
TINY WORLD

The smallest states of Europe

Type of modul	Internet
Level	A1
Target group	12-15-year-old learners
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A kiadvány az Educatio Kht. kompetenciafejlesztő oktatási program kerettanterve alapján készült.

A kiadvány a Nemzeti Fejlesztési Terv Humánerőforrás-fejlesztési Operatív Program 3.1.1. központi program (Pedagógusok és oktatási szakértők felkészítése a kompetencia alapú képzés és oktatás feladataira) keretében készült, a sulinova oktatási programcsomag részeként létrejött tanulói információhordozó. A kiadvány sikeres használatához szükséges a teljes oktatási programcsomag ismerete és használata.

A teljes programcsomag elérhető: www.educatio.hu címen.

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Educatio Kht. 2008

INFORMATION TABLE

TYPE OF MODULE	Internet
DESCRIPTION OF MODULE	In this module Ss first learn/revise adjectives, comparatives and superlatives, and learn/revise how to construct comparative and superlative sentences using their knowledge of Hungarian geography. Then they learn about the smallest states of Europe with the help of the Internet and compare them to Hungary. In the final phase, they create information leaflets, posters, etc. and have a “Travel Fair” about the smallest states of Europe, where they try to attract as many “tourists” to their country as they can.
AIMS AND OBJECTIVES OF MODULE	<ul style="list-style-type: none"> ■ to learn adjectives, comparatives and superlatives ■ to acquire /revise geographical knowledge about Hungary and Europe ■ to create leaflets, posters, etc. about the 8 smallest countries in Europe ■ to participate in a “Travel Fair” and advertise the countries ■ to raise interest in other countries and cultures
TIMEFRAME	5 lessons
TARGET GROUP	12-15-year-old learners
LANGUAGE LEVEL	A1
SUGGESTED LANGUAGE COMPETENCE	<p>Ls can</p> <ul style="list-style-type: none"> ■ put adjectives into comparatives and superlatives ■ construct comparative and superlative sentences ■ talk, read and write about their country in simple sentences
LINKS OF THE MODULE	
Cross-curricular links	Linking with other subjects - Földünk és környezetünk
Links with other modules	-

FOCI OF SKILLS DEVELOPMENT

Communicative language skills

- Ls can
- work in groups,
 - do self-evaluation,
 - search the Internet for information,
 - collect and process relevant information
 - put adjectives into comparatives and superlatives,
 - use numbers,
 - use their knowledge of geography;
 - express the present tense,
 - use the imperative

General educational skills

Földünk és környezetünk
Kapcsolódás Európához és a nagyvilághoz

EVALUATION

Peer review by groups
It is very important in the first lesson to call students' attention to the need to take part in the module actively and take an interest in each other's work, because during the module and at the end they will be asked to evaluate each other in the groups.

SUGGESTIONS

It is advisable for the T to know how to search the Internet for information effectively.
T should pre-check the availability of each website before each lesson and if one is no longer valid,, should find a suitable replacement.

BACK UP SYSTEMS

On project work see:
Phillips D., Burwood S. and Dunford H. (1999) *Projects with Young Learners* Oxford, OUP
Hutchinson T. (1991) *Introduction to Project Work* Oxford OUP
Hortobágyi K. 1991 *Projekt Kézikönyv* Iskolafejlesztési Alapítvány, Budapest – OKI
Iskolafejlesztési Központ
On geography see:
Standard world atlas for students (available in each school)
<http://www.cia.gov/cia/publications/factbook/index.html>

MAP OF THE MODULE

LESSON	FOCI OF SKILLS DEVELOPMENT	MAIN ACTIVITIES	LANGUAGE INPUT	MATERIALS AND RESOURCES
1	<ul style="list-style-type: none"> ■ to revise/learn adjectives, comparatives and superlatives ■ to revise numbers ■ to learn geographical concepts and phenomena ■ to acquire/revise geographical knowledge about Hungary 		<ul style="list-style-type: none"> ■ adjectives – comparatives and superlatives ■ numbers ■ geography 	Geography atlas (standard student edition, Ss are asked to take it to class) Ss' notebooks
2	<ul style="list-style-type: none"> ■ to revise/learn adjectives, comparatives and superlatives ■ to revise/learn how to form comparative and superlative sentences ■ to revise/learn geographical concepts and phenomena ■ to revise/acquire geographical knowledge about Hungary and other countries 		<ul style="list-style-type: none"> ■ adjectives ■ comparative and superlative sentences ■ geography 	Geography atlas (standard student edition, Ss are asked to take it to class) blank slips of paper (5 for each student) Blu-Tack Ss' notebooks 2.5 Wordsearch

LESSON	FOCI OF SKILLS DEVELOPMENT	MAIN ACTIVITIES	LANGUAGE INPUT	MATERIALS AND RESOURCES
3	<ul style="list-style-type: none"> ■ to learn about the smallest countries in Europe ■ to compare these countries to Hungary ■ to revise adjectives, comparatives and superlatives ■ to revise how to form comparative and superlative sentences ■ to revise/learn geographical concepts and phenomena ■ to search the Internet for information ■ to revise/acquire geographical knowledge about Hungary and other countries ■ to raise interest in other countries and cultures ■ to write a short composition about the similarities and differences between these countries and Hungary 		<ul style="list-style-type: none"> ■ adjectives ■ comparatives and superlatives ■ geography 	Geography atlas (student's edition) Big map of Europe (Geography) Copies of 3.1 Country gap-fill (half the number of students), cut into slips 3.3 Information worksheet, to be used on the computers Ss' notebooks Computers and Internet Floppy discs/memory sticks
4	<ul style="list-style-type: none"> ■ to learn about the smallest countries in Europe ■ to raise interest in other countries and cultures ■ to revise/learn geography ■ to search the Internet for information ■ to revise/acquire geographical knowledge about different countries ■ to create leaflets, posters, etc. to advertise the chosen country to tourists 		<ul style="list-style-type: none"> ■ adjectives ■ comparatives and superlatives ■ geography 	Ss' notebooks Computers and Internet Word processor 3.3 Information worksheet, used electronically Floppy discs/memory sticks Printer Stationery (poster paper, coloured paper, scissors, glue, felt pens, etc.)

LESSON	FOCI OF SKILLS DEVELOPMENT	MAIN ACTIVITIES	LANGUAGE INPUT	MATERIALS AND RESOURCES
5	<ul style="list-style-type: none"> ■ to learn about the smallest countries in Europe ■ to raise interest in other countries and cultures ■ to revise/learn geography ■ to revise/acquire geographical knowledge about different countries ■ to present and speak about the chosen country and attract as many “tourists” as possible 		<ul style="list-style-type: none"> ■ adjectives ■ comparatives and superlatives ■ geography 	Project work created by the Ss 5.3 Evaluation sheet

PROCEDURE

LESSON 1: HUNGARIAN GEOGRAPHY

Aims of the lesson:

- to revise/learn adjectives, comparatives and superlatives
- to revise numbers
- to learn geographical concepts and phenomena
- to acquire/revise geographical knowledge about Hungary

Materials and resources: Geography atlas (standard student edition, Ss are asked to take it to class), Ls' notebooks

STAGE 1	Introduction – What do you know about Hungary?
TIME	20 min
SKILLS AND COMPETENCIES IN FOCUS	Speaking Geographical knowledge Cultural competence Vocabulary (geography, adjectives)
ORGANISATION	Frontal
AIDS AND MATERIALS	-

TEACHER'S ACTIVITIES

1. Write the nouns Ls say on the board (e.g. *mountain, city, town, etc.*) and help Ls by asking questions, giving hints.
2. Write an adjective next to a noun on the board (e.g. *mountain – high* or *river – long, etc.*)
Writes the adjectives suggested by the Ls on the board.

LEARNERS' ACTIVITIES

1. Ls brainstorm what they know about the geography of Hungary. The aim is to collect as much information on the country as they can and collect nouns in connection with geography. They can be on its geography, population, etc.
2. Ls call out other adjectives that match the nouns.

TEACHER'S ACTIVITIES

3. Write names of Hungarian geographical landmarks next to the nouns.
Tell students to guess the corresponding figures (height/length etc.) for the different natural phenomena listed on the board. As Ls call out figures, tell them if the correct answer is higher or lower than their guesses. If they are correct, write them on the board.

At the end of the task the whole class can check the answers in the geography atlases.

Sample facts:

Country size: 93 030 km² (1% of Europe)

Rivers - long: Danube – 417 km (in Hungary), Tisza – 596 km

Lakes - big: Balaton – 596 km² , Velencei – 26 km² , Fertő – 75 km² (in Hungary)

Mountains – high: Kékes (Mátra) – 1014 m, Istállóskő (Bükk) – 958 m, Csóványos (Börzsöny) – 938 m, Nagy-Milic (Zempléni hg.) 894 m, Írott-kő (Alpokalja) – 882 m, Kőris-hegy (Bakony) – 709 m, Dobogó-kő (Visegrádi hg.) – 699 m, Zengő (Mecsek) – 680 m

Plains – low: Great plains – 78 m (Gyálarét, near Szeged)

Temperature – hot, cold: mean – 9,7 °C, hottest month - July 20 °C, coldest month – January 2,1 °C (hottest can be 33-38 °C, coldest can be -25-30 °C)

Cities, towns – big, small:

Budapest 1 775 203

Debrecen 211 038

Miskolc 184 129

Szeged 168 276

Pécs 162 502

Győr 129 415

Nyíregyháza 118 799

Kecskemét 107 752

Székesfehérvár 106 350

(Source: Népszámlálás 2001, KSH)

LEARNERS' ACTIVITIES

3. Ss call out names of Hungarian geographical landmarks. (e.g. *mountain – Kékes, river – Danube, etc.*).

Ss guess and call out numbers.

e.g.

T writes “Kékes”

Ss say 1200 m

T says “Lower.”

Ss say 1000m

T says “Higher.”

etc.

STAGE 2	Demonstration – Higher, highest
TIME	10 min
SKILLS AND COMPETENCIES IN FOCUS	Speaking Geographical knowledge Cultural competence Vocabulary Grammar (comparatives and superlatives)
ORGANISATION	Frontal
AIDS AND MATERIALS	Geography atlases

TEACHER'S ACTIVITIES

1. Write more geographical landmarks on the board next to the existing ones and a figure next to them (e.g. next to *Dannube – 417 km, Tisza – 596 km*).
2. When there is at least one other item next to each adjective, write under the corresponding item: e.g. *higher/highest, longer/longest*
By the end of the exercise, all the items have at least a comparative and/or superlative adjective under them.
Ask students to work out the rule of forming comparative and superlative adjectives.

LEARNERS' ACTIVITIES

1. Ls help T to call out names of geographical phenomena, looking them up in their geography atlases.
2. Ls work out the rules of forming comparative and superlative adjectives.

STAGE 3	Practice – More and most
TIME	15 min
SKILLS AND COMPETENCIES IN FOCUS	Writing Grammar
ORGANISATION	Frontal
AIDS AND MATERIALS	-

TEACHER'S ACTIVITIES

1. Draw big circles on the board and write the following examples in each:

1. *long*
2. *easy*
3. *nervous*
4. *beautiful*
5. *good*

If necessary, help Ls and give them more adjectives to write.

At the end of the activity, complete the list of adjectives explaining the rules, if necessary, and answer questions.

LEARNERS' ACTIVITIES

1. Ls write down as many adjectives as they can think of in two minutes in their notebooks.

Ls take turns going to the board and writing adjectives in the appropriate circle. If their choice is incorrect, they can be corrected by the T or other Ls.

Ls copy the lists of words into their notebooks and ask the T questions if necessary.

STAGE 4 Homework

TIME

**SKILLS AND COMPETENCIES
IN FOCUS**

Memorising

ORGANISATION

Individual

AIDS AND MATERIALS

Notes taken on the lesson, dictionary

TEACHER'S ACTIVITIES

1. Explain the task and discuss any questions Ls may have.

LEARNERS' ACTIVITIES

1. Ls learn/revise the adjectives noted down in their notebooks and collect 1-2 more adjectives for each category using a dictionary.

LESSON 2: COMPARATIVES AND SUPERLATIVES

Aims of the lesson:

- to revise/learn adjectives, comparatives and superlatives
- to revise/learn how to form comparative and superlative sentences
- to revise/learn geographical concepts and phenomena
- to revise/acquire geographical knowledge about Hungary and other countries

Materials and resources: Geography atlas (standard student edition, Ls are asked to take it to class), blank slips of paper (5 for each student), bluetack, Ls' notebooks, 2.5 Wordsearch

STAGE 1	Revision – Checking homework
TIME	10 min
SKILLS AND COMPETENCIES IN FOCUS	Speaking Writing Grammar (comparatives and superlatives)
ORGANISATION	Frontal
AIDS AND MATERIALS	Blank slips of paper (5 for each S), Blu-Tack

TEACHER'S ACTIVITIES

1. Draw the 5 circles again on the board and as Ls come and pin/stick up their adjectives, check them for appropriateness and correct spelling.
(Leave the slips on the board for Activity 3)
Tell Ls to give themselves 1-20 points according to the quality of their homework.
Tell them to write their points down in their notebooks (they will use these in Lesson 5.)

LEARNERS' ACTIVITIES

1. Ls write 5 adjectives on slips of papers, go to the board one by one and put their new adjectives (collected at home) in the appropriate circles. They explain their meaning to the other Ls who also copy the words into their notebooks.
They also give themselves points from 1-20.

STAGE 2	Introduction – Comparative and superlative sentences
TIME	15 min
SKILLS AND COMPETENCIES IN FOCUS	Speaking Writing Vocabulary (adjectives, geography) Grammar (comparative and superlative sentences)
ORGANISATION	Frontal, pair work
AIDS AND MATERIALS	-

TEACHER'S ACTIVITIES

- Using the adjectives on the board, write three sentences.
(e.g. 1. *Hungary is as big as Portugal.*
2. *It is hotter in July than in January.*
3. *Kékes is the highest mountain in Hungary.*)
Help Ls to define the rules of making comparative and superlative sentences.
- Tell Ls to get into pairs and write their own sentences, using their own adjectives (preferably something in connection with geography, countries, etc.)
Check the sentences with the whole class.

LEARNERS' ACTIVITIES

- Ls copy the sentences and define the rules with the help of the T.
- Ls get into pairs and write their own sentences, using their own adjectives (preferably something in connection with geography, countries, etc.)

STAGE 4. A	Practice – Crazy comparatives
TIME	15 min
SKILLS AND COMPETENCIES IN FOCUS	Speaking Vocabulary (adjectives, geography) Grammar (comparative and superlative sentences)
ORGANISATION	Group work
AIDS AND MATERIALS	Slips of paper (from Stage 1)

TEACHER'S ACTIVITIES

1. Explain and conduct the game.

Tell Ls to give themselves 1-20 points according to the quality of their work. Tell them to write their points down in their notebooks (they will use these in Lesson 5.)

LEARNERS' ACTIVITIES

1. Ls get into two groups and stand in two lines. The first two Ls get a card each, taken from the board. They read their words at the same time and make a sentence using their adjectives (preferably in connection with geography). The one who says their sentence out loud first, gets a point and moves to the back of their line. The other L stays on to compete with the next challenger. Points are only given for correctly formed sentences. All three forms of comparative or superlative sentences can be used. The team with the most points at the end wins.

Example sentences: *The Rába is shorter than the Danube.*
Lake Velencei is smaller than Lake Balaton.

STAGE 4. B	Practice – Crazy comparatives
TARGET GROUP	Ls who are more confident in forming sentences; less confident Ls with richer vocabulary
TIME	15 min
SKILLS AND COMPETENCIES IN FOCUS	Speaking Vocabulary (adjectives, geography) Grammar (comparative and superlative sentences)
ORGANISATION	Group work, individual
AIDS AND MATERIALS	Slips of paper (from Stage 1)

TEACHER'S ACTIVITIES

1. Explain and conduct the game.

Tell Ls to give themselves 1-20 points according to the quality of their work. Tell them to write their points down in their notebooks (they will use these in Lesson 5.)

LEARNERS' ACTIVITIES

1. Ls get into 3-4 groups. Each group gets a card taken from the board. They read their words at the same time, discuss and make a sentence using their adjectives (preferably in connection with geography). The first team to say their sentence out loud gets a point.

Points are only given for correctly formed sentences.

All three forms of comparative or superlative sentences can be used.

The team with the most points at the end wins.

Example sentences: *The Rába is shorter than the Danube.*

Lake Velencei is smaller than Lake Balaton.

STAGE 5 Homework – Wordsearch

TIME

-

**SKILLS AND COMPETENCIES
IN FOCUS**

Vocabulary (countries)

Guessing

ORGANISATION

Individual

AIDS AND MATERIALS

2.5 Wordsearch

TEACHER'S ACTIVITIES

1. Give out 2.5 Wordsearch and tell Ls to bring the solutions for the next lesson.

Solution:

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

LEARNERS' ACTIVITIES

1. Ls find 9 countries in the wordsearch. The countries are

Andorra
Faroe Islands
Hungary
Isle of Man
Liechtenstein
Malta
Monaco
San Marino
Vatican

LESSON 3: IT'S A TINY WORLD

Aims of the lesson:

- to learn about the smallest countries in Europe
- to compare these countries to Hungary
- to revise adjectives, comparatives and superlatives
- to revise how to form comparative and superlative sentences
- to revise/learn geographical concepts and phenomena
- to search the Internet for information
- to revise/acquire geographical knowledge about Hungary and other countries
- to raise interest in other countries and cultures
- to write a short composition about the similarities and differences between these countries and Hungary

Materials and resources: 2.5 Wordsearch, Geography atlas (student's edition), Big map of Europe (Geography), Copies of 3.1 Country gap-fill (half the number of students), cut into slips, 3.3 Information worksheet, to be used on the computers, Ss' notebooks, Computers and Internet, Floppy discs/memory sticks

Before the lesson: Check if the given websites work.

STAGE 1	Lead-in – Which country is it?
TIME	15 min
SKILLS AND COMPETENCIES IN FOCUS	Speaking Writing Vocabulary (countries and their descriptions) Geographical knowledge Guessing
ORGANISATION	Pair work
AIDS AND MATERIALS	3.1 Country gap-fill, Geography atlases, 2.5 Wordsearch,

TEACHER'S ACTIVITIES

1. Cut up 3.1 Country gap-fill into slips, hand them out to pairs (Learner A and B) and explain the task.

LEARNERS' ACTIVITIES

1. Ls get into two groups – according to the worksheet they got (group A with Worksheet A, group B with worksheet B) and read their information on slips cut from 3.1 Country gap-fill. They look at their sentences together and discuss what questions they can ask about the missing information. They take notes.

TEACHER'S ACTIVITIES

2. Before Ls get into pairs A-B, show an example with the help of the Ls.
Example:
How big is this country? This country is 465 km² big.
Tell Ls to work in pairs. If necessary, go around the classroom and help Ls.
3. Check the answers by asking a few questions.

Solution:

1. Andorra
This country is 468 km² big. It is landlocked (= has no sea side). People speak Catalan (official), French, Castilian, Portuguese.
 2. Monaco
This country is 2 km² big. About 32,000 people live there. People speak French (official), English, Italian, Monegasque.
 3. Vatican
This country is 0.44 km² big. The Pope lives here.
 4. Isle of Man
This country is 572 km² big. Its capital is Douglas. People speak English, Manx Gaelic.
 5. Liechtenstein
This country is 160 km² big. Its currency is Swiss francs. Its capital is Vaduz.
 6. Faroe Islands
This country is 1399 km² big. Its currency is the Danish krone. Its capital is Tórshavn.
 7. San Marino
This country is 61 km² big. About 28,500 people live here. People speak Italian.
 8. Malta
This country is 316 km² big. Its capital is Valletta. People speak Maltese (official), English (official).
4. Ask Ls to take out 2.5 Wordsearch and check their answers. Tell them these are the solutions for the sentences in 3.1 Country gap-fill.
Tell Ls to give themselves 1-10 points according to the quality of their homework.
Tell them to write their points down in their notebooks (they will use these in Lesson 5.)

LEARNERS' ACTIVITIES

2. Ls get into pairs (Learner A and Learner B) and read their information on slips cut from 3.1 Country gap-fill. Without showing their slips to each other, Learner A reads out the missing information to Learner B who asks questions and vice versa until they have filled in all the missing information on their paper slips.
 3. When they are finished, they try to find out which European country the information is relevant for with the help of the information in their students' atlases. (But they should not say the name of the country out loud!)
4. Ls take out their homework and check their solutions.
They also note down the points they give themselves for their homework.

STAGE 2	Introduction – Which is your country?
TIME	5 min
SKILLS AND COMPETENCIES IN FOCUS	Speaking Reading Geographical knowledge Map reading Guessing
ORGANISATION	Pair work / group work
AIDS AND MATERIALS	3.1 Country gap-fill, Big map of Europe

TEACHER'S ACTIVITIES

1. Write the list of countries on the board in alphabetical order:

Andorra
Faroe Islands
Isle of Man
Liechtenstein
Malta
Monaco
San Marino
Vatican

Explain the task and conduct the activity.

(If Ls cannot find out the countries, the T may give them the first letter of the country.)

LEARNERS' ACTIVITIES

1. Ls form pairs or groups and go over the list on the board and their slips from 3.1 Country gap-fill again. When the T asks about the first country, Ls raise their hands if it is their country. If it is correct, they locate it on the map. This country will be the subject of their further research and the final project! Then the T asks about the second country, etc.
 If there are less than 16 Ls in the class, hand out fewer slips and do the activities with less than 8 countries. If there are more than 16 Ls in the class, make more copies of the worksheet and have Ls with the same countries form groups.

STAGE 3	Research – Find information on your country
TIME	30 min
SKILLS AND COMPETENCIES IN FOCUS	Reading Writing Speaking Vocabulary (countries and their description) Geographical knowledge Searching skills
ORGANISATION	Pair work, group work
AIDS AND MATERIALS	Computers, Internet, notebooks, 3.3 Information worksheet

TEACHER'S ACTIVITIES

1. Explain the task and help Ls with searching, answers questions, etc.

You may want to bring a leaflet or poster about Hungary into class to show Ls what their project work should look like. (You can find posters and leaflets about Hungary in Tourinform offices around the country.)

Discuss the task with Ls from the following aspects:

- The first phase of the project is to look for information. Tell Ls to select information carefully, so that their final poster includes only the necessary information. Tell them to take notes rather than saving whole texts.
- The second phase of the work should be planning. Planning does not only include what the final product should look like, but also who does what in making the poster/leaflet, and in presenting it to the others.
- In the final phase Ls should present their poster/leaflet to the others. Discuss how much time they will have for this (it depends on the number of the groups), how it will be conducted (for information, please see the description of Lesson 5).

LEARNERS' ACTIVITIES

1. Ls open the 3.3 Information worksheet on their word processor, read the instructions and search the Internet for more information about the countries. They take notes, save pictures and other materials on the worksheet, etc. They tell the T if they need anything to be printed out for the next lesson in which they will create an information leaflet about the country.

Sources of information (more than given on the worksheet):

Andorra

- <http://www.andorra.ad/ang/home/index.htm>
- <http://www.cia.gov/cia/publications/factbook/index.html>
- http://www.andorra.com/uk/default_uk.asp
- <http://www.skiandorra.ad/indexing.html>
- <http://www.lonelyplanet.com/destinations/europe/andorra/>
- <http://www.andorraportal.com/Ingles/home/index.asp>
- <http://en.wikipedia.org/wiki/Andorra>
- <http://www.infoplease.com/ipa/A0107276.html>

TEACHER'S ACTIVITIES

- Tell Ls to use time carefully. Tell them how much time they have for each phase, and how they are going to evaluate each other's work.

LEARNERS' ACTIVITIES

Monaco

<http://www.monaco.mc/index.shtml>
<http://www.visitmonaco.com/>
<http://www.lonelyplanet.com/>
<http://www.ont.lu/>
<http://www.cia.gov/cia/publications/factbook/geos/mn.html>
<http://en.wikipedia.org/wiki/Monaco>
<http://www.gksoft.com/govt/en/mc.html>
<http://www.infoplease.com/ipa/A0107792.html>
<http://www.flags.net/country.php?country=MONA§ion=CURR>
<http://www.royalty.nu/Europe/index.html>

Vatican

<http://www.vatican.va/>
<http://www.odci.gov/cia/publications/factbook/geos/vt.html>
<http://www.ibiblio.org/expo/vatican/exhibit/Vatican.exhibit.html>
<http://www.roma2000.it/zmusvat.html>
http://mv.vatican.va/3_EN/pages/MV_Home.html
<http://www.loc.gov/exhibits/vatican/vatican.html>
<http://www.infoplease.com/ce6/world/A0850542.html>

Isle of Man

<http://www.gov.im/>
<http://www.cia.gov/cia/publications/factbook/geos/im.html>
<http://www.iomonline.co.im/>
<http://www.isle-of-man.com/index.shtml>
<http://www.iom-airport.com/>
<http://www.iomguide.com/>
<http://www.tynwald.org.im/>

TEACHER'S ACTIVITIES

LEARNERS' ACTIVITIES

Liechtenstein

<http://www.lonelyplanet.com/destinations/europe/liechtenstein/>

<http://www.cia.gov/cia/publications/factbook/geos/ls.html>

<http://en.wikipedia.org/wiki/Liechtenstein>

<http://dir.yahoo.com/regional/countries/liechtenstein/>

<http://www.welcome.li/>

http://news.bbc.co.uk/1/hi/world/europe/country_profiles/1066002.stm

<http://www.lonelyplanet.com/mapshells/europe/liechtenstein/liechtenstein.htm>

<http://geography.about.com/library/maps/bliechtenstein.htm>

Faroe Islands

<http://www.odci.gov/cia/publications/factbook/geos/fo.html>

<http://www.hando.hu/eu/f.html>

<http://www.infoplease.com/ipa/A0198162.html>

<http://www.worldatlas.com/webimage/countrys/europe/faeroe.htm>

http://www.worldstatesmen.org/Faeroe_Islands.html

<http://www.travel-images.com/faeroe.html>

<http://www.camacdonald.com/birding/eufaeroeislands.htm>

<http://www.encyclopedia.com/html/F/Faeroe1s.asp>

<http://bubl.ac.uk/link/f/faroeislands.htm>

TEACHER'S ACTIVITIES

LEARNERS' ACTIVITIES

San Marino

<http://www.sanmarinosite.com/>
<http://www.italyguide.com/INFO/country/smarino.html>
<http://www.ci.san-marino.ca.us/>
<http://www.infoplease.com/ipa/A0107939.html>
<http://www.cia.gov/cia/publications/factbook/geos/sm.html>
<http://www.ci.san-marino.ca.us/>
http://en.wikipedia.org/wiki/San_Marino
<http://flagspot.net/flags/sm.html>
<http://www.state.gov/r/pa/ei/bgn/5387.htm>
http://go.hrw.com/atlas/norm_htm/smarino.htm
http://www.lonelyplanet.com/destinations/europe/san_marino/
<http://www.targheitaliane.it/index.html?sanmarino/sanmarino.html>
<http://geography.about.com/library/maps/blsanmarino.htm>

Malta

<http://www.visitmalta.com/>
<http://www.cia.gov/cia/publications/factbook/geos/mt.html>
<http://www.aboutmalta.com>
<http://www.hmml.org/centers/malta/history.html>
<http://wgate.users.netlink.co.uk/malta.html>
<http://wgate.users.netlink.co.uk/mla-mus1.html>
<http://www.infoplease.com/ipa/A0107763.html>
<http://wgate.users.netlink.co.uk/mla-mus1.html>

STAGE 4	Homework
TIME	-
SKILLS AND COMPETENCIES IN FOCUS	Searching skills Reading Writing Speaking Geographical knowledge
ORGANISATION	Individual
AIDS AND MATERIALS	Computer, Internet, other sources of information (e.g. library)

TEACHER'S ACTIVITIES

1. Tell Ls to continue their research at home and have everything ready for Lesson 4 if possible (that is, to bring photos, texts and data).

Note: Try to make sure that there is not much printing left for Lesson 4 to avoid "congestion".

Tell Ls to write a short composition on the similarities and differences between their chosen country and Hungary, using the previously revised/learnt grammatical structures (comparatives, superlatives), and send them to you by email. (If they do not have Internet connection at home, hand them in on paper.)

The compositions should not be longer than 50 words, containing sentences like *Hungary is much bigger than Monaco. People speak more languages in Monaco than in Hungary.*

Evaluate the compositions sent by email.

LEARNERS' ACTIVITIES

1. Ls do further research on their pair/group's country. If they need anything to be printed out for the final project, they either print it out at home or bring the materials to the next lesson and have it printed there.

Ls write a short composition on the similarities and differences between their chosen country and Hungary, using the previously revised/learnt grammatical structures (comparatives, superlatives). This composition is sent to the T by email who evaluates it for the next lesson.

LESSON 4: LEARN MORE ABOUT THE TINY WORLD

Aims of the lesson:

- to learn about the smallest countries in Europe
- to raise interest in other countries and cultures
- to revise/learn geography
- to search the Internet for information
- to revise/acquire geographical knowledge on different countries
- to create leaflets, posters, etc. to advertise the chosen country to tourists

Materials and resources: Ss' notebooks, Computers and Internet, Word processor, 3.3 Information worksheet used electronically, Floppy discs/memory sticks, Printer, Stationery (poster paper, coloured paper, scissors, glue, felt pens, etc.)

STAGE 1	Research – I want to know more
TIME	15 min
SKILLS AND COMPETENCIES IN FOCUS	Reading Writing Speaking Vocabulary (countries and their descriptions) Geographical knowledge Searching skills
ORGANISATION	Pair work / group work – as in 3.2
AIDS AND MATERIALS	Computer, Internet, floppy discs/memory sticks, notebooks, printer, 3.3 Information worksheet

TEACHER'S ACTIVITIES

1. Hand out Ls' corrected homework, reflect on them, and give oral feedback about them.
Tell Ls to give themselves 1-20 points according to the quality of their work.
Tell them to write their points down in their notebooks (they will use these in Lesson 5.)
2. Explain the task and help Ls with searching, printing, answering questions, etc.

LEARNERS' ACTIVITIES

1. Ls may want to ask questions from the T about their compositions.
They also note down their points in their notebook for later use.
2. Ls search the Internet for more information about the countries. They take notes and print the texts and pictures they have collected on their worksheets.

STAGE 2	Project work – Information leaflets, posters, etc.
TIME	30 min
SKILLS AND COMPETENCIES IN FOCUS	Reading Writing Speaking Listening Vocabulary (countries and their descriptions) Geography Negotiating
ORGANISATION	Pair work / group work
AIDS AND MATERIALS	Word processor, floppy discs/memory sticks, printer, notebooks, stationery (scissors, glue, poster paper, etc.)

TEACHER'S ACTIVITIES

1. Explain the task and help Ss with planning their work and creating the materials.

Note: If there is no printer available, tell Ls they can draw pictures or cut some out from magazines (you can find brochures about the given countries in travel agencies).

Ls can use the floppy discs/memory sticks for transferring data from one computer to the other and from school to home and back. This might not be necessary (they also can use the Internet for such purposes).

When planning the posters/leaflets, you may want to help them in deciding what size, fonts, pictures, how many pictures and how long should their texts be. Help Ls with checking the vocabulary, style and grammar of their texts.

LEARNERS' ACTIVITIES

1. Using the information they collected from the Internet (and using the word processor), Ls plan their work, agree on roles and create information leaflets to advertise the chosen country to tourists.

STAGE 3	Homework
TIME	
SKILLS AND COMPETENCIES IN FOCUS	Reading Writing Speaking Listening Vocabulary (countries and their descriptions) Geography Negotiating
ORGANISATION	Individual / pair / group work
AIDS AND MATERIALS	Word processor, floppy discs/memory sticks, printer, notebooks, stationery (scissors, glue, poster paper, etc.)

TEACHER'S ACTIVITIES

LEARNERS' ACTIVITIES

1. If necessary, Ls finalise their project work at home and make it ready for use by Lesson 5, in preparation for the Travel Fair.
They should also discuss what to say about their posters/leaflets in the Travel Fair. They will take turns in showing their work and will have to be able to answer questions about the country they have chosen.

LESSON 5: TRAVEL FAIR IN TINY WORLD

Aims of the lesson:

- to learn about the smallest countries in Europe
- to raise interest in other countries and cultures
- to revise/learn geography
- to revise/acquire geographical knowledge on different countries
- to demonstrate and speak about the chosen country and attract as many “tourists” as possible

Materials and resources: Project work created by the Ss, 5.3 Evaluation sheet

Classroom arrangement: Rearranging the room (see description in Stage 1)

STAGE 1	Preparation for the Travel Fair
TIME	10 min
SKILLS AND COMPETENCIES IN FOCUS	Organisational skills Negotiating Speaking
ORGANISATION	Whole class
AIDS AND MATERIALS	Project items (information leaflets, posters, etc.)

TEACHER'S ACTIVITIES

1. Explain the room arrangement and all other necessary information for the Travel Fair.

The room should be arranged in a way so that Ls can see each other's posters/leaflets well. For example, put as many tables out for as many groups that will present their work. Groups can put their work on the tables, stand behind them and others can gather around them. Or, you might want to put the posters/leaflets on the walls of the classroom, and the presenters can stand next to them, while others can see them, ask questions and take notes.

LEARNERS' ACTIVITIES

1. Ls rearrange the room, put the project items on display, discuss final arrangements.

STAGE 2	Project work – Travel Fair in Tiny World
TIME	25 min
SKILLS AND COMPETENCIES IN FOCUS	Reading Writing Speaking Listening Vocabulary (countries and their descriptions) Geography Negotiating Presentation skills
ORGANISATION	Whole class
AIDS AND MATERIALS	Project items (information leaflets, posters, etc.), Notebooks

TEACHER'S ACTIVITIES

- Go around the room, participate in the Travel Fair and give help whenever necessary.
(It is worth considering inviting other classes to the Travel Fair to make the project even more successful!)

LEARNERS' ACTIVITIES

- Ls take turns staying at their "stand". Each learner visits all the other countries' stands to look at the information leaflets, posters, etc. and listens to the person at the stand. They can spend about 3-4 minutes at each stand, asking questions, taking notes for themselves. *By the end of the activity they have to decide on what they liked best and tell the others. (ie. Vote for the best leaflet)*

STAGE 3	Evaluation – Where do you want to go?
TIME	10 min
SKILLS AND COMPETENCIES IN FOCUS	Speaking Arguing
ORGANISATION	Whole class
AIDS AND MATERIALS	Notebooks, 5.3 Evaluation sheet

TEACHER'S ACTIVITIES

1. Conduct the activity and lead the discussion.

Ls should evaluate their own work after discussing what they have done well and what they have to improve on. Tell them to look back at the points they noted down in Lesson 2 and 3, and write them into the grid, too.

LEARNERS' ACTIVITIES

1. Ls discuss each others' work in groups, giving reasons and giving points to themselves on 5.3 Evaluation sheet, then hand the evaluation sheets in to the T.

For example: *You were good at searching the Internet and collected a lot of pictures.*
You didn't do much when we wrote the text.