

Level: Elementary – Pre-intermediate / A1 – A2

Age: Teenagers

Time: This lesson can be divided up in various ways to suit the time you have with your students. Below are three time options which you can choose from depending on the length of your class. However, these are just suggestions and there are plenty of other ways you could divide the lesson up.

90 minutes – Complete all activities in Flags, Name that flag and Geography test.

60 minutes – Complete all activities in Flags and Geography test.

45 minutes – Complete all activities in Flags apart from the 'world flag' activity and Geography test.

Summary: This lesson is divided into three sections Flags, Name that flag and Geography test. In the lesson, students will:

1. identify flags and their countries;
2. create a world flag;
3. play a team board game;
4. do a geography test;
5. write about a country.

Key skills: speaking, reading, writing

Subskills: countries, shapes and colours, describing flags, describing countries

Materials: one copy of Flags and Geography test per student; one copy of Name that flag per group of students

Note: Worksheets should be printed in colour, if possible. If not possible, find images of the flags from the worksheets on the internet and project show on screen with an IWB or projector.

FLAGS

1. Draw a simple design of a flag on a flagpole on the board. Ask students what it is. Elicit, *It's a flag*. Then, ask students:

Where do you see flags?

What different things do flags represent?

Allow students to discuss the answers briefly in pairs.

2. Hand out Flags worksheet 1 to the students and ask them to read the introduction to confirm their answers.

Key: *Where do you see flags? On flagpoles in front of schools and government buildings, and in public places; What different things do flags represent? Countries, states, organizations, your support for something.*

3. When they have finished, ask them to look at the flags on the page (or if the worksheet is only in black and white, bring the flags up, one at a time, on a computer screen for students to see). Put students in pairs. How many flags do they recognize? They should write the numbers 1 to 12 on a piece of paper and write the correct country (or organization) next to each number. Then, they should swap pieces of paper with another pair and, as you go through the answers as a class, correct the other pair's answer sheet. Which pair got the most correct answers?

Key: *1. the European Union; 2. Germany; 3. Italy; 4. the Philippines; 5. Portugal; 6. Switzerland; 7. Latvia; 8. France; 9. Greece; 10. Slovenia; 11. Libya; 12. Tunisia*

4. Hand out Flags worksheet 2. Refer students to the language box on the worksheet, which contains useful language for describing flags. Go over the language with them, dealing with any questions they have about the vocabulary. Then, read the following short texts out to the students. Can they identify the country each flag belongs to?

This flag has three vertical stripes. The first stripe is blue, the second stripe is white and the third stripe is red. (*Answer: France*)

This flag has a red circle on a white background. (*Answer: Japan*)

This flag has a yellow horizontal stripe between two red horizontal stripes. In the yellow stripe of the flag, there is a small symbol. (*Answer: Spain*)

5. Now ask students to describe flags to each other. They can describe flags from the worksheet, as well as other flags they know. Their partner has to guess the country. Remind them to use the language they have just learnt.



6. Which country's flag do the students think is the most recognizable in the world today? (*Most likely answer: the United States*) What is the nickname of this flag? (*Answer: the Stars and Stripes*) Can the students describe it? (*It consists of horizontal red stripes, alternating with white, and white stars on a blue background in the top left.*) Do the students know exactly how many stars and stripes there are on the flag, and what they represent? (*Answers: There are 50 stars representing the 50 states and 13 stripes representing the 13 original colonies of the United States.*)

7. Explain that, although every country in the world has a flag, there is no world flag. Your students will now design a flag for the planet. In groups, students work on a design. Encourage them to think of something original that will inspire people. When they have finished their design, they should copy it onto the blank flag on the activity page.

8. Have students vote for the best flag. Display all the flag designs in the classroom or on a public bulletin board in your school. You could run this as a class competition, or even a competition between classes.

NAME THAT FLAG

1. Divide the class into small groups. Each group should choose a country to represent that is not their own. Write the chosen country names on the board. Explain that you are going to play a game about flags and countries.

2. Give each group a copy of the Name that flag worksheet. Tell them to look at it. Point out that there are flags around the outside, and under each flag there is a number. The number under each flag corresponds to the numbered country on the map in the middle. There are a total of 30 flags.

The object of the game is to name each flag. If a group correctly identifies a flag, they are awarded ten points. If the group can give two additional facts about the country, then they are awarded an additional ten points (five per fact). Groups take it in turns to identify a flag, starting from number 1. If a group can't identify the flag, or if they don't know the name of the country in English, then the next group can answer for bonus points. Write the following useful language on the board and tell students to refer to it as they speak.

The capital of ... is

The people in ... speak

People from ... are called

.... is from

There is a famous ... in

3. Play the game together as a class. The game ends when all the flags have been named. The group with the most points at the end is the winner.

Note: With small classes, you can play the game with a die and counters. Each student places a counter on one of the map squares. Students roll the die and move clockwise around the board. Every time they land on a flag, they must identify the country and say something in English about the country. They cannot repeat something that someone has already said. For every country they say something about, they get one point. The object of the game is for students to go around the board twice and return to their original square. The student with the most points at the end is the winner.

Key: 1. France; 2. Egypt; 3. Nigeria; 4. Brazil; 5. Morocco; 6. Sweden; 7. Somalia; 8. Zimbabwe; 9. Israel; 10. Indonesia; 11. Cuba; 12. India; 13. Chile; 14. Canada; 15. Japan; 16. China; 17. Venezuela; 18. Iraq; 19. Germany; 20. Mexico; 21. Kenya; 22. Australia; 23. Saudi Arabia; 24. Argentina; 25. Greenland; 26. Sudan; 27. South Korea; 28. Spain; 29. Russia; 30. the United Kingdom

4. Finally, play 'Geographical alphabet'. Working in small groups, students have to make a geographical alphabet. They must think of 26 countries, one beginning with *a*, the next beginning with *b*, and so on. Point out that the letter *x* can be part of the country name rather than the first letter. Difficult letters might be *O* (Oman) and *Q* (Qatar).

Which group was able to think of a country for every letter? They are the winners!

GEOGRAPHY TEST

1. Play hangman with the word *geography*.

2. Ask students the following questions:

Do you like geography?

Are you good at it?

Do you know the geography of your own country?

3. Give students copies of the Geography test worksheet and do the Categories activity together.

Key: *a. rivers; b. mountains; c. oceans; d. islands*

Can students give any more examples for each category?

4. Ask students to work in pairs to do the Where in the world am I? activity. Can they identify the country?

Key: *Brazil*

5. Students then write four sentences about a country they know but *not* their own country. When they are finished, students sit in groups of four. The first person reads out their sentences. Everybody else in the group writes down on a piece of paper what country they think it is. Then, the second person reads their sentences, and so the game continues. When everybody has read



their sentences and written their answers, each person reveals their country. Could anyone guess all the mystery countries?

6. Now, students can test their geographical knowledge with the Geography test. They write their name in the space provided and then answer the questions. When they have finished, they swap worksheets. As you go through the answers, students mark the worksheet in front of them and calculate their classmate's score.

Key: 1. b; 2. b; 3. c; 4. b; 5. c; 6. a; 7. a; 8. Chechnya / The Chechen Republic; 9. Paris; 10. Italy; 11. Dutch; 12. New York City; 13. D; 14. A; 15. B; 16. C

Declare the winner!

Homework task

Students think about which country they would most like to visit. They must write a factsheet of the country, including:

- its full name
- its capital city
- its population
- its most famous landmarks
- a description of its flag

They must then give at least three reasons why they want to visit the country. In the next class, students present their countries to their classmates.

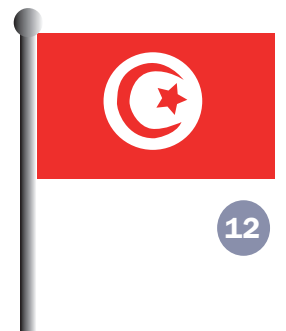
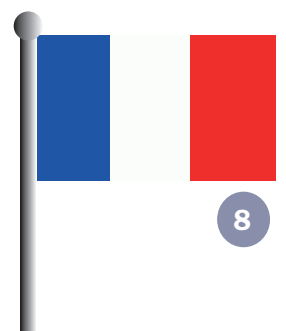
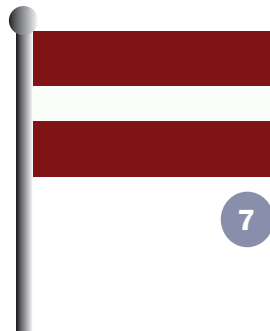
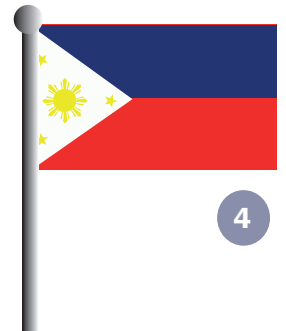
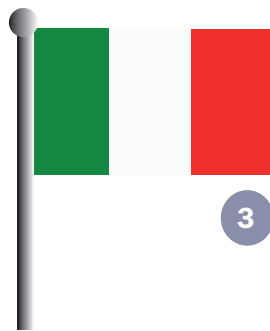


FLAGS

Identifying flags

Flags are symbols. Flags can represent countries, states or organizations. You often see flags on flagpoles in front of schools and government buildings, and in public places. You can show your support for something by waving its flag.

Look at the flags on this page. Do you know what countries (or organization) they belong to? How many can you identify?



LANGUAGE BOX

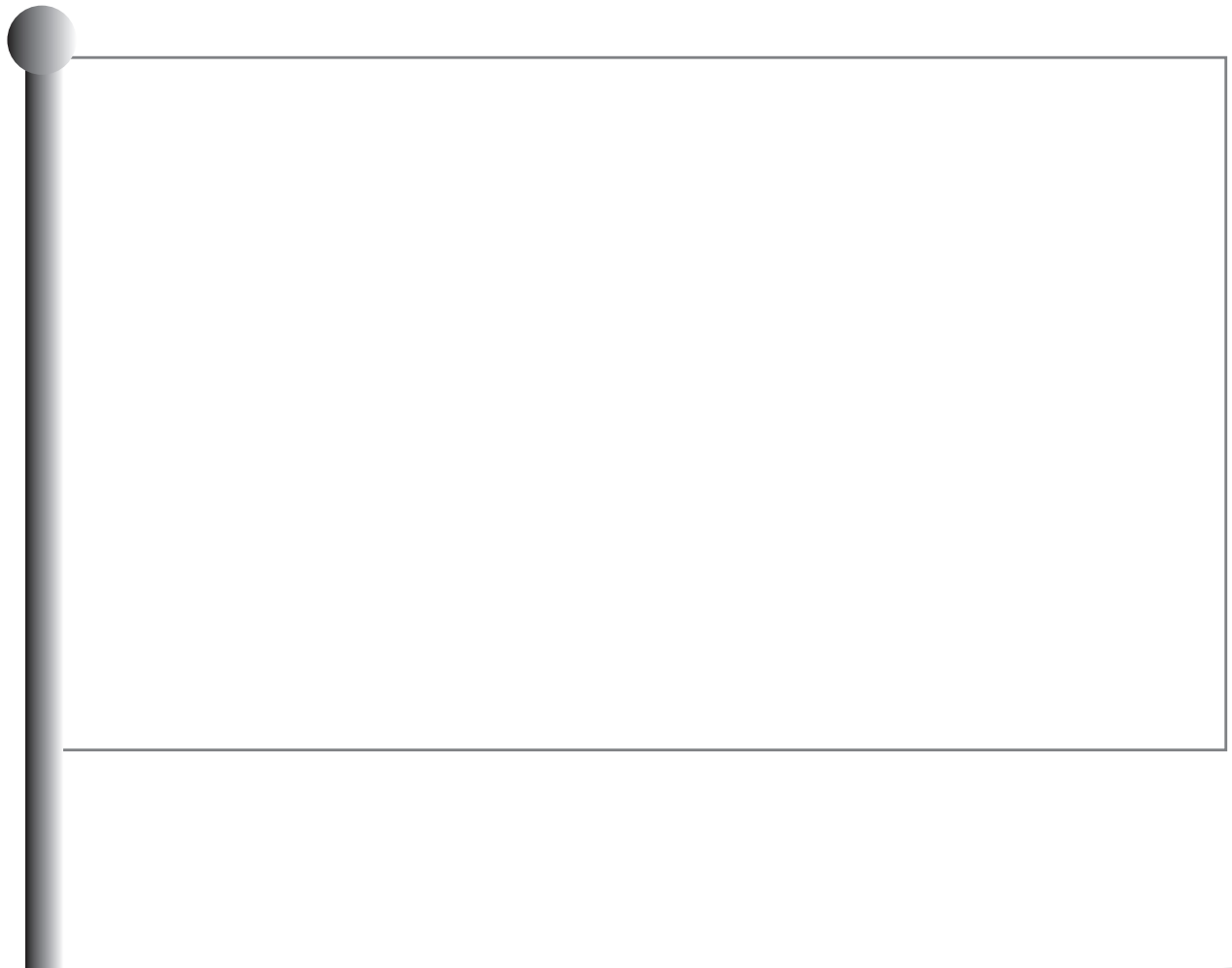


Describing flags

- This flag has ...
 - Vertical / horizontal stripes. The first stripe is ..., the second stripe is ..., and the third stripe is
 - a symbol that looks like ...
 - some writing on it.
 - a cross on it.
 - a star on it.
- This flag has ... on a white / black / green background.
- In the top / bottom left / right, there is / are
- On the left / right, there is / are
- In the middle, there is / are

A world flag

Can you design a new flag for Earth? What will you put on the flag? Stripes? Stars? An image of the planet? A flag should be an inspiration to all the people that it represents, so choose your design carefully!



1. France
2. Hungary
3. Nigeria
4. Brazil
5. North Korea
6. Sweden
7. Turkmenistan
8. South Africa
9. Israel
10. Poland
11. Cuba
12. India
13. Chile
14. Canada
15. Japan
16. China
17. Vanuatu
18. United Arab Emirates
19. Germany
20. Mexico
21. Kenya
22. Australia
23. Saudi Arabia
24. Argentina
25. South Korea
26. Kuwait
27. Norway
28. Spain
29. Serbia
30. United Kingdom

FLAGS

Identifying flags

What do the words in each category refer to?

- the Mississippi, the Amazon, the Danube, the Thames _____
- Everest, K2, the Rockies, Kilimanjaro _____
- the Atlantic, the Pacific, the Arctic ..., the Indian ... _____
- Greenland, Mallorca, Madagascar, Ireland _____

Where in the world am I?

Can you identify this country?

- It is a very big country.
- People speak Portuguese in this country.
- It is famous for its carnival in February.
- This country was the winner of the football World Cup in 2002.

GEOGRAPHY TEST

Name _____

Score _____

Part 1

Circle the correct answer.

- Which country has a population of more than one billion people?
 - Brazil
 - India
 - Russia
- Which of these countries is *not* an island or an island country?
 - Cuba
 - Greece
 - New Zealand
- Which country does *not* have a border with Mexico?
 - the United States
 - Guatemala
 - Panama
- Which region has the most oil?
 - Central America
 - the Middle East
 - China



5. How many countries form the United Kingdom?
 - a. 2
 - b. 3
 - c. 4
6. Where is Mount Everest, the highest mountain in the world?
 - a. Nepal
 - b. Tibet
 - c. Mongolia
7. Sometimes, big changes in the temperature of the ocean cause serious weather changes around the world. What is the name of this phenomenon?
 - a. El Niño
 - b. global warming
 - c. the Gulf Stream

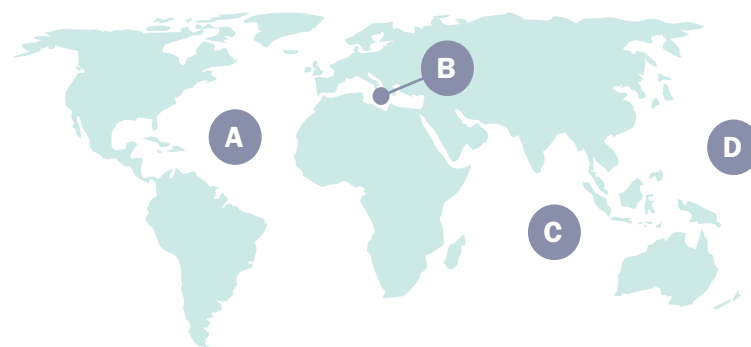
Part 2

Write short answers to these questions.

8. Where is the city of Grozny? _____
9. What is the City of Light? _____
10. Which country looks like a boot? _____
11. A person from America is American. A person from China is Chinese. What do you call a person from the Netherlands? _____
12. What city is called the Big Apple? _____

Part 3

Find the bodies of water. Write the correct letter from the map next to each body of water.



13. the Pacific Ocean _____
14. the Atlantic Ocean _____
15. the Mediterranean Sea _____
16. the Indian Ocean _____

