

DIDACTIC UNIT:
THE EUROPEAN
UNION COUNTRIES

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DIDACTIC UNIT: THE EUROPEAN UNION COUNTRIES

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1. FINAL TASK

With the help of a map of Europe, the students will orally talk about the fifteen E.U. countries, and their capital cities.

* It is advisable to record the final task on video to be shown to other classmates in the future to show them what they have to learn, and to be watched by the students themselves.

1.1. SUBTASKS

1.1.1. To locate the fifteen E.U. countries with the help of map of Europe.

1.1.2. To point at and to name the fifteen E.U. countries pronouncing them correctly.

1.1.3. To match the 15 E.U. countries with their capital cities.

1.1.4. And finally, to talk about the 15 E.U. countries and their capital cities.

2. LEVEL

The Didactic Unit has been designed for 3rd cycle primary school students.

3. OBJECTIVES OF THE DIDACTIC UNIT

3.1. The students will be able to understand specific oral language, related to the 15 E.U. countries and their capital cities, as used by the teacher and the other classmates.

3.2. The students will be able to use oral language fluently and competently, using linguistic and non-linguistic resources, related to the 15 E.U. countries and their capital cities, showing respect for and interest in understanding and being understood.

3.3. The students will be able to read a text related to the E.U. countries and extract specific information.

3.4. The students will be able to use autonomous learning strategies developed from previous language learning experiences, related to other language study methods.

*Before we design all the activities which are to be developed in class in order to achieve the didactic unit objectives, specified above, we will have to keep in mind the didactic consequences which are determined by from the psychoevolutionary stage the 3rd cycle of primary education students are in, and the methodological principles established in the official curricula.

It is important to point out that the final curricular aim of this area is not to teach the foreign language itself, but to enable students to communicate in that language. This implies the adoption of a procedure based on communication and oriented towards acquisition of communicative competence. This competence also involves different subcompetences:

1. GRAMMATICAL, or capacity to put into practice the rules and structures of the language.
2. DISCOURSE, or capacity to use different types of discourse and organize them according to the communicative situation and the speakers involved.
3. SOCIOLINGUISTIC, or capacity to use appropriate language in specific contexts, taking into account usage acceptable to the community in question.
4. STRATEGIC, or capacity to define, correct, tune or, in general, to make appropriate adjustments in the course of communication.
5. SOCIOCULTURAL, understood as a certain degree of familiarity with the social and cultural context in which the language is used.

In order to achieve communicative competence or the final goal of learning English, we have to develop the oral receptive and productive skills of listening and speaking, as well as the written receptive and productive skills of reading and writing, which are defined in the official curricula of the foreign language.

TO SAY SOMETHING and USE THE LANGUAGE FOR SOMETHING are two KEY elements in the teaching of foreign languages.

4. MATERIALS

A map of Europe, a map of the Aragonese autonomous Community, a photocopy of the map of Europe for each student, a photocopy of the chart with all the questions related to the Aragonese autonomous Community, and if we want to record the final task, a TV set, a video recorder and a video tape will be required.

5. TIMING

Three 50-minute lessons will be devoted to completing this Didactic Unit.

6. ASSUMED KNOWLEDGE

- 6.1. The alphabet. Spelling words out.
- 6.2. Phonemic transcriptions.
- 6.3. Prepositions of place.
- 6.4. The points of the compass.
- 6.5. The 17 Spanish autonomous communities.
- 6.6. The 15 E.U. countries.

7. ANTICIPATED PROBLEMS

- 7.1. Difficulty in spelling words out.
- 7.2. Difficulty in reading phonetic transcriptions properly.
- 7.3. The 17 Spanish autonomous communities.

7.4. The 15 E.U. countries and their capital cities.

8. ACTIVITIES

8.1. How to get and hold our students' attention? We will start by introducing the topic we are going to talk about to our students, but before starting we will ask them to tell us everything they know about Spain:

Where is Spain with respect to Portugal, France, to Europe? What's its capital city? What is Spain made up of? Where are Asturias, Galicia, and Aragón, What are the three main rivers in Spain? Which is the longest river in Spain? What's the name of the King of Spain? What's the title given to the son of the King and Queen of Spain? What's the name of the political party which won the last elections? What's the name of the President of the Spanish Government? What's the population of Spain? What's the name of the leader of the Socialist Party?

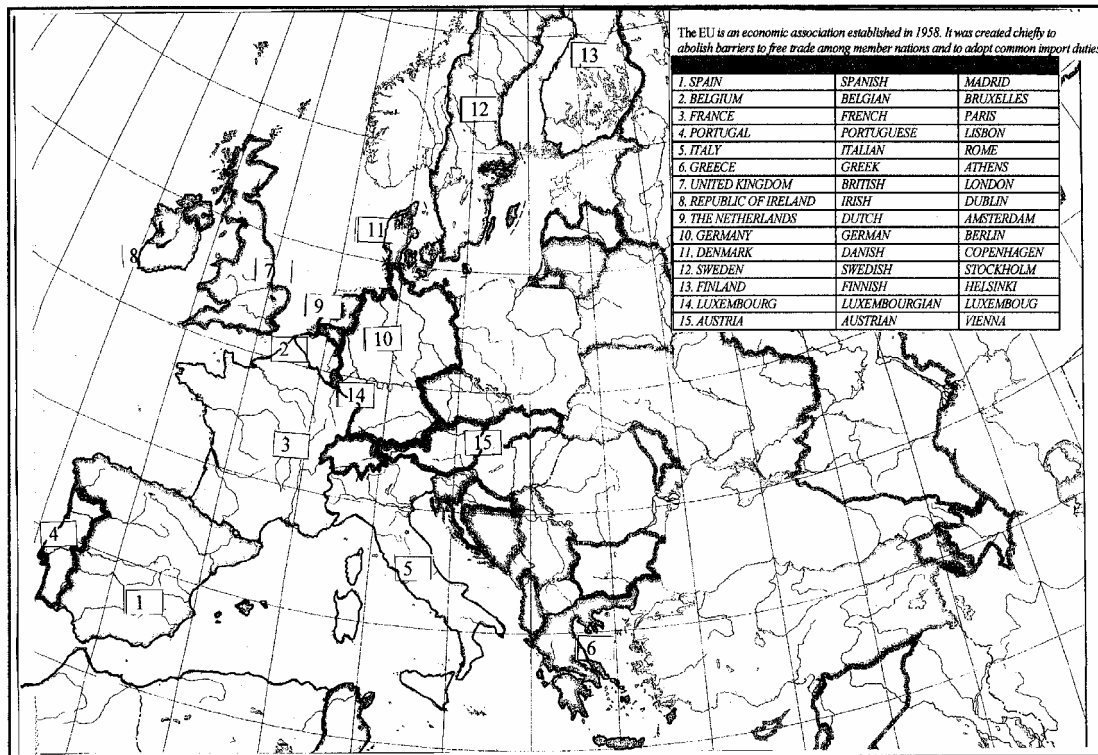
Once we have written all the answers on the blackboard, the students are given a photocopy on which they will have to write all the answers. In order to do this properly, they will have to associate the questions given in the first column of the chart and the answers written on the blackboard. (Whole class activity, individual activity).

If there were 16 students the class could be divided up into groups of 4, and they would check their answers in groups. Once they had finished filling in the answers, the class would be reorganized again and each student of each group would be the representative of their group in the other groups. They would check their answers again and, if there were any changes, these would be explained to the others. Finally, at random, one from each group would be the speaker and as a whole class activity the questions would be corrected.

<u>QUESTIONS about Spain</u>	<u>ANSWERS</u>
Where is Spain with respect to Portugal, France, to Europe?	
What's its capital city?	
What is Spain made up of?	
Where is Asturias, Galicia, Aragón, ...	

What are the three main rivers in Spain?	
Which is the longest river in Spain?	
What's the name of the King of Spain?	
What's the title given to the son of the King and Queen of Spain?	
What's the name of the political party, which won the last elections?	
What's the name of the President of the Spanish Government?	
What's the population of Spain?	
What's the name of the leader of the Socialist Party?	

“ So there are 17 autonomous communities in Spain, and you know that Spain has been a member of the European Union since 1985.” And we will go on to talk about the E.U. countries. What do you know about the European Union? What is the European Union made up of?



Once they know that the E.U. is made up of 15 countries, we ask them, with the help of the map of Europe, to tell us their names. We point at the countries they name. They are supposed to name them in Spanish, and if they are right we will say their names in English and then they will repeat them. We will write the initials of each country on the blackboard. While they continue to name them, we point at the ones named on the map and they repeat their names. We'll pay attention to location and pronunciation.

2nd teaching period: Once we think they know how to locate the fifteen E.U. countries and pronounce them correctly, they are asked to give the capital cities of all the members of the E.U. If they are wrong we will point out this to them. We'll continue to write down the initials of all the capital cities next to the countries they are connected with.

S	M
F	P
P	L
L	L

“So Madrid is the capital city of ...” We ask the students as many times as possible until we make sure they all have learnt the fifteen E.U. countries, their capital

cities and their pronunciation. Now we give them a photocopy with the map of Europe, and in the top right hand side corner are the 15 E.U. countries, their capital cities and some more information, which will be useful for them in the future. First, individually, the students will fill in the map with the numbers given for each country. Then, in groups of four, they will check their answers. For each group the teacher will correct a quarter of the information about the countries and then the class will be reorganized again and each student of each group will be the representative of their groups in the other groups. The teacher corrects all the exercises and then the numbers they wrote down on their maps are erased and each country is coloured according to the line it is in. We revise the countries, their capital cities and, above all, their pronunciation.

First, all the students are asked individually the location of the countries: *“Where’s Denmark?” “It’s over here.”* Presumably all the students are going to know the location of all the E.U. countries. If there is someone who doesn’t know the answers, someone else will help them to find them.

Secondly, the teacher points at each country separately and each student says the names: *“What’s this?” “It’s Finland.”* Presumably all the students are going to know the location of all the E.U. countries. If there is someone who doesn’t know the answers, someone else will help them answer.

Thirdly, each student names the fifteen E.U. countries associating them with their capital cities: *“This is Sweden whose capital city is Stockholm.” Or “Stockholm is the capital city of Sweden.”*

We will pay special attention to pronunciation. The final task will be recorded.

9. REINFORCEMENT ACTIVITIES

9.1. GUESS WHERE.

All the students are told to write down on a piece of paper where they would like to go on holiday. They are told that nobody is allowed to see the country they have chosen, because it is going to be a secret.

IRELAND

One of the students who did not achieve the objectives mentioned is asked to stand by the blackboard, and he/she is asked by his/her classmates the place he/she chose:

“Are you going to The United Kingdom?” “No, I’m not. I’m not going to the United

Kingdom.” They continue to ask him/her until someone guesses correctly. The one who guesses is given 1 point, and he takes the place of his/her classmate. One of the rules they have to follow is that a country can not be repeated twice.

9.2. MEMORY GAME.

The class is divided up in rows of four (depending on the number of students).

GROUP 1	GROUP 2	GROUP 3	GROUP 4
1	5	9	13
2	6	10	14
3	7	11	15
4	8	12	16

The teacher says he/she wants them to go on a tour and he/she tells them where to go first. Numbers 1, 5, 9 and 13 are told where to go and they tell numbers 2, 6, 10 and 14 the name of the country they heard and then they whisper the same information to numbers 3, 7, 11 and 15, and finally numbers 4, 8, 12 and 16 tell the teacher. If they imitate the name of the country their mates were given correctly, the group is given one point. If they point at the country they were told, they are given another point. And if they write down the name of the country correctly they are given another point.

GROUP 1	GROUP 2	GROUP 3	GROUP 4
GREECE	GREECE	GREECE	GREECE

Now, numbers 4, 8, 12 and 16 go first and the same instructions as the ones mentioned above are given, but a different country to go to is chosen.

GROUP 1	GROUP 2	GROUP 3	GROUP 4
4 - 3 - 2	8 - 7 - 6	12 - 11 - 10	16 - 15 - 14
1 - 4 - 3	5 - 8 - 7	9 - 12 - 11	13 - 16 - 15
2 - 1 - 4	6 - 5 - 8	10 - 9 - 12	14 - 13 - 16
3 - 2 - 1	7 - 6 - 5	11 - 10 - 9	15 - 14 - 13

3. The same instructions are given, but now the teacher chooses another country to go next.



4. The same instructions are given, but now the teacher chooses another country to go next.

*The ones who get the highest marks are the winners.

10. EXTENSION ACTIVITIES

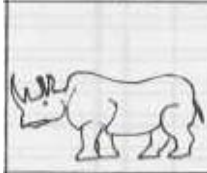
10.1. EUROPEAN UNION FLAGS. HANGMAN

The students are given a chart in which they have to complete the 15 E.U. countries and their capital cities. Once they have completed the chart they have to find their flags and to draw and colour them in the third column. When they get to know the flags of every country they work in pairs by asking their mates the connection between the countries and their flags. “Which country does this flag belong to? Every time one makes a mistake, a line is drawn to complete the game “hangman”. The one who hangs the other first is the winner.

<u>E.U. COUNTRIES</u>	<u>CAPITAL CITIES</u>	<u>FLAGS</u>
GERMANY	BERLIN	
AUSTRIA	VIENNA	

*All the boxes can be cut out and mixed up. Then a competition could be held: READY, STEADY, GO. All the students individually or in groups might be asked to reorganize all the boxes.

10.2. ANIMALS IN DANGER OF EXTINCTION








<u>E.U. COUNTRIES</u>	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
															X

The students are all given a chart. In the first column there are going to be 15 wild animals which are in danger of extinction, and in the first row there are going to be the numbers given to the 15 E.U. countries in the map of Europe. After we revise the E.U. countries and the fifteen animals which are becoming extinct, we start telling them a tale in which the main characters are going to be the animals.

“Once upon a time not a long time ago, a group of students who were on a school trip decided to go to see the animals which they had only seen in books. And the reason for this was that it was very difficult to find them in their natural habitats. So they had to fly around Europe to find them in captivity. First they went to Vienna, where they found the rhino, who was really huge; it was really fantastic to see such a beautiful animal.”

The students have to match the animal whose name is rhino and the number referring to Austria on the map they were given. They put a cross in the appropriate box. From now on, the students are encouraged to continue to tell the tale. It might be advisable to give each student the picture of a wild animal and the country where it is going to be found. The tale could be recorded.

10.4. THE WEATHER FORECAST.

	1	2	3	4	5	6	...	15
January								

The Students are given a chart with the 15 E.U. countries numbered from 1 to 15 in the first row, and the months of the year in the first column. In each box there is a weather symbol. First, we revise the capital cities of the 15 E.U. countries and the months of the year, and weather vocabulary associated with their symbols is introduced. “What is the weather like in Athens in January?” And the students have to answer according to the chart given. “It is cloudy.”

The students are encouraged to continue to talk about the weather forecast. There might be some more variations.

11. TABLE OF CONTENTS.

	PROCEDURES	CONCEPTS	ATTITUDES
ORAL AND WRITTEN COMPREHENSION	<p>Oral receptive procedures:</p> <ol style="list-style-type: none"> 1. To recognize phonological, non-linguistic and semantic elements 2. To decode symbols 3. To match 4. To carry out instructions 5. To understand a questionnaire 6. To associate images and sounds 7. To analyze specific oral information 8. To infer meaning <p>Written receptive procedures</p> <ol style="list-style-type: none"> 9. To associate images and written information 10. To understand a questionnaire 	<ol style="list-style-type: none"> 1. related to the 15 E.U. countries together with their capital cities 2. associated with the map of Europe 3. the E.U. countries numbered from 1 to 15 in the map of Europe with their capital cities 4. which will help our students develop all the steps necessary to complete all the activities related to the E.U. countries 5. related to Spain 6. related to the 15 E.U. countries together with their capital cities 7. related to Europe 8. related to the topic of Europe by using non-linguistic elements 9. referring to Europe 10. related to Spain 	<p>showing respect and interest in understanding.</p> <p>recognizing the importance of reading as a source of information, enjoyment and leisure, and as a means of access to other cultures.</p> <p>recognizing the communicative value of foreign languages to communicate with people from different cultures, and to participate in different international contexts.</p> <p>recognizing the richness offered by different languages for the understanding of our experience and interpersonal relationships.</p>
ORAL AND WRITTEN PRODUCTION	<p>Oral productive procedures:</p> <ol style="list-style-type: none"> 1. To reproduce sounds, rhythm and 	<ol style="list-style-type: none"> 1. related to the topic of Europe 	<p>showing respect and interest in</p>

	<p>intonation</p> <p>2. To share information</p> <p>3. To link</p> <p>4. To practice what they have learnt</p> <p>5. To make sentences from the initials</p> <p>6. To speak through symbols and drawings</p> <p>7. To transfer what they have assimilated and practiced to new communicative situations</p> <p>Written productive procedures</p> <p>8. To reproduce everything they have learnt</p> <p>9. To practice</p> <p>10. To transfer what they have assimilated and practiced to new communicative situations</p>	<p>2. about Spain and Europe with the teacher and the other classmates</p> <p>3. the 15 E.U. countries and their capital cities</p> <p>4. from a map of Europe</p> <p>5. referring to the E.U. countries and their capital cities</p> <p>6. referring to the E.U. countries and their capital cities</p> <p>7. presented in the section extension activities and connections</p> <p>8. referring to the E.U. countries</p> <p>9. referring to the E.U. countries and their capital cities</p> <p>10. presented in the section extension activities and connections</p>	<p>understanding and being understood.</p> <p>recognizing the importance of writing as a source of information.</p> <p>recognizing the communicative value of foreign languages to communicate with people from different cultures, and to participate in different international contexts.</p> <p>recognizing the richness offered by different languages for the understanding of our experience and interpersonal relationships.</p>
<p>SOCIOCULTURAL ASPECTS</p>	<p>1. To analyze</p>	<p>1. the countries which form the E.U. Community</p>	<p>showing curiosity and respect for the other members of the Community, and recognizing the communicative value of foreign languages to communicate with</p>

			people from different cultures, and to participate in different international contexts.
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12. CONNECTIONS.

12.1. QUESTIONNAIRE: GOING ON HOLIDAY AROUND EUROPE

NAMES	WHERE?	WHEN? LONG?	HOW	WHY?	WEATHER?	CLOTHES?
<u>CONNECTIONS</u>	EC COUNTRIES	MONTHS OF THE YEAR, ...		AMUSEMENTS, ...	WEATHER FORECAST	ACCORDING TO WHERE YOU DECIDE TO GO
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
<u>CONNECTIONS</u>	*MEANS OF TRANSPORT	*SPORTS TO BE PRACTISED		*FOOD, HOBBIES, INTERESTS, ...	*ACCOMMODATION	*WHAT WOULD YOU LIKE TO LOOK LIKE?

The EU is an economic association established in 1958. It was created chiefly to abolish barriers to free trade among member nations and to adopt common import duties.

<u>COUNTRY</u>	<u>ADJECTIVE</u>	<u>CAPITAL CITY</u>	<u>NATION</u>
1. SPAIN	SPANISH	MADRID	THE SPANISH
2. BELGIUM	BELGIAN	BRUXELLES	THE BELGIANS
3. FRANCE	FRENCH	PARIS	THE FRENCH
4. PORTUGAL	PORTUGUESE	LISBON	THE PORTUGUESE
5. ITALY	ITALIAN	ROME	THE ITALIANS
6. GREECE	GREEK	ATHENS	THE GREEKS
7. UNITED KINGDOM	BRITISH	LONDON	THE BRITISH
8. REPUBLIC OF IRELAND	IRISH	DUBLIN	THE IRISH
9. THE NETHERLANDS	DUTCH	AMSTERDAM	THE DUTCH
10. GERMANY	GERMAN	BERLIN	THE GERMANS
11. DENMARK	DANISH	COPENHAGEN	THE DANES
12. SWEDEN	SWEDISH	STOCKHOLM	THE SWEDISH
13. FINLAND	FINNISH	HELSINKI	THE FINNISH
14. LUXEMBOURG	LUXEMBOURGIAN	LUXEMBOUG	THE LUXEMBOUGIAN
15. AUSTRIA	AUSTRIAN	VIENNA	THE AUSTRIAN

QUESTIONNAIRE: GOING ON HOLIDAY AROUND EUROPE.














We are all very happy. We have just won a prize in lottery and we are going on holiday to visit some of the most beautiful and interesting places in the world. Before setting off, it is worth organising everything first.


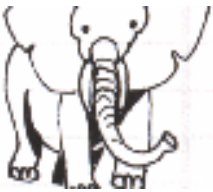

1. Where are you going?
2. Where are we going to stay?
3. What is the weather like?
4. Who are we going to go with?
5. What are you going to visit?
6. According to the places you are going to visit and the people you are going with what sort of clothes are you going to wear?




	WHERE?	WHEN? HOW LONG?	WHY?	WEATHER?	CLOTHES?
CLASSMATES	EU COUNTRIES	MONTHS OF THE YEAR, ...	AMUSEMENTS, ...	WEATHER FORCAST	ACCORDING TO WHERE YOU DECIDE TO GO
1					
2					
3					
4					
5					
6					
12					
13					
15					
CONNECTIONS	*MEANS OF TRANSPORT	*SPORTS TO BE PRACTISED	*FOOD, INTERESTS, ...	*ACCOMMODATION	*WHAT WOULD YOU LIKE TO LOOK LIKE?



Characteristics	Colour		Pattern	Material	Clothes						Accessories	
					Warm	Footwear	Men's nightwear	Leggings	Shorts	Wonder bra		
Narrow	Greenish	Copper	Plain	Wool								Scarf
Loose	Olive	Silver	Spotted	Nylon	Jumper	Shoes	Dressing gown	Trouser suit	Cycling shorts	Pantie-girdle		Shawl
Tight	Khaki	Bronze	Patterned	Velvet	V-neck	Boots	Pyjamas	Skirt	Sports shoes			Wrap
Modern	Grey	Steel	Checked	Velveteen	Polo-neck jumper	Baseball boots	Pyjama trousers	Skirt suit	Trainers			Ring
Fashionable	Black	Cream	Flowery	Cotton	Sweater	Lace-up boots	Men's wear	Blouse	Underwear			Earring
Unfashionable	White	Tobacco	Speckled	Leather	Roll neck	Sandals	Jacket	Wrap	Short-sleeved vest			Cross drop earring
Short	Brown	Metallic		Suede	Pullover	Slippers	Denim jacket	Dress	Sleeveless vest			Braces
Long	Red	Indigo		Fur	Jersey	Wellingtons	Casual jacket	Two piece dress	Socks			Belt
Sleeveless	Pink			Linen	Mackintosh	Clogs	T-shirt	Pinafore dress	Long johns			Wrist watch
Short-sleeved	Yellow			Satin	Anorak	Thongs	Shirt	Shorts	Underpants			Bracelet
Long-sleeved	Violet			Canvas	Cardigan	Pistols	Dress shirt	Bermuda shorts	Vest and shorts set			Necklace
Elastic	Purple			Tweed	Parka	Trainers	Suit	Boiler suit	Lacing camisole			Brooch
Denim	Orange			Rubber	Coat	Espadrilles	Jeans	Culottes	Slip			Buttons
Casual	Crimson			Rayon	Duffle coat	Headwear	Trousers	Neckwear	Top			Handkerchief
Bright	Scarlet			Angora	Fur coat	Sunglasses	Baggy trousers	Tie	Thighs			Suspenders
Formal	Amber			Lycra	Mittens	Cap	Waistcoat	Cravat	Stockings			Cuff links
Informal	Magenta			Gold	Gloves	Baseball cap	Blazer	Bow-tie	Corset			Zip
Horizontal	Maroon			Copper	Scarf	Golf cap	Bathrobe	Scarf	Knickers			Rucksack
Vertical	Ochre			Silver	Wrap	Hat	Dress coat	Sportswear	Pantie briefs			Umbrella
Light	Colourful			Bronze	Shawl	Helmet	Swimming trunks	Sweatshirt	Bikini briefs			Glasses
Dark	Turquoise			Steel		Beret	Women's Nightwear	Tracksuit	Vest			Sunglasses
Pale	Aqua-marine					Headband	Robe	Tracksuit top	Petticoat			
	Vermillion						Swimsuit	Tracksuit bottoms	Brassiere (bra)			

EU COUNTRIES	SYMBOL		CAPITAL CITIES	SYMBOL	
<i>1. SPAIN</i>	<i>/eɪ/</i>		<i>1. MADRID</i>	<i>/ɪ/</i>	
<i>2. BELGIUM</i>	<i>/e/</i>		<i>2. BRUXELLES</i>	<i>/ɒ/</i>	
<i>3. FRANCE</i>	<i>/aː/</i>		<i>3. PARIS</i>	<i>/æ/</i>	
<i>4. PORTUGAL</i>	<i>/ɔː/</i>		<i>4. LISBON</i>	<i>/ɪ/</i>	
<i>5. ITALY</i>	<i>/ɪ/</i>		<i>5. ROME</i>	<i>/əʊ/</i>	
<i>6. GREECE</i>	<i>/iː/</i>		<i>6. ATHENS</i>	<i>/æ/</i>	
<i>7. UNITED KINGDOM</i>	<i>/ɪ/</i>		<i>7. LONDON</i>	<i>/ɒ/</i>	
<i>8. REPUBLIC OF IRELAND</i>	<i>/aɪ/</i>		<i>8. DUBLIN</i>	<i>/ɒ/</i>	
<i>9. THE NETHERLANDS</i>	<i>/e/</i>		<i>9. AMSTERDAM</i>	<i>/æ/</i>	
<i>10. GERMANY</i>	<i>/ɜː/</i>		<i>10. BERLIN</i>	<i>/ɪ/</i>	
<i>11. DENMARK</i>	<i>/e/</i>		<i>11. COPENHAGEN</i>	<i>/eɪ/</i>	
<i>12. SWEDEN</i>	<i>/iː/</i>		<i>12. STOCKHOLM</i>	<i>/əʊ/</i>	
<i>13. FINLAND</i>	<i>/ɪ/</i>		<i>13. HELSINKI</i>	<i>/e/</i>	
<i>14. LUXEMBOURG</i>	<i>/ɒ/</i>		<i>14. LUXEMBOURG</i>	<i>/ɒ/</i>	
<i>15. AUSTRIA</i>	<i>/ɔː/</i>		<i>15. VIENNA</i>	<i>/e/</i>	

	1	2	3	4	5	6	7	8	9	10	11	12	13
January													
February													
March													
April													
May													
June													
July													
August													
September													
October													
November													
December													

E.U. COUNTRIES / ANIMALS IN DANGER OF EXTINCTION	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
															
															
															

E.U. COUNTRIES / ANIMALS IN DANGER OF EXTINCTION	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
															
															
															

E.U. COUNTRIES / ANIMALS IN DANGER OF EXTINCTION	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
															
															

NATIONALITIES	- ISH	- AN / IAN	- ESE	
1. SPAIN	X - SPANISH			
2. BELGIUM		X - BELGIAN		
3. FRANCE				X - FRENCH
4. PORTUGAL			X - PORTUGUESE	
5. ITALY		X - ITALIAN		
6. GREECE				X - GREEK
7. UNITED KINGDOM	X - BRITISH			
8. REPUBLIC OF IRELAND	X - IRISH			
9. THE NETHERLANDS				X - DUTCH
10. GERMANY		X - GERMAN		
11. DENMARK	X - DANISH			
12. SWEDEN	X - SWEDISH			
13. FINLAND	X - FINNISH			
14. LUXEMBOURG		X - LUXEMBOURGIAN		
15. AUSTRIA		X - AUSTRIAN		

List of students

	Where are you from?	Where are you from in ...?	What nationality are you?
	DENMARK	COPENHAGEN	DANISH

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