## INDIVIDUAL TASK
English-speaking countries and national days.

### Worksheet 1

Match the following countries with the corresponding festivity and date.

<table>
<thead>
<tr>
<th>Country</th>
<th>Festivity</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Malta</td>
<td>Freedom Day</td>
<td>March 1st</td>
</tr>
<tr>
<td>South Africa</td>
<td>National Day</td>
<td>April 27th</td>
</tr>
<tr>
<td>Northern Ireland</td>
<td>Saint Patrick’s Day</td>
<td>November 30th</td>
</tr>
<tr>
<td>England</td>
<td>Waitangi Day</td>
<td>April 23rd</td>
</tr>
<tr>
<td>India</td>
<td>Independence Day</td>
<td>January 26th</td>
</tr>
<tr>
<td>Australia</td>
<td>Australia Day</td>
<td>February 6th</td>
</tr>
<tr>
<td>Scotland</td>
<td>Canada Day</td>
<td>March 17th</td>
</tr>
<tr>
<td>New Zealand</td>
<td>Diwali</td>
<td>October-November</td>
</tr>
<tr>
<td>USA</td>
<td>Saint David’s Day</td>
<td>July 4th</td>
</tr>
<tr>
<td>Canada</td>
<td>Saint Patrick’s Day</td>
<td>August 6th</td>
</tr>
<tr>
<td>Wales</td>
<td>Independence Day</td>
<td>July 1st</td>
</tr>
<tr>
<td>Ireland</td>
<td>Saint Andrew’s Day</td>
<td>September 21st</td>
</tr>
<tr>
<td>Jamaica</td>
<td>Saint George’s Day</td>
<td>March 17th</td>
</tr>
</tbody>
</table>
INDIVIDUAL TASK
English-speaking countries and national days.
Worksheet 1

With this activity, students will learn more about English-speaking countries in the world and about their typical festivals and celebrations.

1. Write the following question on the board: “How many English-speaking countries can you think of?”.

2. Brainstorm ideas in open class in order to see what students already know and how many countries they can come up with. You could organise this as a competition in groups and set a time limit for students to write down as many countries as they can think of.

3. Then give students worksheet 1 for them to compare their list with the one on the worksheet. How many countries from the ones on the worksheet do they have on their lists?

4. Students should now match the countries with their typical celebration and its date. You can give an example to help them. For instance:
   - What is the USA’s national day? Independence Day.

At this stage, it’s important to point out to students that two countries have exactly the same national day (Northern Ireland and Ireland both celebrate Saint Patrick's Day on March 17th as their typical festivity). Also, two countries (USA and Malta) refer to their national day the same way (Independence Day), although it’s celebrated on two completely different dates (July 4th and September 21st).

An easy way for students to do the matching is by colouring the corresponding boxes using the same colour as the country they belong to. For example, if India is yellow, they should colour Diwali and October-November in yellow too. This will be especially useful to visual learners, but it will also make it easier to correct the activity on the whole.

5. Once they have finished, go over the answers (making sure they have all matched all the celebrations with the correct countries and dates) and answer any questions they may have.
Match the following countries with the corresponding festivity and date.

- **Malta**: Freedom Day, March 1st
- **South Africa**: National Day, April 27th
- **Northern Ireland**: Saint Patrick’s Day, November 30th
- **England**: Waitangi Day, April 23rd
- **India**: Independence Day, January 26th
- **Australia**: Australia Day, February 6th
- **Scotland**: Canada Day, March 17th
- **New Zealand**: Diwali, October-November
- **USA**: Saint David’s Day, July 4th
- **Canada**: Saint Patrick’s Day, August 6th
- **Wales**: Independence Day, July 1st
- **Ireland**: Saint Andrew’s Day, September 21st
- **Jamaica**: Saint George’s Day, March 17th
Situate the countries from worksheet 1 on the map below. Use an atlas if you need help.
This activity will raise the students’ awareness on the number of English-speaking countries in the world, therefore highlighting the importance of learning English as a global language.

It will also be working on Geography (CLIL), as the students will learn to situate the different countries on a world map.

1. Give students worksheet 2. They need to situate the countries from worksheet 1 on the map. They can use an atlas if they need to.

2. With weaker students, it might be a good idea to classify the countries into continents first so as to give students clues to locate the country more easily.

3. Go round monitoring and helping students out, answering any questions they may have.

4. Once they have finished, go over the answers (making sure they have all situated the countries in the right place).

5. As a follow-up task, especially with higher-level groups, you could get them to try and guess the capital of each of the countries they have placed on the map.
STUDENT A
Read the questions below and try to find the answer. Then ask the opposing team for them to guess.

1. What’s the capital of Wales?

2. What’s the capital of Northern Ireland?

3. What’s the most typical animal in New Zealand?

4. What’s a shamrock?

5. What’s the difference between England and the UK?

STUDENT B
Read the questions below and try to find the answer. Then ask the opposing team for them to guess.

1. What’s the capital of Malta?

2. What’s the capital of Scotland?

3. What’s the capital of Ireland?

4. What’s the Union Jack?

5. What’s Wales’s national flower?
COLLABORATIVE TASK
Quiz on English-speaking countries: How much do you know?
Worksheet 3

This activity will serve as revision to see how much students remember from their classmates’ presentations.

1. Get students into pairs and give each student a different worksheet (student A / student B).
2. They need to read the questions on their worksheet and write down the answer. If they need help, they could look at their notes or at an atlas.
3. Once they’re ready, they challenge their partner by asking them the questions on the worksheet. If their partner doesn’t know, they get a point. If they guess correctly, then the partner gets the point.
4. Go over the answers in open class. Especially with the flowers and the flag, it’s a good idea to show a picture so the students actually see what is being talked about.
5. With lower level groups, you could get the student asking the questions to invent three possible answers for each of the questions, so the student listening would only have to choose one of the answers, which makes the game easier.

With higher level groups, you could put students into small groups first and ask them to write their own questions for the other groups. This personalises the activity and gives students more responsibility as learners.
COLLABORATIVE TASK
Quiz on English-speaking countries: How much do you know?
Worksheet 3

STUDENT A
Read the questions below and try to find the answer. Then ask the opposing team for them to guess.

1. What’s the capital of Wales? .................................................................
   Cardiff

2. What’s the capital of Northern Ireland? ................................................
   Belfast

3. What’s the most typical animal in New Zealand? .................................
   The kiwi

4. What’s a shamrock? ..............................................................................
   It’s a three-leaf clover and the Irish national emblem.

5. What’s the difference between England and the UK? .........................
   England is one of the countries in the UK. The other countries that make up the UK are Wales, Scotland and Northern Ireland.

STUDENT B
Read the questions below and try to find the answer. Then ask the opposing team for them to guess.

1. What’s the capital of Malta? ............................................................... La Valetta

2. What’s the capital of Scotland? ............................................................ Edinburgh

3. What’s the capital of Ireland? ............................................................. Dublin

4. What’s the Union Jack? ...................................................................... It’s the national flag of the United Kingdom.

5. What’s Wales’s national flower? ......................................................... The daffodil
You are going to create an online presentation about an English-speaking country from the list on worksheet 1. Then, you will present it to your classmates and you will all vote for the most interesting presentation.

Here are some questions to help you do the research on the English-speaking country of your choice:

- What's its capital? Situate it on a map.
- How many people live there?
- What’s its currency?
- What’s its typical dish/food?
- What’s its national day?
- Why is this day celebrated? What’s the story behind it?
- How do people usually celebrate this day nowadays? Do they do anything special?

A useful website to create original online presentations is [http://popplet.com/](http://popplet.com/)
1. Tell students they’re going to do a project on an English-speaking country.

2. Divide them into groups of 3-4 and ask them choose one of the countries from worksheet 1.

3. Introduce them to Popplet (www.popplet.com) so they are familiar with the site and with how it works. (Remember that you will have to create an account on Popplet before being able to log in and see all the images available. It’s a good idea to create one account per class, so all the Popplets from one class are saved together). In order to help students, you could create a sample Popplet book live together with them so they know what the steps to take are.

4. Now the students should look for information about their country. Give them worksheet 3, which has some questions to guide their search and provide them with ideas. Students should try to answer the following questions for their presentation:
   - What’s its capital? Situate it on a map.
   - How many people live there?
   - What’s its currency?
   - What’s its typical dish/food?
   - What’s its national day?
   - Why is this day celebrated? What’s the story behind it?
   - How do people usually celebrate this day nowadays? Do they do anything special?

5. The students research their country, summarise the information and design their Popplet presentation. Go round monitoring and answering any questions they may have.

6. As the final step to the project, once all the Popplets are finished, you could ask students to present them in open class so their classmates can vote for the most interesting presentation. (You could also come up with other possible categories for the vote such as “to the most interesting country” or “to the best speaker”).