can start asking questions about the topic in order to discuss and to summarise key ideas.

There are also several tasks marked with the picture of a notebook. These activities have a high demand of writing skills.

The "Students' Booklet" allows our pupils to do a self-assessment on the contents they have studied. Its final page has to be completed and it will show them the objectives they have achieved.

Each student should have a copy of the "Students' booklet" so as to work on it.

You can view this unit by moving through the sessions.

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| <b>AIM: learn about countries around the world.</b> |
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## SESSION 1

### TASK 1

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| <b>SKILLS:</b> reading and writing.   |
| <b>LANGUAGE:</b> the same as in previous tasks.   |
| <b>OBJECTIVE:</b><br>.To learn about different environments and communities.<br>.To find the information worked on.<br>.To organise information.<br>.To process and classify information.   |
| <b>ACTIVITY:</b><br>Ask the pupils to read the four passages and give them time to think about what they already knew about each country, (what they already remember), and what they have learnt from each passage.<br>Afterwards, they complete the grid and explain the information to the rest of the class when asked. |

## SESSION 2

### TASK 2

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| <b>SKILLS:</b> Writing.   |
| <b>LANGUAGE:</b> the same as in previous tasks.   |
| <b>OBJECTIVE:</b><br>.To learn about different environments and communities.              |
| <b>ACTIVITY:</b><br>Ask the pupils to fill in the blanks with the words in the box below. |

### TASK 3

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| <b>SKILLS:</b> locate geographical areas.  |
| <b>LANGUAGE:</b> the same as in previous tasks.  |
| <b>OBJECTIVE:</b><br>.To locate different places.<br>.To interpret maps.<br>.To remember about location.   |
| <b>ACTIVITY:</b><br>Ask the students to name to political maps of the continents in the spaces provided and also locate Romania, China, Morocco and Ecuador. |

#### **TASK 4**

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| <b><u>SKILLS:</u></b> writing.  |
| <b><u>LANGUAGE:</u></b> the same as in previous tasks.  |
| <b><u>OBJECTIVE:</u></b><br>.To learn about different environments and communities.                           |
| <b><u>ACTIVITY:</u></b><br>Ask the pupils to complete the gaps of each sentence with the missing information. |

#### **TASK 5**

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| <b><u>SKILLS:</u></b> writing.   |
| <b><u>LANGUAGE:</u></b> the same as in previous tasks.   |
| <b><u>OBJECTIVE:</u></b><br>.To learn about different environments and communities.<br>.To compare different realities.<br>.To find the information worked on.<br>.To organise information.<br>.To express similarities and differences.<br>.To reach a personal conclusion.<br>.To organise, process and classify information.                                  |
| <b><u>ACTIVITY:</u></b><br>The students compare Romania, China, Morocco and Ecuador to Catalonia by thinking of similarities and differences.<br>Ask them to write their conclusions in sentences in the grid provided. They should follow the patterns given to write correct sentences.<br>Give them the following key points: climate, religion and language. |

#### **TASK 6**

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| <b><u>SKILLS:</u></b> locate geographical areas and remember about location.                      |
| <b><u>LANGUAGE:</u></b> the same as in previous tasks.  |
| <b><u>OBJECTIVE:</u></b><br>.To locate different places.<br>.To remember about location.          |
| <b><u>ACTIVITY:</u></b><br>Ask the students to match up each city with the corresponding country. |

**SESSION 3**

**TASK 7**

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| <b><u>SKILLS:</u></b> Writing and speaking.  |
| <b><u>LANGUAGE:</u></b> the same as in previous tasks.   |
| <b><u>OBJECTIVE:</u></b><br>.To improve writing skills.<br>.To find information worked on.<br>.To organise, select process and classify information.<br>.To present findings in a report which communicates key points clearly.<br>.To give information.<br>.To apply research by making a display.  |
| <b><u>ACTIVITY:</u></b><br>Divide the students in groups of four to make a poster about any country in the world. There are several key points the must mention: location, capital city, important sites and monuments, landscape, climate, language, religion, food and politics. The poster has to be attractive, neat and well-presented. They may also include pictures and further information.<br>Explain to the pupils that the next session will be devoted on the oral presentation of the poster. Remind them that our target is to give each member of the group the opportunity of presenting findings orally. |

**TASK 8**

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| <b><u>SKILLS:</u></b> speaking and writing.   |
| <b><u>LANGUAGE:</u></b> the same as in previous tasks.  |
| <b><u>OBJECTIVE:</u></b><br>.To improve speaking and writing skills.<br>.To give information.<br>.To use research to make a display.<br>.To present findings in a report which communicates key points clearly.<br>.To present their work to the class through oral display.  |
| <b><u>ACTIVITY:</u></b><br>Plenary session devoted on the oral presentation of each groups' poster. In groups of four, every pupil must present orally a piece of information about any country in the world.<br>As we want to avoid a lack of attention, while each group is presenting the rest of the class takes notes to summarise each presentation and writes them in the grid provided. |

