

Topic: Proud to be Polish

Level: can be adapted to any level of English/ group of students.

Objectives:

As a result of completing this unit, students will be able to...

- learn/revise the topic-related vocabulary such as: national symbols, national emblem, coat of arms, shield, beak, claws, attitude, fatherland, anthem etc.;
- practise describing and recognizing nouns and adjectives;
- practise using the language to express their opinion;
- build up their social awareness;
- understand the importance of our national symbols;
- gain an understanding of the term: 'patriot', 'patriotism' and 'local patriotism';
- compile a list of suggestions, on how to demonstrate patriotism nowadays and practise respect for the national symbols;
- share their personal reactions to what they have learned in group and whole-class discussions.

Interactions: T-S, S-T, S-S closed pairs/mingles, groups.

Materials, equipment: pictures showing the national emblems of Poland, copies of the optional 'coat of arms' exercise (one to each student), copies of the filling gap exercise (one for each pair of students), slips of paper with a definition of the word 'patriot' (one for each group of four), bilingual dictionaries/monolingual dictionary of English (if needed), computers (optional).

Methods: problem solving, communicative approach.

Anticipated problems: students may need to be given vocabulary to make them speak; they may find difficult talking about the ways we can express our patriotism nowadays — may need some tips from the teacher.

PROCEDURE

Lesson 1

I. Warm up:

- Teacher (T): When you think 'Poland'/about Poland — what words/pictures come to your mind then?

T. writes down students' answers on the board — then asks students:

- What is an adjective? (a word that describes a noun)
- What is a noun?
- Put the words into the correct groups:

nouns			adjectives	other
names of people	names of places	names of things		

II. Main part — National symbols

1. T: What are the national symbols of Poland?

coat of arms — White Eagle

White and Red Flag

national anthem — “Mazurek Dąbrowskiego”

Optional activity (eg. for younger students) — students label the picture:



WINGS / SHIELD / CROWN / BEAK / FEATHER / CLAWS

T. asks students to describe the coat of arms and the flag in their own words.

(eg. The coat of arms of Poland is a white eagle on a red shield. The eagle is wearing a crown and has golden claws and a golden beak. The flag — two horizontal stripes. The stripes are white and red, the white is on top.)

- What adjectives would you use to describe the White Eagle?

Answers: eg. bold, strong, big, proud, brave...

2. PAIR WORK - students answer the questions:

- Are the national symbols important? Why?
- Can the flag or the coat of arms be put anywhere?
- In what way should we behave when we sing/listen to the anthem?
- In what way should we 'treat' the symbols of our country/ any other country?

T. gives students the vocabulary they need or / and they use dictionaries.

3. Students listen to the tune of the national anthem of Poland.

What adjectives would you use to describe the rhythm of the anthem?

Answers: eg. lively...

4. Teacher asks students:

- What can you call a person who respects the national symbols of his/her country? (A patriot)
- What is patriotism?

PAIR WORK: students complete the gaps with one word chosen from the box below the text (*you can use any other definition of your choice*).

Patriotism denotes —1— and supportive attitudes to a —2—, by individuals and groups. The 'fatherland' (or 'motherland') can be a —3— or a —4—, but patriotism usually applies to a nation and/or a nation —5—. Patriotism covers such attitudes as: —6— in its achievements and culture, the desire to preserve its character and the basis of the —7—, and identification with other members of the —8—.

from: Wikipedia, the Free Encyclopedia (<http://en.wikipedia.org>)

CULTURE; CITY; STATE ; POSITIVE ; PRIDE ; REGION ; 'FATHERLAND'; PRIDE

Answers: 1) positive 2) 'fatherland' 3) region 4) city 5) state 6) pride 7) culture 8) nation

5. GROUP WORK — students answer the question/complete the table:

What can we be proud of?

<i>as Poles</i>	<i>as citizens of (name of country)</i>

Homework

Students collect different pictures and information connected with the items talked about during the lesson: national symbols of Poland, things/people/places we are proud of.

Lesson 2

I. Warm up

- Teacher: What is 'patriotism'? What does the word patriotism mean?

Students give their answers in their own words/ read the text/exercise completed during the previous lesson.

- Teacher: Who can we call a patriot?

GROUP WORK: Students rearrange words written on the slips of paper to make a definition.

A PERSON	FIGHT	LOVES	FOR IT	AND
WILL	IF NECESSARY	WHO	THEIR	COUNTRY

'A person who loves their country and, if necessary, will fight for it.'

Cambridge International Dictionary of English, Cambridge University Press 1999

(T. may use any dictionary of English /encyclopedia in order to make a definition.)

Optional definition— 'A person who loves their country.'

- Teacher: What do you call a person who loves the region/city/village they live in?

(A local patriot)

II. Main part

GROUP WORK:

1. Students answer the questions:

- In what ways did people (including Poles) express their patriotism in the past?
- How can we express our patriotism nowadays? What can we do?

2. **Project: 'PROUD TO BE POLISH'**

Groups of students make posters/brochures including the information and pictures they collected (previous lesson homework):

- national symbols of Poland
- people, places and things we are proud of
- patriotic deeds today.

Optional activity: in a computer room — students can make their projects — multimedia presentations using computers and computer software.

Lesson 3

Students present their projects to their colleagues and the teacher.