

## ***COUNTRIES AND NATIONALITIES***

by **Karolina Napora and Anna Pawłowska**

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**Time:** 45 min

**Class:** pre-intermediate

**No. of students:** 16

**Aims:**

- To expand students' knowledge about different countries
- To encourage students to use the Internet while searching for a specific information

**Objectives:**

- Students know countries' names
- Students know how to form country adjectives
- Students practice stress patterns

**Language material:**

- grammar: forming country adjectives
- vocabulary: countries' names, nationalities, abbreviations
- pronunciation: stress patterns

**Materials and teaching aids:** handout, CD, the Internet

**Possible problems:** difficulties with browsing the Internet; slow Internet connection

Procedure	Form of work	Additional materials	Objectives	Timing
T asks Ss: - Have you ever been abroad? - Which countries have you visited?	Whole class	---	- to introduce the subject - to revise the names of	5 min

- What are the differences between those countries and Poland?			the countries - to encourage Ss to speak	
Ss match photos from different countries with their names and describe the pictures	Whole class	Handout	- to practice describing pictures - to enhance speaking skills	5 min
T tells Ss to match 10 flags with the names of the countries they present using the following website: <a href="http://3dflags.com/world/index.html">http://3dflags.com/world/index.html</a>	Pairwork	Handout	- reading for detail - to practice browsing the Internet	5 min
In pairs Ss visit the following websites: <a href="http://www.homebased2.com/abbr.htm">http://www.homebased2.com/abbr.htm</a> <a href="http://www.infoplease.com/countries.html">http://www.infoplease.com/countries.html</a> and try to find information about these countries concerning: - official languages - nationality - abbreviation of the country's name	Pairwork	Handout Internet	- reading for detail - browsing the Internet - to practice technical skills	10 min
T tells Ss to group the names of the nationalities with the endings they go and tells Ss when country adjectives are used.	Individual work	Handout	- to show Ss how to form country adjectives	5 min
T tells Ss that countries have different stress patterns and then asks Ss to listen to countries' names and nationalities and to mark syllable with the stress on each word (ex. <u>E</u> gypt / <u>J</u> apan)	Individual	Handout CD	- to teach Ss different stress patterns - to enhance listening skills	5 min
Ss listen to the stress patterns again and repeat after the recording then T asks selected students to read those countries' names and nationalities aloud	Whole class	Handout CD	- to improve pronunciation	5 min
T asks to prepare at home a poster presenting a map of Poland and neighbouring countries including information about: -official languages - nationality - abbreviation of the country's name - flag T asks students if they have any questions or problems concerning the topic.	Whole class			5 min

## **HOW TO BE HEALTHY?**

by **Małgorzata Gajda, Sylwia Małysz and Barbara Sobieszuk**

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**Time:** 45 min

**Class:** intermediate

**No. of students:** 14

### **Aims:**

- to get students interested in using computers
- to encourage students to use the multilingual dictionary
- to practise modal verbs *should* and *ought to*
- to practise vocabulary
- to practise writing an essay
- 

### **Materials and teaching aids:**

- computer lab
- computers with the *Longman Dictionary of Contemporary English* installed
- blackboard
- the text about bad eating habits and exercises

### **Possible problems:**

- there may be difficulties with navigating the dictionary
- students may be discouraged by difficult vocabulary used in sample sentences.
- students may be too absorbed by the dictionary and its possibilities that they do not concentrate on the lesson topic

Stages	Timing	Materials	Objectives
1. The teacher asks questions and the student answers in English: a) What do you think, do people take care of	3 min		To introduce the subject and elicit key vocabulary

their health nowadays? b) Do you know any eating habits or addictions that are harmful to our body? c) What do you do to be healthy?			
2. The students read the text about bad eating habits. Then they are asked to open the <i>Longman Dictionary of Contemporary English</i> and check the unknown vocabulary. The teacher shows how to check words using the OHP projector. They tell students that they may look at words in a particular context in this dictionary and check the pronunciation (and transcription) of them. They do an exercise – TRUE/FALSE concerning the text	17 min	The text taken from the Internet or a book, computers, the dictionary	To develop reading skills, to practise, modal verbs <i>should</i> and <i>ought to</i> , to present vocabulary, to show how to use the dictionary to check the meanings, pronunciation and transcription of the words.
3. An exercise – multiple choice. Students have to choose one word which is correct in the particular context. The teacher shows them how to use 'THE ACTIVATOR'.	9 min	An exercise – multiple choice, computers, the dictionary	To practice confusing words, to learn how to choose proper words in a particular context, to get to know how to use the dictionary to checking the use of similar words.
5. Students are asked to click on the icon 'grammar', then 'Modal verbs', next they scroll the page down to find the information about the use of <i>should</i> and <i>ought to</i> for desirability. They read the examples. The volunteer explains the meaning and the use of these modal verbs once more. Students do grammar exercises (gap filling and transformation).	11 min	The dictionary, two grammar exercises	To practise grammar <i>should</i> and <i>ought to</i> – affirmatives, negatives and questions.
4. The teacher chooses from the text words with difficult pronunciation. Students record themselves and compare their pronunciation with the correct pronunciation which is recorded in the dictionary.	4 min	The text, computers, the dictionary	To practice pronunciation with the use of the dictionary
HOMEWORK Write an essay 'What to do to be healthy?'		1 min	To practice using the dictionary as an assistant in writing.