



Jezikovno in medkulturno ozaveščanje

## **PROJECT WORK**

### **ICELAND**

Date: 5. 4. 2023

Students: Iza Pristavec, Eva Kožlakar

Ljubljana, 2023

## An introduction in which you justify the selection of the topic

We decided to present Iceland because it is on our bucket list to travel there one day. We might even go together and explore everything the country has to offer. Mostly we like extraordinary nature and unlimited options to spend most of the days outside exploring geysers, glaciers, mountains, waterfalls, lava fields, volcanoes, lowlands and rivers. Our goal would be to see northern lights and whales. Besides nature, Iceland also has a very interesting and diverse traditional food, they have rich history of folklore and legends and many other fascinating facts we wanted to share with our colleagues.

### A ppt on the topic:

<https://docs.google.com/presentation/d/1OybZLdARPyE-cXznMqo2uNyjFx-fzm3MELeARPDdJOI/edit?usp=sharing> Here is a link to the ppt on the topic.

## A collection of activities

### 1. Quiz

Students get in pairs. Each pair gets 4 sticky notes in 4 different colors (blue, yellow, green and pink). We present ppt slides with questions and abcd options of answers. Students have to choose the correct answer and lift up a sticky note that represents the correct answer. We countdown the time so everyone lifts up their sticky notes at the same time.

Questions for our quiz:

<p><b>1. Iceland is located ...</b></p>  <ul style="list-style-type: none"><li><input type="checkbox"/> a) East of Greenland, northwest of the UK and south of the Arctic circle.</li><li><input type="checkbox"/> b) East of Greenland, northwest of the Sweden and south of the Arctic circle.</li><li><input type="checkbox"/> c) East of Finland, northwest of Canada and south of the Arctic circle.</li><li><input type="checkbox"/> d) East of Greenland, northwest of Canada and south of the Arctic circle.</li></ul>	<p><b>2. Iceland has ...</b></p>  <ul style="list-style-type: none"><li><input type="checkbox"/> a) a population of around 244, 000 people.</li><li><input type="checkbox"/> b) a population of around 554, 000 people.</li><li><input type="checkbox"/> c) a population of around 306, 000 people.</li><li><input type="checkbox"/> d) a population of around 364, 000 people.</li></ul>
<p><b>3. Icelandic anthem is called ...</b></p>  <ul style="list-style-type: none"><li><input type="checkbox"/> a) Songurfon.</li><li><input type="checkbox"/> b) Plokkfiskur.</li><li><input type="checkbox"/> c) Lofsöngur.</li><li><input type="checkbox"/> d) Arnarson.</li></ul>	<p><b>4. Their currency is ...</b></p>  <ul style="list-style-type: none"><li><input type="checkbox"/> a) Euro.</li><li><input type="checkbox"/> b) Icelandic krona.</li><li><input type="checkbox"/> c) Icelandic dollar.</li><li><input type="checkbox"/> d) Icelandic lira.</li></ul>

### 5. Which animals live in Iceland?



a)   
 b)   
 c)   
 d)

### 6. Icelandic dishes are ...




a) Plokkfiskur, Kleinar, Hakarl, Svid and Skyr.   
 b) Bjordagur, Rettir, Horjusak, Kleriur and Klup.   
 c) Icelandic Jugra, Jeppsar, Klerna, Rikya and Pistja.   
 d) Arnards, Vikyand, Korn, Graspyik and Hji

### 7. How many Icelanders believe in elves?




a) Around 35 %.   
 b) 70 %.   
 c) 13 %.   
 d) 55 %.

### 8. The Yule Lads represent ...



a) 13 islands around Iceland.   
 b) 13 descendants of the trolls.   
 c) 13 breeds of Icelandic horses.   
 d) 13 names for wind.

### 10. Iceland has ...



a) more than 1000 volcanoes.   
 b) around 30 volcanoes.   
 c) a little over 200 volcanoes.   
 d) around 500 volcanoes.

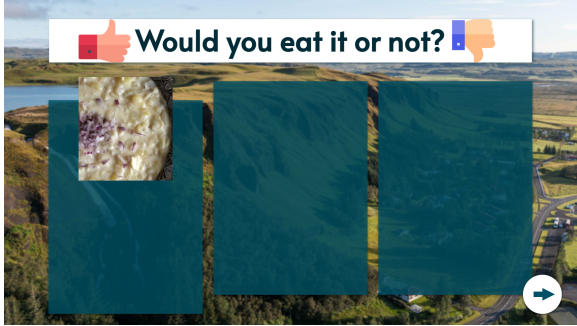
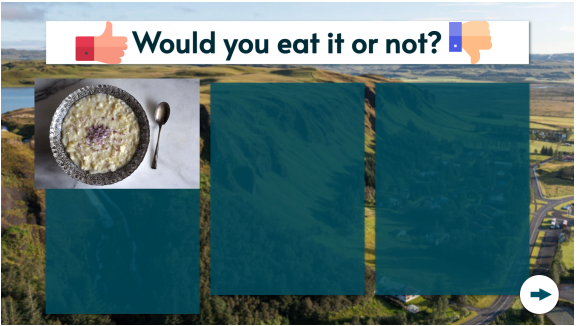
### 11. What does word dagur mean?

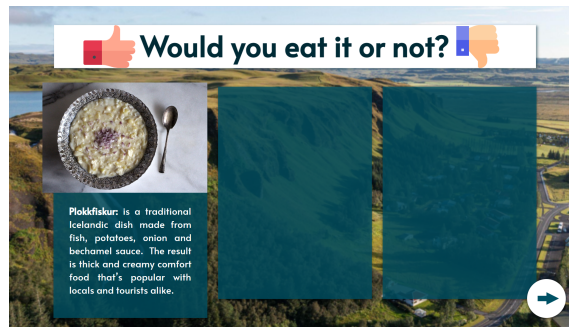
a) Date.   
 b) Dance.   
 c) Day.   
 d) Sea.

**2. Would you eat it or not?**

In this activity students have to decide if they would eat a typical Icelandic dish or not but to make it a bit more interesting, we would first show just a part or zoomed in on part of a dish. On a count of three, two, one, students must show thumbs up if they would eat the dish, or thumbs down if they would not taste it. Once they decide we show the picture of the whole dish and we give a short description. We can also ask what students think the dish is made out of.

Here is an example:



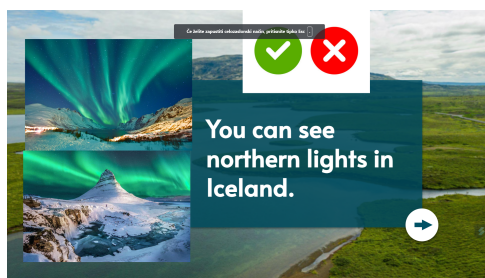
### 3. Correct/incorrect statement

We read different statements out loud and students have to guess if the statements are correct or incorrect. If the statements are correct they stand up and lift their hands. If the statements are incorrect they stay seated.

Statements:

- Whaling in Iceland has been forbidden since 2016.
- There is only 1 Mcdonald's in Iceland.
- You can see northern lights in Iceland.
- Icelanders have a website that helps them keep track of their relatives.
- The Icelandic language has 30 different names for wind.
- One of the most famous Icelanders is singer Björk.
- Icelanders take on their father's name.

Example:



### 4. Karaoke song

We would play The hardest karaoke song from Youtube. Students would practice English and also learn some new Icelandic words. After listening and singing along, each student chooses one new Icelandic word and draws it.

Link to the song: [https://www.youtube.com/watch?v=f88UJyCA\\_M&ab\\_channel=InspiredbyIceland](https://www.youtube.com/watch?v=f88UJyCA_M&ab_channel=InspiredbyIceland)

Lyrics:

This is the a-ö of Iceland

So try to sing along

This is the a-ö of Iceland

What could possibly go wrong?

I start my day with coffee or kaffi is what we say

I pour a little mjólk in and feed my horse some hey (hey)

I look out the window to see if there is sól

I eat my morgunmatur and sit down in my stól

This eyja is kind of awesome no matter what you see

There's hverir, list and jöklar and vinir you can meet (skål!)

So pack your töskur, Iceland has it all

Austur to vestur

Just don't look for elves (you don't even exist!)

This is the a-ö of Iceland

So try to sing along

This is the a-ö of Iceland

What could possibly go wrong?

Our sundlaugar are cozy, afklæðast all the way

But don't forget sundskýla before you go and play (ok?)

You might see a torfbær or hike in the þjóðgarð

And you must say hi to Villi, because that is my dad (Pabbi?)

And you can rent a bílaleigubíll

Enjoy the drive on hringvegurinn

Be mindful of malarvegir

And don't traðka on the moss

It grows back so slow

Like seventy years!

This is the a-ö of Iceland

So try to sing along

This is the a-ö of Iceland

What could possibly go wrong?

Since the upphaf alda the sheep has been around

Vinaleg and gracious, every man's best friend

We cuddle them and klappa and then take all their ull

We wear them like the kappar and they've always kept us... full

This is the a-ö of Iceland

So try to sing along

This is the a-ö of Iceland

What could possibly go wrong?

This is the a-ö of Ísland

So reyndu að syngja með

This is the a-ö of Ísland

Now memorise this lag

"You just sang the hardest karaoke song in the world

You speak Icelandic

You can even say Plokkfiskur"

"You're almost an Icelander, almost

Seriously, it's a lot of paperwork

Just come and visit"

##### **5. Drawing while listening to the story**

Iceland is really known for its folklore, legends and myths. In this activity students would be given a plain piece of paper and they would need some coloring pens. They can work as individuals or in pairs. If they would want to work in pairs they would get a bigger format of the plain paper. Students need to listen to the short story about The stone trolls. While listening they need to draw what they hear, it can be an item, a person, a feeling, whatever they like. After reading students can give a short presentation of what they drew or they can rewrite the story based on their drawing, they can even change the ending, add something etc.

### Let's now read our story...

You can listen to an audio version of the story here  
<https://soundcloud.com/talkforwriting/stone-trolls/s-bGWn1yz5NrI>

#### The Stone Trolls

On the southern coast of Iceland, near the small village of Vik, there once lived a band of trolls. They were huge, ugly creatures who were feared by humans and hid away underground in the dark caves of the nearby ice-covered volcano. All trolls knew that if they ever got caught outside in the daylight, they would immediately be turned to stone. So, each night, under the **cover of darkness**, they would **venture** outside to hunt and fish.

One stormy night, two **mischievous** trolls called Skess and Landra perched together on the craggy cliff, watching. Below, the sea bubbled and foamed. Above, the full moon glared down, casting a long shadow across the **ebony** beach. In the distance, they could hear the low rumble of other trolls, feasting on their **hoard** of freshly caught fish.

Suddenly, Skess jumped up, pointed at the horizon and roared. "Landra, look, a three-masted ship. I think it's in trouble!" Landra followed his gaze and stared at the magnificent ship, **pitching** and rolling on the bubbling sea. "Let's **wade** out and pull it into shore," Skess said, setting off down the beach. Landra frowned as it was already very late and the sun rose earlier and earlier in late spring, but then he jumped down from the cliff and followed close behind.

Slowly, they waded out into the sea until, at long last, they reached the **stricken** ship. Together they started to haul it towards the distant shore, which was now just a strip of silver moonlight.

For the rest of the night they heaved, and they heaved, and they heaved, but the ship was **hefty** and the sea was rough. Time passed. The two trolls didn't notice the moon slipping slowly away. Finally, they reached the blackened beach where the sailors quickly **clambered** to safety.

At that moment, the first glimmer of sunlight appeared. Shocked, Skess and Landra **shielded** their eyes and then stared at each other in horror. Their mouths widened. Their legs stiffened. Their arms ground to a halt. Their eyes closed. Both trolls and the remains of the ship instantly turned to stone ... forever.

## 6. *What would my Icelandic name be?*

Each student gets a piece of paper and they follow the instructions below. Students can then create some new interesting names and share them. We can give them typical Viking names, names of main characters from fairytales ...

**WRITE DOWN YOUR NAME  
AND ADD YOUR FATHER'S  
NAME.**

**ADD SON TO YOUR  
FATHER'S NAME IF YOU ARE  
A BOY.**

**ADD DOTTIR TO YOUR  
FATHER'S NAME IF YOU ARE  
A GIRL.**



## **2 activities FOR CHILDREN**

### **ACTIVITY 1**

**Name of the activity:** Quiz with sticky notes

**Aim of the activity:** They listen carefully and recognize correct information about Iceland, they read some questions and answers out loud.

**Age of learners:** 10 years (5th grade)

**Approximate length of the activity:** 15 minutes

**Description of the activity:** Students get in pairs. Each pair gets 4 sticky notes in 4 different colors (blue, yellow, green and pink). We present ppt slides with questions and abcd options of answers. Students have to choose the correct answer and lift up a sticky note that represents the correct answer. We countdown the time so everyone lifts up their sticky notes at the same time.

**Language level of learners:** A1

**Skills practiced (listening/speaking/reading/writing):** listening, reading, speaking

**Vocabulary practiced:** volcanoes, Iceland, dishes, animals

**Materials needed:** sticky notes in four different colors, ppt presentation

**Cross – curricular links:** science (geography)

**FERPA/CARAP descriptors:**

- Knows some of the principles of how languages work
- Has some knowledge about language diversity
- Possesses knowledge about what cultures are and how they work
- Knows that a culture is a grouping of practices, representations, values of all kinds shared (at least partially) by its members
- Knows some characteristics of one's cultural environment
- Being sensitive to differences and to similarities between different languages/cultures
- Respect and openness to diversity of cultures
- A wish to discover other cultures and languages

**How the activity develops intercultural awareness:** they learn about different traditions, food and other differences.

**Classroom organization (group work, pair work, whole-class ...):** work in pairs

Possible pre- and post- activities: pre activities: group work where students would get literature with all the information that is included in the quiz. Each group would do a short presentation on one topic (for example, animals, food, basic information about Iceland etc.).

**Post activities:** students could do another quiz. This time they would deliver questions to other students.

**Variations (if there are any):** /

**Additional notes (if applicable):**/

**ACTIVITY 2**

**Name of the activity:** The stone trolls story

**Aim of the activity:** They listen carefully and draw what they hear and do a summary based on their drawing.

**Age of learners:** 10 years (5th grade)

**Approximate length of the activity:** 20 minutes

**Description of the activity:** Each student gets a plain paper. They also need some coloring pens. Teacher reads the story. Students need to listen carefully and draw what they are hearing. They can draw the whole story or just something that they find interesting. After the

story is read, students would show the drawing to a colleague and tell a short summary of the story.

**Language level of learners:** A1

**Skills practiced (listening/speaking/reading/writing):** listening, writing, speaking

**Vocabulary practiced:** Iceland, trolls, ship, sea, prepositions (above, under)

**Materials needed:** the copy of The stone trolls story, plain paper

**Cross – curricular links:** art

**FERPA/CARAP descriptors:**

- Knows some of the principles of how languages work
- Has some knowledge about language diversity
- Possesses knowledge about what cultures are and how they work
- Knows that a culture is a grouping of practices, representations, values of all kinds shared (at least partially) by its members
- Knows some characteristics of one's cultural environment
- Being sensitive to differences and to similarities between different languages/cultures
- Respect and openness to diversity of cultures
- A wish to discover other cultures and languages

**How the activity develops intercultural awareness:** they learn about Icelandic folklore, legends, creatures and myths.

**Classroom organization (group work, pair work, whole-class ...):** individually

**Possible pre- and post- activities:**

**pre activities:** In the pre activity we would firstly get to know the new important words, vocabulary with a game of Bingo.

**Post activities:** Students could rewrite the ending of the story in pairs and act it out to the class.

**Variations (if there are any):** Story can be modified with some easier words that students already know.

**Additional notes (if applicable):/**

***1 lesson plan for teaching this topic to children***

## CLIL LESSON PLAN

**Names of students:** Iza Pristavec, Eva Kožlakar

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**Grade:** 5.

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**Lesson topic:** Iceland

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**Lesson forms (group work, pair work...):** individual, pair work, group work

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**Teaching aids/materials:** ppt, sticky notes, licorice candy, story, paper sheets.

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**Teaching methods (discussion, demonstration, worksheet...):** discussion, demonstration

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**Lesson aims (CILJI):**

- TJA:
    - To learn some new expressions, vocabulary and grammar relating to Iceland through different activities and peer work.
    - To develop students' content knowledge about Iceland.
    - To foster language skills such as writing, speaking and listening.
  - NAR: To get to know a new culture and diversity of Iceland, to connect the knowledge of students' home country with Iceland.
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**Teaching objectives (content, culture, cognition – see CLIL lesson plan sample):**

**CONTENT:**

- Introduction of the topic

**CULTURE:**

- Understand that they can learn in foreign language (English).
- Understand that different cultures have different traditions, food, lifestyle ...

**COGNITION:**

- **DOING:** listening to a song, singing a song.
- **PLAYING:** quiz, Would you eat it, Correct/Incorrect, What would be my Icelandic name, drawing while listening to a story,
- **UNDERSTANDING:** Pupil understands that:
  - we know different countries and cultures;
  - different cultures have different traditions;
  - Iceland is different from Slovenia.
- **LEARNING:** different information about Iceland.
- **VOCABULARY:** building, learning and using.

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**COMMUNICATION (Language for learning, language through learning, language of learning - see CLIL lesson plan sample):**

- **LANGUAGE OF LEARNING:**

**Key vocabulary:**

- Iceland, a volcano, a mountain, a glacier, a waterfall, a country, an island, a dish, arctic fox, reindeer, whale, dolphin, seal, Icelandic horse, a fairytale, a troll, Icelandic food, on land, in water, in air, an elf.
  - **LANGUAGE FOR LEARNING:**
    - Iceland has/has got \_\_\_\_\_.
    - There is/are \_\_\_\_\_.
    - Would you eat it, or not?
    - Take your pencil and draw what you hear.
-

- 
- Where did we land?
  - Can you name this animal ... ? Where does it live, on land, in water or in air?
  - What is your Icelandic name?

**LANGUAGE THROUGH LEARNING:**

- Pupils record, predict and learn words and phrases.
  - Distinguish language needed to carry out activities.
  - Any language which comes up during the lesson.
- 

**Learning outcomes:**

By the end of the unit learners will be able to:

- use language creatively;
  - name and show Icelandic animals, dishes ...
  - ask and respond to questions about Iceland;
  - sing a song about Iceland.
- 

**References:**

Program osnovna šola. Tuji jezik v 2. in 3. razredu. Učni načrt. (2013). Ljubljana: Ministrstvo za šolstvo in šport, Zavod RS za šolstvo.

**SAMPLE LESSON PLAN (step by step lesson plan: stages of the lesson)**

**1. MOTIVATION:**

We welcome students and introduce ourselves. We tell the students that we are going to go on a trip and tell them to guess where we are going. We pretend that we are stewardesses and show them a video of a plane taking off at Ljubljana's airport and landing in Reykjavik airport (<https://docs.google.com/presentation/d/1OybZLdARPyE-cXznMqo2uNyjFx-fzm3MELeARPdDJOI/edit?usp=sharing>). If students have trouble guessing our destination, we help them with some clues (for example: The country is known as the land of ice and fire. The country has more than 200 volcanoes and some of the biggest glaciers in Europe).

**2. MAIN PART**

Group work: We divide students into groups of 4 and each group gets a short text about Iceland (appendix 1). Each group has 10 minutes to read the text and do a short presentation for other students. We give them a paper sheet, some printed pictures (appendix 2) and markers. We go around the class and help them. After 10 minutes they present their work.

Would you eat it?: Students have to decide if they would eat a typical Icelandic dish or not but to make it a bit more interesting, we would first show just a part or zoomed in on part of a dish. On a count of three, two, one, students must show thumbs up if they would eat the dish, or thumbs down if they would not taste it. Once they decide we show the picture of the whole dish and we give a short description. We can also ask what students think the dish is made out of (appendix 3).

Guess the animal: We show students a picture with different animals on it (appendix 4). They try to name the animals. They divide the animals into different groups (animals that live in the water, animals that live on the land, animals that can fly, animals that only live in Iceland).

What would be my Icelandic name: Each student gets a paper sheet and follows the rules (appendix 5). We make a name tag with Icelandic names only. We use them for the rest of the lesson.

Drawing while listening to a story: Students would be given a plain piece of paper and they would need some coloring pens. They can work as individuals or in pairs. If they would want to work in pairs they would get a bigger format of the plain paper. Students need to listen to the short story about The stone trolls (appendix 6). While listening they need to draw what they hear, it can be an item, a person, a feeling, whatever they like. After reading students can give a short presentation of what they drew or they can rewrite the story based on their drawing, they can even change the ending, add something etc.

Quiz: each pair gets 4 sticky notes. We present ppt slides with questions and abcd options of answers (appendix 7). Students have to choose the correct answer and lift up a sticky note that represents the correct answer. We countdown the time so everyone lifts up their sticky notes at the same time.

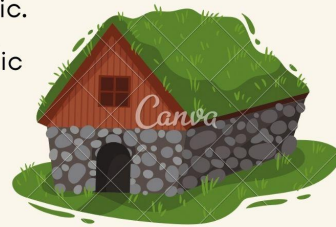
### **3. CONCLUSION**

We listen to the hardest karaoke song in the world. Students try to sing along. Each student picks one Icelandic word and writes it on the other side of his name tag. At the end we give each student an Icelandic licorice to try.

## APPENDICES

### Appendix 1: Texts about Iceland.

1. Iceland is an island nation, which means it is surrounded by water on all sides.
2. The capital city of Iceland is Reykjavik.
3. The official language of Iceland is Icelandic.
4. The currency used in Iceland is the Icelandic króna.



1. Iceland is known for its natural beauty, including glaciers, hot springs, and volcanoes.
2. Iceland has a population of around 360,000 people.
3. The national flag of Iceland features a white cross on a blue background.
4. Iceland is located close to the Arctic Circle, which means it can experience long periods of daylight in the summer and long periods of darkness in the winter.



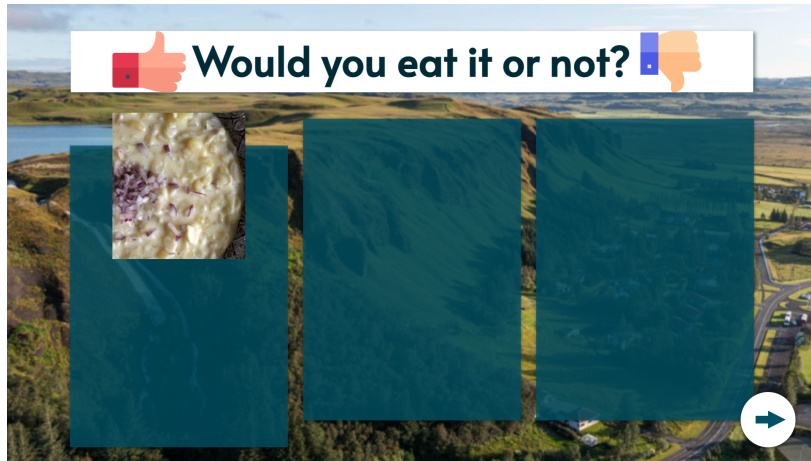
1. Iceland is home to many unique animals, including puffins, reindeer, and Icelandic horses.
2. The traditional food of Iceland includes fish, lamb, and skyr, which is a type of yogurt.
3. Icelandic horses are a unique breed of horse that is native to Iceland. They are small in size, but are strong animals. They have a very unique gait, called the tölt.



**Appendix 2: Pictures that students can use.**



**Appendix 3: One example of a dish.**



**Appendix 4: Guess the animal.**



**Appendix 5: Icelandic name.**

WRITE DOWN YOUR NAME  
AND ADD YOUR FATHER'S  
NAME.

ADD SON TO YOUR  
FATHER'S NAME IF YOU ARE  
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ADD DOTTIR TO YOUR  
FATHER'S NAME IF YOU ARE  
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## Appendix 6: The stone troll story.

Let's now read our story...

You can listen to an audio version of the story here  
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Slowly, they waded out into the sea until, at long last, they reached the **stricken** ship. Together they started to haul it towards the distant shore, which was now just a strip of silver moonlight.

For the rest of the night they heaved, and they heaved, and they heaved, but the ship was **hefty** and the sea was rough. Time passed. The two trolls didn't notice the moon slipping slowly away. Finally, they reached the blackened beach where the sailors quickly **clambered** to safety.

At that moment, the first glimmer of sunlight appeared. Shocked, Skess and Landra **shielded** their eyes and then stared at each other in horror. Their mouths widened. Their legs stiffened. Their arms ground to a halt. Their eyes closed. Both trolls and the remains of the ship instantly turned to stone ... forever.

## Appendix 7: Quiz about Iceland.

## 1. Iceland is located ...



- a) East of Greenland, northwest of the UK and south of the Arctic circle.
- b) East of Greenland, northwest of the Sweden and south of the Arctic circle.
- c) East of Finland, northwest of Canada and south of the Arctic circle.
- d) East of Greenland, northwest of Canada and south of the Arctic circle.



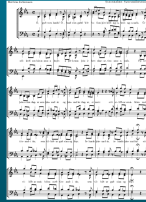
## 2. Iceland has ...



- a) a population of around 244, 000 people.
- b) a population of around 554, 000 people.
- c) a population of around 306, 000 people.
- d) a population of around 364, 000 people.



## 3. Icelandic anthem is called ...



- a) Songurfon.
- b) Plokkfiskur.
- c) Lofsöngur.
- d) Arnarson.



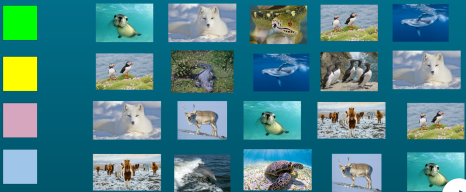
## 4. Their currency is ...



- a) Euro.
- b) Icelandic krona.
- c) Icelandic dollar.
- d) Icelandic lira.



## 5. Which animals live in Iceland?



## 6. Icelandic dishes are ...



- a) Plokkfiskur, Kleinar, Hakarl, Svid and Skyr.
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- c) Icelandic Jugra, Jeppsar, Klerna, Rikya and Pistja.
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## 7. How many Icelanders believe in elves?



- a) Around 35 %.
- b) 70 %.
- c) 13 %.
- d) 55 %.



## 8. The Yule Lads represent ...



- a) 13 islands around Iceland.
- b) 13 descendants of the trolls.
- c) 13 breeds of Icelandic horses.
- d) 13 names for wind.



## 10. Iceland has ...



- a) more than 1000 volcanoes.
- b) around 30 volcanoes.
- c) a little over 200 volcanoes.
- d) around 500 volcanoes.



## 11. What does word dagur mean?

- a) Date.
- b) Dance.
- c) Day.
- d) Sea.

