

Canada

Level: upper-intermediate (B2)

Time: 45 minutes

Aims:

- To learn about Canada and its regions
- To learn about Canadian tourist attractions
- To learn about the Aboriginal People of Canada
- To learn vocabulary connected with travelling
- To look for specific information in the internet
- To read for specific information
- To transfer the information.

Language functions:

- To describe the sites
- To describe places of great importance
- To plan a route
- To compare and analyze
- To look for specific information
- To read for specific information
- To use the research to create an online project.

CLIL: Geography and IT technology

Materials: web pages, worksheets, slides

STAGE	AIMS	PROCEDURE	TIME	MATERIALS
Warm – up activity	To provide students with introduction to the topic	Start your lesson by showing your students a slide show with pictures from Canada. Ask your students if they have ever been to Canada and if not, if they know any places in Canada. Make a list of places your students are familiar with. Next, tell your students to think why these places are so popular among tourists. Students can work in pairs or small groups depending on the size of your class. Allow some time for short discussion and then ask each pair/group to present their answers. You may put some of the ideas on the board.	8 min	
Main part of the lesson	To introduce the topic. To get students interested. To work with web pages.	1. Introduction Show your student 3 slides about Canada (the flag, the map and the detailed map of Canada). Ask some questions about Canada: <ul style="list-style-type: none"> • What is the population of Canada? • What are Canada's neighbours? • What is the longest river? Etc. 	5 min	

	To look for specific information. To transfer the information.	<p>Allow some time for a short discussion and tell your student that they will find out more information about this country during the lesson. Then give them Worksheet A – with questions concerning Canada. Tell your student to do a quick research and find out the information necessary to complete the task. Student may work in pairs or small groups depending on the size of your class.</p> <p>Next ask your student to present their answers. Go to page: https://weather.gc.ca/canada_e.html and tell your student to check the weather forecast for their planned trip to Canada.</p> <p>2. Task Tell your students that they will be tour guides for the group of foreigners who come to visit Canada. Divide your students into 3 groups. Each group has the same task to do- to find out any information they can about places they are going to visit with their tourists. Each group will get a Worksheet with the list of things they have to research. Give your students about 15 minutes to do this task.</p> <p>3. Presentation After this time, ask students to present their findings. Each group presents some facts and interesting things they were able to find in the internet. If there is not enough time, students may present their work during the next lesson.</p>	10 min 12 min 8 min	Worksheet A https://weather.gc.ca/canada_e.html Worksheets B-C-D
Wrap-up	Project – article	Tell your students that they will have to write an online article about Canada and its tourists attractions on the basis of the information they found out during the lesson. Each group will write an article about the same places they were looking into during the lesson. Give your students 2 weeks create this project. They should present their work during the next class.	2 min	

Sources:<http://www.canada.ca/en/>https://weather.gc.ca/canada_e.html<http://www.1stcontact.com/blog/social/funstuff-social/20-interesting-facts-canada/><http://www.canadiangeographic.ca/>*Credits:**Map and flag:* www.cia.gov*Notes:*

You can give students web pages or let them find their own sources. However, some guidance here is required.

Worksheet B-C-D students' own answers.