

# 3 Mind Your Language!



## Worksheet A

Mark the stressed syllable in the following words. The first one has been done as an example for you.

Country	People	Main Language
		Icelandic
Norway		Norwegian
	Pakistanis	
Spain		Spanish
	Chinese	
Israel		Hebrew
	Koreans	
	Angolans	Portuguese
Venezuela		
Egypt		Arabic
	Danes	
	Japanese	Japanese
The Netherlands		
	Scots	English
Canada		

## Worksheet B

Mark the stressed syllable in the following words. The first one has been done as an example for you.

Country	People	Main Language
Iceland	Icelanders	
	Norwegians	
Pakistan		Urdu
	Spaniards/Spanish	
China		Mandarin/Cantonese
	Israelis	
Korea		Korean
Angola		
	Venezuelans	Spanish
	Egyptians	
Denmark		Danish
Japan		
	Dutch	Dutch
Scotland		
	Canadians	French/English



# Teacher's Notes

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**Time:** 45 – 60 minutes

**Aims:**

■ To practise vocabulary for countries, nationalities, and languages.

■ To encourage students to look closely at how a word is stressed.

1. Elicit the word **nationality** and check understanding by asking what your own nationality is. Ask which syllable is stressed (the third – nation**al**ity). Drill the pronunciation.
2. Divide the class into two, giving one group worksheet A and the other worksheet B. Check they understand what to do.
3. They look up the answers in the **Longman Dictionary of Contemporary English** and/or on the CD-ROM.
4. Working in pairs (one student from each group), they now fill in the missing information by asking their partner: "What do you call someone from \_\_\_\_\_?", "What's the language spoken in \_\_\_\_\_?", "In which country is \_\_\_\_\_ spoken?" They underline the stressed syllable in these new words.
5. What do they know about these countries and people? Do they believe in stereotypes? What is the stereotyped image of their own nationalities? Can stereotypes be damaging? Why (not)?

**Answers:**

Put the two tables together to obtain the answers.