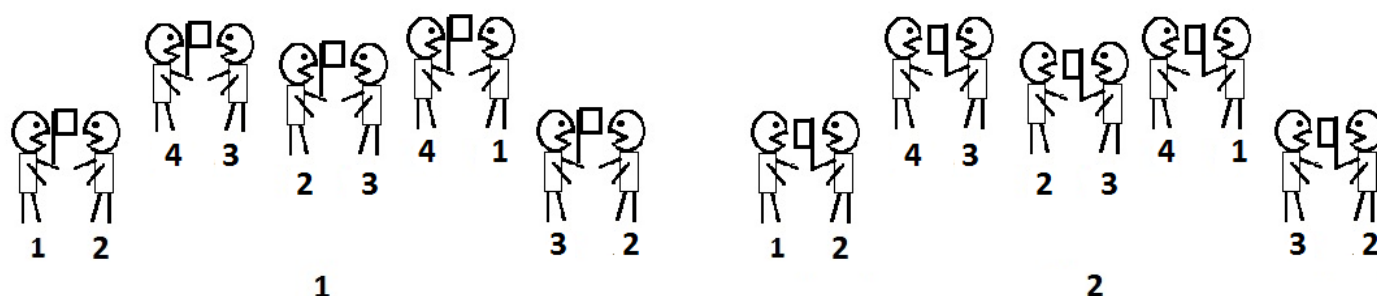


For the Teacher: Flags of the World Activity



| | |
|---|---|
| Objective | <p>Students will be able to use country names.</p> <p>Students will be able to use the adjective for the people of a country.</p> <p>Students will be able to name the colors of the flags.</p> |
| Functional Language <i>Students will need</i> | <ul style="list-style-type: none"> ● question starters such as <i>“Do you know this flag?”</i> or <i>“Which country has this flag?”</i> or <i>“What do we call the people?”</i> or <i>“Who are the people?”</i> ● sentence starters to name colors: <i>“This flag is...”</i> ● responses: <i>“Yes, that is correct”</i> or <i>“No, that is not correct.”</i> |

| | |
|---|---|
| <p>Vocabulary <i>Students will need</i></p> | <ul style="list-style-type: none"> ● vocabulary of countries: <i>Finland, Bulgaria, Panama, Germany, China, Australia, Canada, Uganda, Greece, Chile, Japan, France</i> ● vocabulary of national adjectives: <i>Finnish, Bulgarian, Panamanian, German, Chinese, Australian, Canadian, Ugandan, Greek, Chilean, Japanese, French</i> ● vocabulary of colors: <i>Red, Blue, White, Green, Yellow, Black</i> |
| <p>Pronunciation <i>Students will need</i></p> | <ul style="list-style-type: none"> ● adjectives endings with –ian: put stress on syllable before “ian.” Bul-GAR-i-an... Aus-TRAL-i-an... ● adjective endings with –ese: put stress on syllable with “ese”: Jap-a-NESE... Chi-NESE... |
| <p>Assessment <i>Teachers can check for success by</i></p> | <ul style="list-style-type: none"> ● Listening as students talk to each other |
| <p>Instructions</p> | <p>Before class, tell students to download the 8th grade National Identity activity “Flags of the World.”</p> |

Tell $\frac{1}{4}$ of the class to download the A document. Tell $\frac{1}{4}$ of the class to download the B document, $\frac{1}{4}$ the C document, and $\frac{1}{4}$ the D document. To start the activity, have students bring up their document on their phone. Each student will have three flags on their document. Give students a few minutes to look at Picture 1 on their phones of their first flag. They should know the name of the country and the adjective used with the people. They should also be able to name the colors of the flag. Once everyone is ready, have them stand up and find someone with a different flag for Flag 1.

Students should show their phones with the picture of their flag to their partner (only the picture—no words below should show on the phones.) They should tell their partners the colors of the flag as they look at it together. Then, they should ask their

partners if they know the country that has this flag. If not, they should teach their partner the country and the adjective for the people. Then, the other partner does the same with the flag on their phone. At the end of this part, both students should be able to say the country for each flag, the adjective for the people and the colors of the flag. Next, have students find a new partner and repeat. Carry this out 3 times with Flag 1, 3 times with Flag 2 and 3 times with Flag 3. At the end, each student should be able to name 12 flags, their adjectives, and the colors of each flag.

Free clipart from:

www.classroomclipart.com

Flags of the World (A)

1.



Country: Finland

Adjective for People: Finnish

2.



Country: Bulgaria

Adjective for People: Bulgarian

3.



Country: Panama

Adjective for People: Panamanian

Flags of the World (B)

1.



Country: Germany

Adjective for People: German

2.



Country: Australia

Adjective for People: Australian

3.



Country: China

Adjective for People: Chinese

Flags of the World (C)

1.



Country: Canada

Adjective for People: Canadian

2.



Country: Uganda

Adjective for People: Ugandan

3.

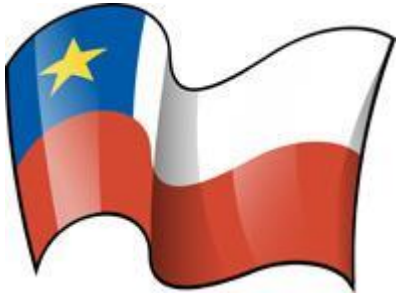


Country: Greece

Adjective for People: Greek

Flags of the World (D)

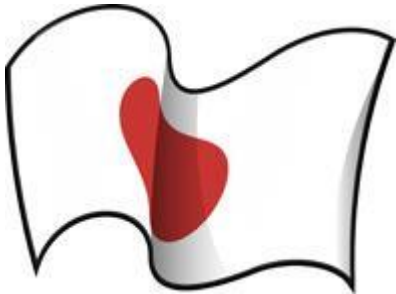
1.



Country: Chile

Adjective for People: Chilean

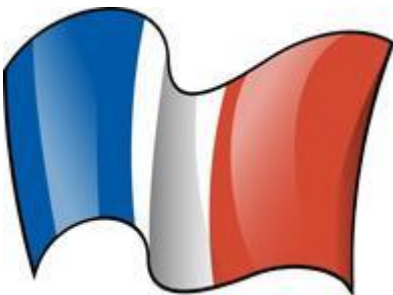
2.



Country: Japan

Adjective for People: Japanese

3.



Country: France

Adjective for People: French