Put out the Flags! : Teaching suggestions

Activity 1
1. Get the students to read the questions through first and deal with any vocabulary questions that arise.
2. Do question one together in open class to get the ball rolling.
3. Let the students begin their conversation in pairs or small groups.
4. Monitor closely then stop the activity and elicit feedback.

Activity 2
1. Get the students to do this exercise individually before checking in pairs.
2. Monitor closely then stop the activity and elicit feedback.


Activity 3
1. Get the students to read the questions through first and deal with any vocabulary questions that arise.
2. Do question one together in open class to get the ball rolling.
3. Let the students begin their conversation in pairs or small groups.
4. Monitor closely then stop the activity and elicit feedback.

Activity 4
If your students don’t have access to computers in the classroom, set this for homework.

Answers: 1. Nelson is mentioned because he used flags to send a famous message at the start of the Battle of Trafalgar in 1805. 2. a) c) and d). 3. A saltire is a cross like this – X – on a flag. 4. See below.

Quick Quiz

Read the clues below and write the solutions on a piece of paper. Then take the first letter of each answer and rearrange them to find a word connected with this month’s Talking Point subject: ‘Put out the Flags!’.

1. British Admiral, Horatio Nelson, famously sent a message using flags at the beginning of the ..........BATTLE..... of Trafalgar in 1805.
2. The flags spelled out the message, ‘England ..........EXPECTS..... that every man shall do his duty.’
3. The design of a national flag is ..........NEVER..... left to chance.
4. Strict .....REGULATIONS...... stipulate how wide the stripes must be.
5. The white X on a blue background is the cross of St. ...ANDREW... and represents Scotland.
6. Japan’s flag’s official name is ....NISSHOKI... but it is more commonly known as Hinomaru.

Answer: BANNER (B for Battle [1], A for Andrew [5], N for Never [3], N for Nisshoki [6], E for Expects [2], R for Regulations [4]).

Activity 5
This activity can be set as homework to be followed up and consolidated in a future lesson generating more discussion. What did most students feel about the question? What reasons were put forward in each case? Did the students read anything which changed their minds on the topic? (etc.)