



TEACHER'S GUIDE

LESSON 37: WHAT COUNTRY ARE YOU FROM?

Video summary: Anna uses a magic map to travel to different countries.

Functional purpose: Talk about national origin and directions; learn about flags

Grammar: Nationality endings: *-ian, -an, -ese, -ish, -an*; words ending in *-ern*;

Question: What country are you from?

Answers: I am Kenyan, I am Ukrainian, I am Japanese, I am Swedish

Adjective	Noun	Noun or adverb or Adjective	Verb
Brazilian	Brazil	east	need
Danish	Canada	north	
eastern	Chile	south	
Ethiopian	China	west	
French	cultures		
Greek	Denmark		
Japanese	Ethiopia		
Kenyan	France		
Korean	Greece		
northern	Hungary		
Senegalese	instruction		
simple	internet		
southern	Italy		
Spanish	Kenya		
Swedish	Korea		
Ukrainian	Norway		
Vietnamese	power		
western	Senegal		
	Spain		
	spelling		
	Sweden		
	toothbrush		
	Ukraine		
	Vietnam		

PREPARE TO WATCH

Get students' attention

Here are some ideas to introduce the lesson points. This can be done in native language or English.

Teacher's Guide Lesson 37: What Country Are You From?

- Ask students how many countries they can name. Give students one minute to write down as many countries as they can think of in English and/or their native language.
- Ask for student responses, and write on the board in English the names of the countries they mention.
- Next, show a large world map. If possible, bring or show a globe to the class as well.
- Say, "In this lesson, we will learn the names of many different countries and how to talk about people from those countries."

Connect to students' experiences

- Show the large world map and point to the compass on it (the symbol that shows which direction is north on the map).
- Ask, "What country is to our north? South? East? West?"
- Ask, "Have you been to a different country? Which country have you visited?"
- Write some of the countries students volunteer on the board and say, "Let's see what we learn in this lesson about other countries."

Guess: What will happen?

- Show this image of Anna taking a photo on a beach.



- Ask, "Where do you think Anna is in this picture?"
- Take some student ideas and write them on the board to refer to later.

WATCH AND REVIEW THE VIDEO

Check understanding with specific questions (add your own as necessary)

- What does Max tell Anna to do before she uses the map? (to read the instructions).
- What countries do not add endings but instead change their names? (France, Greece)
- What is the adjective for Sweden (Swedish)? For Vietnam? (Vietnamese) For America? (American).
- Point to the guesses you wrote on the board earlier. Say, “Here are your guesses. Did you learn about where Anna went? (She went to Northern countries (Finland and Denmark) and southern countries (Brazil and Chile.) Help students compare their guesses from the picture of Anna at the beach to what they heard in the video.
- Say, “Even if you didn’t guess the same thing, guessing can help you listen carefully to English. It can help you get the point of what people are saying or doing. Try it other times you read or listen to English.”

Talk more about the lesson

- Ask students what they liked, what made them laugh or what parts they want to see again.
- Ask, “Would you like to go to another country? Which one? Why?”
- Say, “In today’s lesson, we will learn more about other countries and their flags.”

ACTIVITIES

1. Global Village Project

Set up/materials

- Resources to research various countries; if the internet is not available to the students, provide books or travel guides they can use to learn about other countries. Some websites include:
 - United Nations Member States <https://www.un.org/en/about-us/member-states>
 - CIA World Factbook <https://www.cia.gov/the-world-factbook/countries/>
 - Commonwealth of Nations Facts and Figures <https://www.commonwealthofnations.org/facts-figures/>
 - Kids World Travel Guide <https://www.kids-world-travel-guide.com/countries-of-the-world.html>
 - 123 Homeschool 4me <https://www.123homeschool4me.com/country-worksheets/> (scroll to the bottom of each country page to find the printable document. Here are the files for [Brazil](#) and [Japan](#).)

How to

- Divide students into small groups. Show a world map or the one at the end of this lesson.
- Remind students of the country they said they wanted to visit in the lesson opening.
- Say, “In this activity, we will learn about a country and make a short talk for our classmates.”
- Provide students with the resources you prepared in the setup phase.
- Say, “You can choose something to learn about the country, such as the food, the language, culture, weather, or geography. Remember that each person in the group needs to speak when you present your talk to the class. Divide your talk into enough parts for the number of people in your group.”
- Give students a time limit for the activity. When the time is up, ask each group to present their talk as a group for the rest of the class.

Variation

- Have students individually research a country of their own choice or one you assign.
- Have students make sentences with *There is* and *There are* with the verb *have* by describing aspects of the country they have researched. This can be done as a group or individually. For example, if they research France, possible sentences might be:

France has several big cities. There are many interesting things to see in them. Paris has many art museums. There are many famous paintings in them.

Teacher's Guide Lesson 37: What Country Are You From?

2. Read and Write

Set up/materials

- Ask students what the video explained about how to form adjectives for countries. Review as necessary: “We add *-ern* to directions: *North / northern*. Some countries add *-ese* to make the adjective: *Vietnam / Vietnamese*. Other countries add *-ian* to make an adjective: *Ukraine / Ukrainian*, and some countries add *-ish* to make an adjective: *Sweden / Swedish*.”
- Give students a copy of the *Read and Write* activity sheet.

How to

- Have students trace the words. The sentences are:
 - Denmark is a northern country.
 - Pho is a Vietnamese food.
 - The Ukrainian flag is blue and yellow.
 - Swedish cookies are very good.
- Divide students into pairs and see how many more sentences they can form about the countries they heard about in the lesson.
- Ask pairs to read their sentences out loud.

Variations

- Have students write questions that can be answered with the statements in the activity sheet: What is Pho? What colors are in the Ukrainian flag?
- Students can copy completed sentences into their notebook.



READ AND WRITE

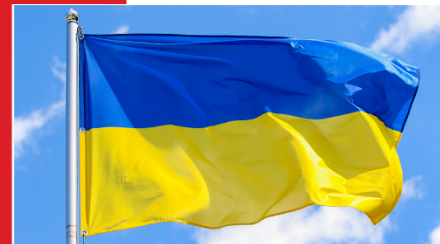
Denmark is a
northern country.



Pho is a Vietnamese
food.



The Ukrainian flag is
blue and yellow.




Swedish cookies are
very good!



3. Listen and Speak – Talk About Flags

Set up/materials

- Before the class, look up the meaning of the symbols on the flag of the country in which you teach. Bring an image of the flag to class or a small example of the flag.
 - Show an image of the American flag and say, “Here is an example of the American flag:
 - It has 13 stripes: seven red and six white. They stand for the 13 colonies.
 - It has 50 white stars on a dark blue field in the corner. They stand for the 50 states.”
- 
- Ask, “What is on the flag of our country?” Say, “Our flag has ___(stripes / a symbol) _____. It stands for _____.”
 - This is an information gap activity for pairs. There are two pages for each student.
 - If you can have students line up in two rows, you can easily pass out the two different versions of the sheet: pages 1 and 2 of Student A to students in one row, and pages 1 and 2 of Student B to students in the facing row.
 - Have Student A students sit on one side of the class and Student B students sit on the other side.






How to



- Give student instructions on completing the activity sheet: “First, look at the top of page 1. It gives you some words you may need to talk about the flags.” Say the words and explain if needed. Here are the definitions for your information.
 - stripe - a long, narrow line of color
 - cross - a mark formed by two lines that cross each other
 - emblem - an object or picture used to suggest a thing that cannot be shown
 - field - the background of a flag
 - canton - any quarter of a flag, but commonly means the upper corner, such as the field of stars in the flag of the United States
 - horizontal - positioned from side to side rather than up and down
 - vertical - positioned up and down rather than from side to side
- Tell all students to individually write descriptions of the flags on page 1.
- Next, put students into pairs—students from A pair with students from B.
- Say, “Student B, look at your page 2, but do not look at student A’s page 1. Student A, your job is to describe each flag from your page 1, and then your partner will tell you the country and write the adjective that describes the flag. When you have finished, switch roles—student B will describe, and student A will tell you the country and write the adjective.”

LISTEN AND SPEAK

STUDENT A Page 1

You have nine flags. Change the country name to an adjective. Then write a sentence to describe the flag. Some words you need to know:

stripe:  cross:  emblem:  field:  canton: 

horizontal:  vertical: 

Senegal

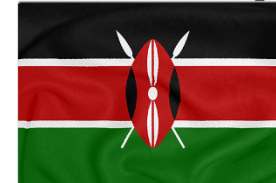


The Senegalese flag has three vertical stripes - green, yellow, and red. In the middle is a green star.

Ethiopia



Kenya



Sweden



France



China



America



Hungary



Chile



LISTEN AND SPEAK

STUDENT A Page 2

Your partner knows what countries these flags are from. Ask for them by describing the flag. Write the name of the country. Then write a sentence about the flag. Here is an example:

A: This flag has a red field. In the middle is a yellow star. What country has this flag?

B: That's the flag of Vietnam. It's the Vietnamese flag.

Vietnam



The Vietnamese flag has a yellow star on a red field.



<https://learningenglish.voanews.com/>

Teacher's Guide Lesson 37: What Country Are You From?

VOA LEARNING ENGLISH

LESSON 37

Let's Learn English with Anna!

● LISTEN AND SPEAK

STUDENT B Page 1

You have nine flags. Change the country name to an adjective. Then write a sentence to describe the flag. Some words you need to know:

stripe:



horizontal: _____

cross:



seal:



vertical: |

field:



canton:



Vietnam



The Vietnamese flag has a yellow star on a red field.

Ukraine



Korea



Spain



Greece



Brazil



Italy



Norway



Canada



<https://learningenglish.voanews.com/>

● LISTEN AND SPEAK

STUDENT B Page 2

Your partner knows what countries these flags are from. Ask for them by describing the flag. Write the name of the country. Then write a sentence about the flag. Here is an example:

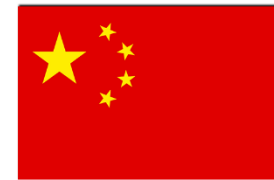
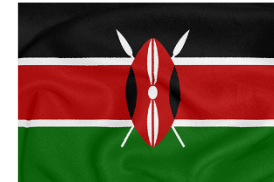
B: This flag has three vertical stripes - green, yellow and red. A star is in the middle of the flag.

A: That's the Senegalese flag. It's the flag of Senegal.

Senegal



This is the Senegalese flag.



<https://learningenglish.voanews.com/>

CHECK UNDERSTANDING

1. Quiz

Give students the printed quiz at the end of this lesson guide, have them use the online quiz, or simply write the questions on the board. If you want to test only their listening skills, say the questions but don't write them.

Questions:

1. Food from Italy is _____ food.
2. Denmark is a _____ country.
3. Anna's map shows many _____.
4. Anna's favorite food is _____ food.

Answer key:

1. Italian
2. northern
3. countries
4. Chinese



QUIZ

1. Food from Italy is
 food.



2. Denmark is a

country.

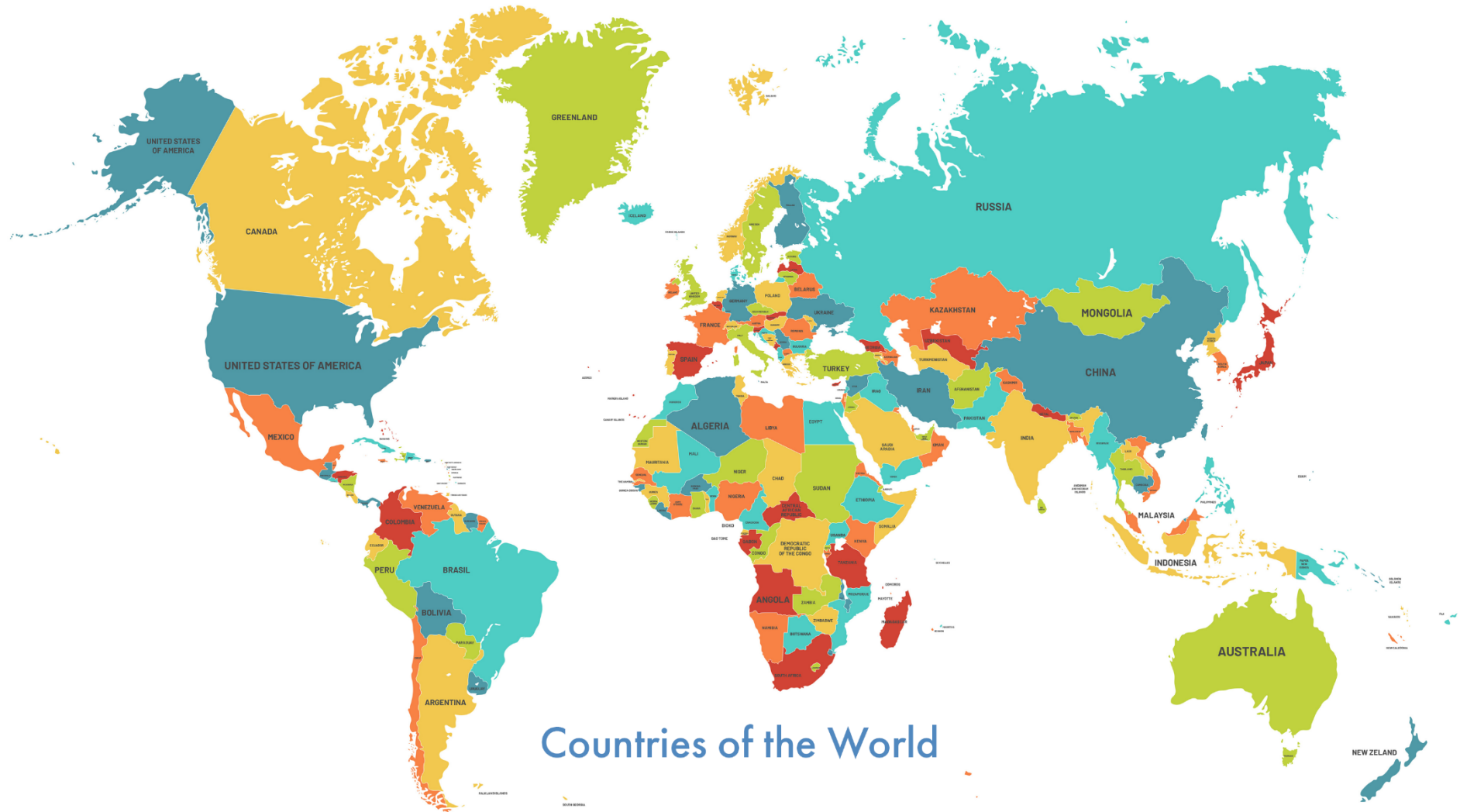


3. Anna's map
shows many



4. Anna's favorite
food is
food.





Countries of the World

<https://learningenglish.voanews.com/>