Are you? Yes... Are you? No...

Step13. Do pair work based on the questions mentioned above.

Step14. Show the students the flags and symbols and review the countries and nationalities.

Step15. Also you can familiarize your students with the sounds of the letters <u>sh, ch, fr, sp, br</u> in words: French, <u>British</u>, <u>Spanish</u>, English by highlighting the letters.

Conclusion

It is highly recommended to use famous people's pictures such as Neymar (a

Brazilian soccer player), Messi (an Argentinean soccer player), Albert Einstein (a German Scientist), etc. who are known well to the students. Teachers can, also, use country flags to teach the countries and nationalities. Students should learn unconsciously via games, tasks and activities. We start moving from known to unknown so students feel comfortable in the classroom context. Moreover, to reinforce (practice) the new content, we can use pair work and group work (different interaction patterns). Students need time to practice the new language so as to master it. It goes without saying that the teacher should make sure that the majority of the students can perform the functions mentioned in the introduction as the objectives of the lesson.



some questions(e.g. this is Asia. Point to a country on the map and ask them "What is the name of this country"). Then you can tell them there are some continents in the world. You can introduce the names of the continents and some countries in each continent (e.g. Asia: Iran, China, Iraq, Pakistan... Europe: France, Germany, Italy, etc.) For teaching nationalities you can follow step 3 and what follows.

B) Ask some questions based on prospect activity number 1(e.g. what's your name? What's your phone number? What's your e-mail address?). Ask "What's your school address?" Tell them to imagine they have a friend from a foreign country. Ask them to select a country and be ready to say the nationality of their friend. Write the name of Iran and a foreign country (e.g. England) on the board.

Step 3. Repeat the names of Iran and Britain.

Step 4. Write the sentence "We live in Iran" on the board.

Step 5. Ask the students who can give an equivalent for this sentence.

Step 6. Write the sentence and underline the country's name and write the word country above it. Then underline nationality and write nationality above it.

Country Nationality

I live in Iran= I am from Iran = I am Iranian My friend lives in Britain = He is from Britain = He is British

Step 7. Write this model on the board Country nationality

1. Mr.is from.....,

He is

2. Mris from,
He is
3 Mr. is

from	, He is
4. Mr	is from,
He is	
5. Mr	is from,
He is	
6. Mr	is from,
He is	WW

Step 8. Teach countries and nationalities based on the model and the pictures that you use. (E.g. Neymar from Brazil – Maroof from Iran – Rooney from England – Villa from Spain – Chan from China and Benzema from France).

Step 9. Choose photos of a number of famous people and give students some information about them. They should guess the name of the famous person.

Step10. Ask questions about each photo. (Who is this man/woman?/where is he from?

-Is he fromCountry.....? -Yes ... -Is he fromCountry.....? -No... -Is heNationality.....? -Yes...

-Is heNationality.....?

Step11. Ask the students about the countries and nationalities. You say the name of the country and they say the nationality. Then change role.

Step12. Ask the students about their country and nationality.

Where are you from? Are you from? Yes, ... Are you from? No...

country 1. Mr. is from . I.ram. He is . Ironian Mr Neymanis from Brazil. He is Brazilian. . England He is British/1 MY mspain. He is spanish MY. Vil From chind . He is _ chinese 0 ounitres from France Heis French $\mathbf{\hat{n}}$ - S ani Nationaliti Mahdi Seidabadi, Teacher, District 14 Email: Msaydabadi@yahoo.com

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اشاره

ستون «My Contribution» که از شمارهٔ حاضر در مجلهٔ رشد آموزش زبان خارجی قرار گرفته، با هدف انتقال تجربههای موفق تدریس براساس برنامهٔ درسی جدید زبان انگلیسی طراحی شده است. تصور بر این است که آموزش براساس محتوای کتاب درسی و راهکارهای ارائه شده در کتاب معلم شکل میگیرد. در عین حال، هر طرح درسی از سبک آموزشی طراح خود تأثیر میپذیرد و از همینرو، تجربههای آموزشی میتوانند مبتکرانه و تا حدودی شخصی باشند و تبادل این تجربههای شخصی زمینهٔ ارتقای کیفیت تدریس را در مدرسان فراهم میکند. از مدرسان زبان انگلیسی تقاضا میشود تجربههای آموزشی موفق خود را در قالبی مناسب این ستون به نشانی مدیر ستون بفرستند. این تجربهها پس از بررسی و تأیید در ستون مورد نظر به چاپ میرسند.

Quick guide

Keywords: country, nationality,live,Iran, Iranian,Brazil,Brazilian,England, British, Spain, Spanish, China, Chinese, France, French

Proficiency level: beginner Activity time: 40 minutes Materials: white/blackboard, flash cards,maps, flags, picture of a symbol (e.g. Milad tower) from Iran, England, China, Spain, Brazil and France

ntroduction

The aim of this activity is to make our students familiar with the name of some countries and enable them to say the name of their country, their nationality and to say their home and school address and their email address. We expect them to be able to ask other people's nationalities, their home and email addresses. Of course to achieve these objectives the students will learn about the world continents and the names of selected countries from each continent.

Procedures

Step 1. Greet the students

Step 2. In this step, based on your class level, you can choose one of the following two methods.

A) Show your students a world map and ask them what they see on the map. Introduce the names of the continents by

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