

1. AN OFFENSIVE LUNCHBOX

Food taboos: their origins and purposes

Level	upper-intermediate, advanced
Language focus	present simple, conjunctions, modal verbs
Key vocabulary	<i>religion, culture, hygiene, tradition, foods</i>
Skills focus	reading: skimming, intensive reading
Recommended to use it	before watching
Suitable for	individual work/whole class
Material	one photocopy for each student or interactive board
Time	10 minutes each section

- Before the students read the introduction to the food *taboo*, we shall ask them the following questions:
What is taboo food or drink? Try to define it.
Answer: *Taboo foods and drinks are food and beverages which people abstain from consuming for religious, cultural, social or hygienic reasons.*
Why do you think food taboos exist?
What are their origins and purpose?
Have you got any food taboos in your family or for yourself? (We can provide our own example. Students may also ask their grandparents, who are often aware of some superstitions that relate to the consumption of food).
- The students shall then read the opening paragraph on the issue of food *taboos*. Their task is to determine what the text is about and to be able to summarize the content using in their own words. It is important that they distinguish what information is important for the given topic and it must be mentioned.
- If we wish to spend more time on the topic, we continue with the next activity, in which the students again practise their skills in reading foreign language texts.

Food taboos: their origins and purposes
Example: Food taboos in Mid-West Nigeria

<http://www.ncbi.nlm.nih.gov/pmc/articles/PMC2711054/>

Because of its size, the continent of Africa has an enormous variety of food taboos. In many parts of Africa fresh milk is avoided by adults, although for the Masai, Fulbe, Nuba and other East African groups this commodity is thought to represent a particularly wholesome food for young men and warriors. Observations on food taboos of the inhabitants of mid-west Nigeria were chosen as they represent a particularly good example of a people, in which food taboos appear to have been imposed on society mainly to serve the interests of the 'strongest' section, i.e. in maintaining the established social order: in particular the men folk.

In the mid-west state of Nigeria, meat and eggs are not usually given to children, because parents believe it will make the children steal. Gizzards and thighs of ducks are eaten by the elderly; children can only have the lower legs or sometimes the head. Frequently coconut milk and liver is taboo for children, because it is believed that "the milk renders them unintelligent, whereas the liver causes abscesses in their lungs".

In some parts of Ishan, Afemai, and Isoko, pregnant women avoid snails, whereas pregnant women of Asaba are neither allowed to eat eggs nor drink milk, "because it is feared the children may develop bad habits after birth". Woen tribes of the Ika Division are forbidden to consume porcupine as that is thought to cause a delay in labour. Interestingly, the opposite (an easy delivery) is expected from some pregnant Urhobo women, who have consumed leftover food from rats. Following delivery, young mothers in parts of Benin and Ishan Divisions must not consume oil or fresh meat and in parts of Ishan, palm nut soup is forbidden for 30 days after the child has been born.

Men have fewer food taboos to observe, but nevertheless some do exist. Snail consumption may weaken a warrior's strength and to kill, and eat some legendary animals that have helped a particular tribe in the past during intertribal warfare is totally forbidden. Thus, in some areas the partridge or bush fowl is not eaten; in others it is some water reptile or the porcupine or even sheep that are protected by the food taboo. Beans are one of the plant species that are not eaten, because they are believed to cause stomach disorders.

Complete the sentences by choosing the correct alternative.

1. In many parts fresh milk is avoided by adults, _____ for the Masai, Fulbe, Nuba and other East African groups this commodity is thought to represent a particularly wholesome food for young men and warriors.
a) although b) because c) and d) whether
2. In the mid-west state of Nigeria, meat and eggs are not usually given to children, _____ parents believe it will make the children steal.
a) although b) if c) because d) and
3. "...the milk renders them unintelligent, _____ the liver causes abscesses in their lungs."
a) while b) whereas c) when d) although
4. "...pregnant women of Asaba are _____ allowed to eat eggs _____ drink milk."
a) neither – nor b) neither – or c) neither – either d) or -or
5. Interestingly, the opposite (an easy delivery) is expected from some pregnant Urhobo women, who have consumed leftover food from rats.
a) which b) where c) whose d) who
6. "...in others it is some water reptile or the porcupine or even sheep that are protected by the food taboo. "
a) who b) that c) what d) when

Answers: 1A, 2C, 3B, 4A, 5D, 6B

Read the text and answer the following questions:

1. What foods, animals and plants are mentioned in the text?
2. Why are meat and eggs not usually given to the children?
3. Why is coconut milk and liver taboo for children?
4. What taboo foods are there for pregnant women?
5. When tribes are forbidden to consume porcupine. Why?
6. What are some of the food taboos for men?
7. What the main reasons for the food taboos mentioned?
8. What is your opinion on such food taboos?

Fast food taboo game

Level	elementary and above
Language focus	unspecified
Key vocabulary	<i>food, meals</i>
Skills focus	speaking: describing food
Recommended to use it	after watching
Suitable for	group work
Material	cards
Time	10-15 minutes

- Students shall divide themselves into small groups.
- Each group shall be given several cards with words that relate to one specific food.
- They shall always read the words on the card aloud and the other groups shall guess what food it relates it, e.g. *cheese, pasta, minced meat = spaghetti Bolognese*.
- The group that guess it correctly is given a point.

Variation:

We tell the students that the words on the card are taboo, and therefore must not be used. The students must thus explain food using different words so that the others can guess.

The commonest foods consumed by majority of the world's population but are considered taboo for others

Level	intermediate
Language focus	present simple
Key vocabulary	<i>banana, papaya, spices, beans, coffee/tea, onion, beef, shellfish, lobsters, shrimps</i>
Skills focus	listening: matching facts
Recommended to use it	after watching
Suitable for	pair work/group work/whole class
Material	whiteboard, marker, text
Time	10-15 minutes

- We write the names of food that is specified in the text on the board. We can only choose several and use the rest later. They can also write the words on the cards and fasten them to the board (this will make it possible to reuse them).
- While we read the paragraph about the given food, the students carefully listen and try to determine what food is discussed from the list on the board. If this hint is not enough, we add our own comment/description.
- After the activity has finished, we ask the students: *“In your place, are there foods considered taboo?”*

Resource:

http://www.bukisa.com/articles/93409_common-foods-drinks-which-are-considered-taboo

Food word search

Level	elementary, pre-intermediate
Language focus	verbs related to food
Key vocabulary	<i>eat, make, prepare, taste, roast, bake, cook ...</i>
Skills focus	reading: searching words in a puzzle
Recommended to use it	after watching
Suitable for	individual work
Material	worksheet
Time	10 minutes

- We hand out identical word hunts to the students.
- If some are not familiar with them, we explain to them what the game is about: In the imaginary fields of the word hunt, the terms acquired from the word legend are progressively crossed out in eight directions, e.g. vertically, horizontally, and diagonally to the right and left, in both directions.
- The person, who finds the most words in a given time, wins.

Note: The crossed out letters in this word hunt are not a solution.

- The students shall then create sentences using the words in the word hunt.

2. BEING BRITISH

How much do you know about London?

Level	pre-intermediate
Language focus	-
Key vocabulary	<i>Hyde Park, Notting Hill, Covent Garden, the Thames, Buckingham Palace, ...</i>
Skills focus	reading: facts about London
Recommended to use it	after watching
Suitable for	group work
Material	cards with questions and answers
Time	10-15 minutes

- We sketch a table on the board. We label the columns with letters and rows with numbers. We then place the cards with questions face down in the table.
- Students divide themselves into teams and one member of the team shall randomly choose the number of a question, e.g. 2C.
- The teacher shall read the question and the team has 30 seconds to select the correct answer from three options. If they answer correctly within 30 seconds, we remove the question from the board and draw the symbol of the given team, e.g. cross. If they fail to answer within the time limit or answer incorrectly, the question remains on the board and another team may select it.
- When all of the questions have been exhausted, we add the number of correct answers of each team. The team with the highest number of correct answers wins.
- In the end, we review the questions and answers or expand on them, as necessary, with additional information.

Answers:

C	A	B
A	C	B
C	A	B
B	A	C

The History of London

Level	pre-intermediate
Language focus	forming questions in the past
Key vocabulary	<i>the Romans, the White Tower, the Crown Jewels, the River Thames, the Tower of London</i>
Skills focus	reading and speaking: facts about the history of London
Recommended to use it	after watching
Suitable for	pair work
Material	worksheet with the text
Time	15 minutes

- We divide the students into pairs.
- Each of the students shall receive a text with missing information. Each pair is missing different information.
- The students shall ask each other questions in order to discover and fill in their missing information into the text (interrogative pronouns are specified in brackets).
- They must not look on to their neighbour.
- At the end, we shall check the answers by reading the text and questions together as a class.

A new festival

Level	upper-intermediate
Language focus	past, present and future tenses
Key vocabulary	<i>festivals and celebrations</i>
Skills focus	writing and speaking: organising information, note taking
Recommended to use it	after watching
Suitable for	group work
Material	cards
Time	15 minutes

- The students shall divide themselves into groups of three or four.
- We explain to them that they have to invent a new and non-traditional holiday that they then have to talk about to the class.
- Each group shall receive a deck of cards. They shall choose at least 15 cards, into which they shall fill in details about their holiday.
- The students arrange the cards in logical order, in which they will present them to the others, and they shall decide in their group, who will read which information.
- There will be a vote in the end for the best idea.

British festivals and feasts

Level	intermediate
Language focus	-
Key vocabulary	<i>feast, festival, perform, performer, celebrate, celebration, musician, assamble</i>
Skills focus	reading and speaking: British festivals and feasts
Recommended to use it	after watching
Suitable for	group work
Material	loop game cards
Time	15 minutes

- We shall copy and cut up a deck of cards for each group of students (we can do this on a various coloured paper to help us sort the cards in case they are mixed up). Each player receives one card; we therefore adjust the number of players in the group to meet this criterion. We adjust the number of students in a group to their abilities.
- We also copy an answer sheet for each group.
- We always insert the deck of cards and answer sheet into an envelope or plastic bag.

Note: We can keep the answers safe and give them to the students at the end of the game.

- One of the players shuffles the cards and deals them to the other players as well as himself/herself.
- The person to the right of the dealer begins the game. The player reads the text at the bottom of the card and places the card in the middle of the table. This card shall be the first in the loop.
- Each member of the group looks over their cards and determines if they happen to have the correct answer. The player that believes he/she has the card that follows announces it to the others and reads the text aloud:
“I think I have the correct answer.”
- Each member listens carefully. They decide as a group if it is correct, eventually they consider other possible answers. All members in the group concentrate on the same question and cooperate.
- When all of them have agreed on a single answer, the given card is placed under the first card in a domino fashion. If there is doubt, they may label the card, e.g. using a piece of coloured paper or lightly in pencil and come back to it, in the event that they fail to create the loop.
- The player that laid down the second card reads the question/first part of the sentence that is at the bottom of the card he/she laid down.
- We continue in this manner until the loop is closed – the last card contains the answer to the question on the first card. If this does not occur, the players must go through all

of the cards and find the mistake. At the end, we hand out the answer sheets so that they may check the answers.

For British festivals and feasts go to:

<http://www.woodlands-junior.kent.sch.uk/customs/calendars/> (several calendars for different events, special days, national holidays, festivals and celebrations which take place in the UK. All the calendars are work in process. The data for the calendars are collected from various websites on the internet, from teaching magazines and from various organisations).

Citizenship crossword

Level	upper-intermediate
Language focus	
Key vocabulary	
Skills focus	speaking:
Recommended to use it	after watching
Suitable for	pair work
Material	worksheet with the crossword
Time	15 minutes

- Students, in pairs, shall be given a semi-completed crossword puzzle; however, each of them has a different half completed.
- We give the students five minutes to review the words in the crossword puzzle and to make sure they understand everything. If necessary, they can ask the teacher or use a dictionary.
- The students take turns defining the words in their crossword puzzles, so their partner always fills in the word that he/she is missing in their crossword puzzle. We make sure that they do not look at each other's crossword puzzle and that they simply do not copy the given words. If they fail to guess the word, they can leave it for later. If they are still unable to guess the word, then the students can disclose the word to each other.
- After all of the frames are filled in, both of the students shall have the same crossword puzzle, which they shall compare and check for spelling.

Immigration

Level	pre-intermediate and above
Language focus	-
Key vocabulary	<i>immigration, immigrate, immigrant emigration, emigrate, Green Card</i>
Skills focus	speaking: answering questions on immigration, presenting an own opinion
Recommended to use it	after watching
Suitable for	whole class
Material	conversation cards, soft ball
Time	10- minutes

- We print out the cards with questions on A4 format paper and fasten them on the board face down to form a square. We do not have to use all of the cards at once; we select only a few, e.g. nine.
- We throw a soft ball to the students. The student that catches it shall throw it at the board and try to hit one of the cards.
- The teacher shall turn over the card that is hit and read it.
- The question is answered by the student that threw the ball, but we also engage the others in the discussion.

Extension activity 1:

Match

- | | |
|-------------------|--|
| 1) immigrate | a) Official document issued to aliens, allowing them to work legally in the America. |
| 2) emigrate | b) Giving an alien the rights and privileges of a native or citizen. |
| 3) naturalisation | c) The condition or status of a citizen, with its rights and duties. |
| 4) refugee | d) To enter and settle in a country or region to which one is not native. |
| 5) Green Card | e) To leave one's country or region to settle in another. |
| 6) passport | f) Someone who leaves their country in search of refuge, as in times of war, political oppression, or religious persecution. |
| 7) citizenship | g) An official government document that certifies one's identity and citizenship and permits a citizen to travel abroad. |

Answers: 1d, 2e, 3b, 4f, 5a, 6g, 7c

Extension activity 2:

We give a question to a pair of students along with the answer. One of the students shall learn the question in their own words, and the other the answer. The questioner may, after listening to the answer, pose another, supplemental question. The pair of students then presents the dialogue to the others in the class. They must not look anymore into the text. This activity is designated for advanced students with higher language knowledge.

I came to the UK on a visitor's visa and would like to stay here to do a University degree. Will I be allowed to do this?

When you came to the UK, you were allowed to enter on the basis that you left the UK when your visitor's visa ran out. Under Immigration rules, you will not be allowed to stay here to study. If you want to become a student you will have to leave the UK and re-apply to return as a student at a future date. If you stay in the UK beyond the date of your visa you will be in breach of your conditions of entry. This is a serious offence and you can be prosecuted and deported.

UK immigration law is complex and getting it wrong has serious consequences. It is always advisable to consult a specialist adviser.

My uncle lives in a country where there is a lot of political unrest and violence. He says he's getting afraid to leave the house, and wonders if he could come to the UK for a while until things calm down a bit.

The UK has signed a United Nations Convention on refugees, which means that it is committed to offering asylum to people who are at risk of persecution in their own country. The process of applying for asylum in the UK is extremely complex and you should seek specialist advice to find out whether your uncle might qualify for asylum at the present time. Only a small proportion of asylum applications are successful, so you should also consider whether your uncle could come to this country in another capacity. He may, for example, have family links with the UK that could give him rights to be here while things are unsettled in his home country.

UK immigration law is complex and getting it wrong has serious consequences. It is always advisable to consult a specialist adviser. To find out more, see:
http://www.adviceguide.org.uk/index/your_rights/immigration/help_with_immigration_problems.htm.

To get information about applying for asylum in a language other than English, visit the Refugee Council's website at: <http://languages.refugeecouncil.org.uk>.

Resource: http://www.adviceguide.org.uk/index/your_rights/immigration/faq_index_immigration.htm

Extension activity 3:

Conversation Questions: Immigration

- Why do people emigrate to other countries?
- What might be good reasons to leave your home country to move to America?
- Is immigration from one country to another a problem? In what ways do you see it as a problem?
- Do you know any immigrants?
- Do you think that immigrants are treated well in most countries?
- Do you think there is a relationship between immigration and crime?
- Should any government limit the number of immigrants entering their country? What would be a good number or percentage?
- Is local culture threatened by immigration?
- How far should immigrants try to retain their culture?
- Should immigrants have the same rights as native citizens?
- Is there a difference between political and economic immigration?
- Should immigrants have the right to vote? In which elections?
- What should be done with the illegal immigrants entering a country?
- Should the country of origin of illegal immigrants be held responsible?
- Do immigrants have a good or bad reputation in your part of the world?
- Should students be allowed to wear clothes with cultural or religious symbolism at school?
- Do you think immigrants are treated with more suspicion now than they were a year ago?
- Do you know anyone that is married to an immigrant?
- Do you know any people who have emigrated from your country?
- Would you ever think of emigrating?
- Why might you think of emigrating?
- What would be some of the issues that would concern you about emigrating?
- Are there a lot of immigrants in your community?
- Do immigrants in your community isolate themselves socially, or into a certain area?
- Should immigrants be required to learn the local language?
- How would you help an immigrant learn the local language?
- How would you encourage children of immigrants to become bilingual by maintaining the original language and becoming fluent in the local language?
- Should immigrants be educated in their original language or the local language?
- To what extent should official documents be written in several languages to accommodate immigrants?
- Are immigration regulations too strict? In what way should they be changed?
- How long should immigrants be required to live in the new country before they can become naturalised?
- What should be the requirements for naturalisation?
- How does an immigrant become a citizen in your country?
- How does immigration affect the economic situation in your community?
- To what extent has the culture of your community become richer by immigrants?
- How is your community incorporating immigrants into the life of the community?
- How would you define the word "home"?
- Should employers who employ illegal immigrants be penalised?
- Should illegal immigrants be deported?

Decide whether these examples of behaviour are those of a good or a bad citizen:

1. ... respects the law.
2. ... is not cooperative.
3. ... votes.
4. ... does not care about the protection of the environment.
5. ... throws rubbish in the street.
6. ... leaves his/her bus seat for an old person.
7. ... helps lost strangers find their way.
8. ... thinks that voluntary work is a waste of time.
9. ... jumps the queue.
10. ... participates in community service.

3. DATING DILEMMAS

Nightmare on Elm Street

Level	upper-intermediate
Language focus	-
Key vocabulary	
Skills focus	reading: arranging sentences in the chronological order http://internetdatingstories.com/stories/index.php?id=124&category=3
Recommended to use it	after watching
Suitable for	group work
Material	worksheet
Time	15 minutes

- We cut up the text of the story according to the instructions and hand them out to the groups of students.
- The students try to arrange individual events of the story as they occurred.
- We read the story together and develop a discussion.

ROFL (*Internet slang*) Rolling On the Floor [Laughing](#); used to indicate great amusement at something.

The Ideal Partner

Level	intermediate and above
Language focus	-
Key vocabulary	<i>intellectual type, household responsibilities/ chores, outgoing, caring, and non-judgmental, centre of the universe</i>
Skills focus	reading and speaking: ideal partner
Recommended to use it	after watching
Suitable for	whole class, pairs
Material	dialogue
Time	30 minutes

- We ask the students how they imagine their ideal partner. They shall meanwhile consider character traits, education, family background, employment, socio-economic status.
- We shall then read together the dialogue between Paul and Tom.
- The students select the correct answer to the question.
- In the end, the students shall present in pairs a dialogue between two men.

4. GLOBAL WARMING – BRING IT ON!

Global warming and climate change

Supporting videos available on:

<http://www.youtube.com/watch?v=oJAbATJCugs> (National Geographic),

<http://www.youtube.com/watch?v=E0oVdGPAZ3A&feature=fvsr> (Václav Klaus at the International Conference on climate change, New York, March 2008).

Level	intermediate and above
Language focus	unspecified
Key vocabulary	<i>global warming, climate change, carbon dioxide emissions, methane, increase, decrease, cause, effect, radiate, drought, hurricane, changing conditions, absorb</i>
Skills focus	listening and speaking: global warming and how it contributes to climate change, political debates about the existence of climate change
Recommended to use it	after watching
Suitable for	whole class
Material	none
Time	30 minutes

- We hand out questions to the students about the video they shall watch.
- We shall watch a short video from *National Geographic* about global warming. While the students watch the video, they shall try to record the answers to as many questions as possible and make notes. If necessary, we play the video several times.
- We check the answers together. We ask if they liked the video, if the topic was covered well, and if they learned something new.
- The next recommended video is a recording from an international conference on global warming that took place in New York in 2008, in which even our President Vaclav Klaus participated. Students shall thus be able to listen to the opinions of the president on this issue and also hear them in English.
- We allow the students to watch the entire video, without asking them first questions are assigning other tasks.
- When the video ends, the students share information and impressions of the president's speech after the initial viewing.
- During the second viewing, the students shall also search for answers to specific questions:
- Students shall express their own opinions, sentiments, and thoughts.

Global warming – loop game

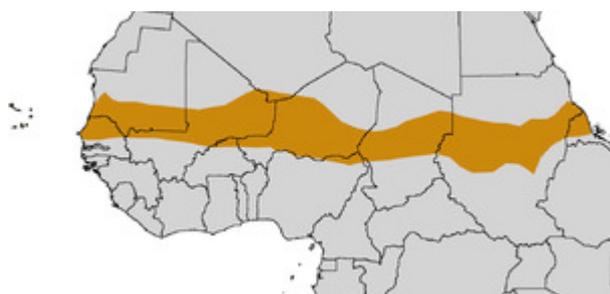
Level	pre-intermediate and above
Language focus	unspecified
Key vocabulary	<i>global warming, climate change, carbon dioxide, methane, greenhouse gas, increase, decrease, cause, effect, radiate, drought, hurricane, fossil fuels, water vapour,</i>
Skills focus	reading: global warming
Recommended to use it	after watching
Suitable for	whole class
Material	cards
Time	15 minutes

- We cut up the table with text into rows and give one of them to each student.
- We set a time limit.
- The students must create a closed circle, where the answer follows the question. An answer to the previous questions can always be found on the left side. The questions shall be to the right.
- We can repeat the game several times and reduce the time the students are given on each occasion to form the circle.

Desertification in the Sahel

Level	upper-intermediate
Language focus	present simple
Key vocabulary	<i>drought, desertification, desert, over cultivation, overgrazing, topsoil, ...</i>
Skills focus	reading, writing: sorting the information in a diagram
Recommended to use it	after watching
Suitable for	pair work, group work
Material	worksheet
Time	15-20 minutes

- Students work in pairs or groups.
- According to information in the text students have to fulfil prepared diagram.



The Sahel forms a belt up to 1,000 km wide, spanning Africa from the [Atlantic Ocean](#) to the [Red Sea](#).

Answers:

a6, b4, c3, d5, e7, f8, g1, h2

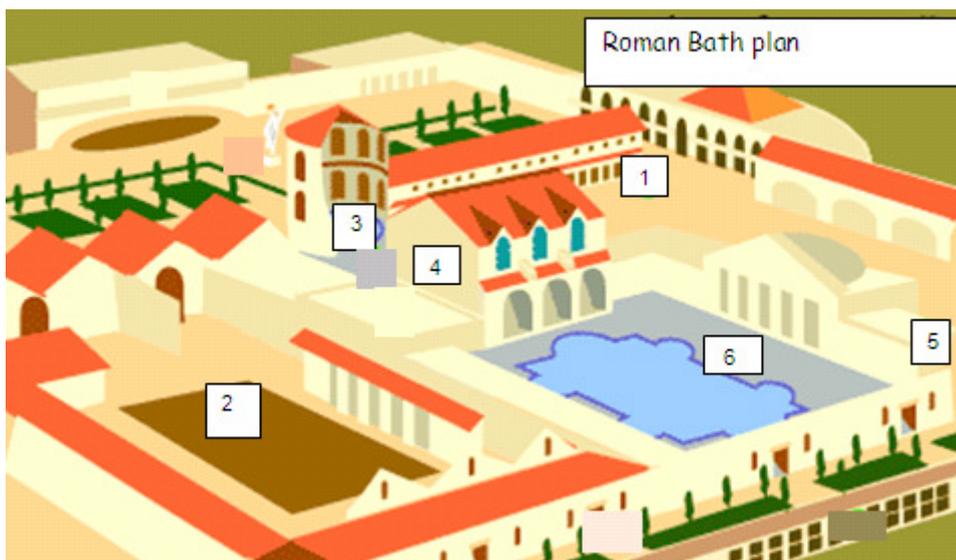
5. I AM CAESAR!

Roman Bath Houses

Level	pre-intermediate
Language focus	past tenses
Key vocabulary	<i>palaestra, caldarium, frigidarium, bath, fresh water supply, scrape off, perfumed oil</i>
Skills focus	reading and speaking: to understand the layout of a Roman bath house, to reach a judgement on if the Romans were healthy or not
Recommended to use it	after watching
Suitable for	whole class
Material	worksheet
Time	20 minutes

- In the beginning, we ask the students how people today entertain themselves and how they enjoy themselves and relax: “*What do we do for entertainment in today’s society? What do you do for relaxation and enjoyment?*”
- We then show the students three pictures of Roman spa areas and corresponding labels, which need to be correctly matched to the given pictures.
- The students shall read a brief text and answer the questions below.
- At the end, the students shall describe Roman spas.

Answers:



Julius Caesar

Level	intermediate
Language focus	past tenses
Key vocabulary	<i>republic, dictator, governor, empire, senate, assassinate, province, ...</i>
Skills focus	reading: relationship of sentences, chronological order of events http://www.bbc.co.uk/history/historic_figures/caesar_julius.shtml
Recommended to use it	after watching
Suitable for	group work
Material	cards with a text
Time	10 minutes

- Students shall divide themselves into groups.
- We shall print the text, cut it into individual sentences/paragraphs according to the instructions, and give each group a set of cut portions. The students shall divide the sentences among themselves. One student has more than one cut-out.
- Students shall try to arrange the sentences in correct order to create a coherent text. Meanwhile, they may come to agreement, for example, as follows: “*Which sentence comes first?*”, “*Read it out.*”, “*Who thinks that sentence comes first?*”, “*Everybody?*”, “*No? Read yours, Martin.*” Etc.
- The group that arranges the sentences correctly the first wins.

6. KIDS TODAY!

Going to the party

Level	pre-intermediate
Language focus	cause and effect
Key vocabulary	<i>although, because, due to, despite, therefore, however, on the other hand</i>
Skills focus	reading: forming sentences
Recommended to use it	after watching
Suitable for	pair work
Material	cards
Time	10 minutes

- We shall cut up sentences onto individual cards and distribute them to pairs of students.
- Students shall use them to compile sentences while writing them in their notebook or on paper.
- The pair of students with the greatest number of correct sentences wins. We shall set a time limit for creating sentences.

Identify illegal drugs

Level	intermediate
Language focus	slang words
Key vocabulary	<i>ecstasy, cannabis, cocaine, heroin, LSD, ketamine, magic mushrooms, tobacco, temazepam, methamphetamine</i>
Skills focus	speaking
Recommended to use it	before watching
Suitable for	whole class
Material	worksheet
Time	20 minutes

- Students shall try to recognize themselves on the drug pictures: (<http://www.drugs.indiana.edu/drug-picture.html>, <http://www.nicd.us/drug-pictures.html>).
- We shall discuss the effects of individual drugs (only very briefly, in one sentence).
- The students shall then match the official name of the drug with its slang expression. An extensive database of slang expressions for drugs can be found at: <http://www.nicd.us/drugstreetandslangterms.html> (featuring over 7,000 words relating to drug slang, street terms, street language, drug words, street drug slang).

Answers:

Marijuana	Pot, Grass, Weed, Ganja, Mary Jane
Hashish	Hash
Psilocybin (Shrooms)	Magic Mushrooms, 'shrooms
Nitrous Oxide	Laughing gas
Barbiturates	Downers, Barbs, Blue Devils, Red Devils, Yellow Jackets,
Cocaine	Coke, Snow, Nose Candy, Flake, Blow, Big C, Lady, White,
Crack Cocaine	Crack, rock, freebase, Cookie,
Amphetamines	Speed, Uppers, Ups, Black beauties, Bumblebees, Hearts,
Methamphetamines	Crank, Crystal meth, Speed
Heroin	Smack, Horse, Mud, Brown sugar, Junk, Black tar, and Big H

Drug information poster

Level	intermediate and above
Language focus	description of a substance
Key vocabulary	<i>effects, name and appearance, risks, law relating to drugs</i>
Skills focus	reading and writing: drug and its risks
Recommended to use it	after watching
Suitable for	group work
Material	Internet connection
Time	-

- Students shall form groups. The students' assignment shall be to create informative drug posters based on information available on the internet. Students should include the names, effect of drugs, what they look like, what risks are associated with their use, and how the law treats them. The poster should catch people's attention because all of the posters shall be displayed in the school hallway.
- Each group shall draw the name of a drug and shall research and process facts about it. How much time the students shall have for preparing the assignment, depends on the teacher.

Variation:

- Drugs are classified into three groups - A, B, and C. We ask the students what drugs probably belong in class A, what are their effects and dangers. We can draw a spider diagram together and develop a discussion (*What makes something a drug? Properties/effects? Why are they separated/categorized?*). We can proceed similarly in the additional two categories of drugs.

Types of Class A drugs:

Crack

Cocaine

Ecstasy (MDMA)

Heroin

Magic Mushroom

LSD

Types of Class B drugs:

Speed

Amphetamine

Barbiturates

Types of Class C drugs:

Cannabis

Tranquilisers

Some painkillers

Ketamine

Gamma hydroxybutyrate

(GHB)

- We can also talk to the students about what the difference is between the ownership of drugs and their sale and what the consequences are in both cases. We ask the students a question and they guess the correct answer.

Types of Class A drugs:

If I get caught dealing how long will I get in prison?

a) Life b) 14 years c) 2 years

How long will I get in prison for possessing a Class A drug?

a) Life b) 7 years c) 5 years

Answer:

The maximum sentences for intent to supply drugs are: up to **life** in prison or an **unlimited fine** (or both) for a Class **A** drug. **The maximum sentences for possession is:** up to **7** years in prison or an **unlimited fine** (or both) for a Class **A** drug.

Types of Class B drugs:

If I get caught dealing how long will I get in prison?

a) Life b) 14 years c) 2 years

How long will I get in prison for possessing a Class B drug?

a) Life b) 7 years c) 5 years

Answer:

Up to **14** years in prison or an **unlimited fine** (or both) for a Class **B** drug. **The maximum sentences for possession is:** up to **5** years in prison or an **unlimited fine** (or both) for a Class **B** drug.

Types of Class C drugs:

If I get caught dealing how long will I get in prison?

a) 5 years b) 14 years c) 2 years

How long will I get in prison for possessing a Class B drug?

a) 2 years b) 7 years c) 5 years

Answer:

Up to **5** years in prison or an **unlimited fine** (or both) for a Class **C** drug. **The maximum sentences for possession is:** up to **2** years in prison or an **unlimited fine** (or both) for a Class **C** drug.

NOTE: Cannabis was downgraded from a Class B to a Class C drug in January 2004. Cannabis is still illegal. The maximum sentence for possession is the same as other Class C drugs, but the maximum prison sentence for supplying it remains at 14 years - the same as other Class B drugs.

Drug cards

Level	pre-intermediate
Language focus	-
Key vocabulary	<i>cannabis, heroin, medicine, drug, cocaine, steroid, tobacco, stimulant, effect, absorb, substance, sedative, ...</i>
Skills focus	reading: drugs and their effects
Recommended to use it	before or after watching
Suitable for	group work
Material	cards
Time	10 minutes

- We cut up the sheet into individual cards, mix them up, and distribute them to the students in groups. Each group has one deck of cards.
- The students shall have to match the description and effects of each drug correctly as quickly as possible.

Opium

Level	upper-intermediate and above
Language focus	past tense
Key vocabulary	<i>opium, heroin, cocaine, elixir, suffer, addiction</i>
Skills focus	reading: opium http://www.thegooddrugsguide.com/articles/h_opium.htm
Recommended to use it	after watching
Suitable for	individual work, pair work
Material	worksheet
Time	20 minutes

- We distribute a worksheet to the students. We may also cut up the text into individual paragraphs and headings. Each student shall then receive a set and rearranges and compiles individual parts of the text together.
- The students shall match the appropriate heading to each paragraph, while filling in the missing word.
- We shall check the answers together and read the text.

Answers:

Opium Dreams

Before heroin, there was opium, which is almost as old as civilization itself.

As early as 1600 BC, the Egyptians were using opium to calm crying infants. Over 2000 years later, the Victorians invented Mrs. Winslow's Soothing Syrup, an opiate-laden elixir which ensured that children remained seen but not heard.

Ancient civilisations were well aware of opium's habit-forming qualities but it took a long time for Western medicine to learn from the ancestors.

The Chinese suffered the most. When Portuguese traders sold pipes and tobacco from South America alongside opium from the Middle East, 18th century Chinese society got into opium-smoking in a big way, in plague-sized proportions.

The Opium Wars

The main benefactor of this wholesale addiction was Britain. Its East India Company were the main traders with China and paid for tea and silks with opium, harvested from the fall of the Mogul Empire in India. The Chinese authorities, naturally enough, opposed the blighting of their society with a highly addictive drug.

But the British were having none of it. They went to war with China twice to force them to trade the opium, and bagged Hong Kong as a nice colonial outpost in the process.

Creative Stimulant

In the meantime, most of Britain has become addicted to Laudanum - a mix of opium, alcohol, and distilled water.

Used initially as a medicine for colic and a cure for dysentery, its mind-altering properties soon caught the interest of writers and poets.

Samuel Taylor Coleridge's famous poem Kubla Khan was inspired by an opium-induced vision. Mary Shelley's idea for Frankenstein came from a waking opium dream. Wilkie Collins dictated the first detective novel, The MoonStone, "largely under the effects of opium".

Thomas De Quincey even wrote a book called Confessions of an English Opium Eater - the Trainspotting of its day.

Royal Euthanasia

Opium was also used for euthanising the terminally ill. King George V, grandfather of Queen Elizabeth II was helped on his way with a mixture of cocaine and opium. This helped ensure his death was announced in the more 'acceptable' morning papers rather than the evening press.

7. LOST AGAIN

Types of compasses

Level	intermediate
Language focus	present simple
Key vocabulary	<i>compass, device, magnetic north, magnetized pointer</i>
Skills focus	reading: description of compasses
Recommended to use it	before watching
Suitable for	group work
Material	worksheet/cards
Time	10 minutes

- Students shall divide into the groups. Each group shall be given the worksheet, eventually set of cards with types of compasses and its definitions.
- Students have to correctly match the type of compass and its definition.
- We can set up a time limit. The first group to match correctly wins.
- In the end we check the answers together.

Answers: 1E, 2C, 3A, 4B, 5D

The Shepherd Magnes

Level	pre-intermediate
Language focus	past tenses
Key vocabulary	<i>magnets, legend, lodestone, magnetite, natural magnetic material, source of attraction</i>
Skills focus	speaking: asking for information
Recommended to use it	before/after watching
Suitable for	pair work
Material	worksheet
Time	10 minutes

- We divide the students into pairs.
- Each of the students shall receive a text with missing information. Each pair is missing different information.
- The students shall ask each other questions to discover and fill in their missing information.
- In the end, we check the text and questions together, or we may use the text as a dictation, if desired.

Celý text:

The most popular legend accounting for the discovery of magnets is that of an elderly Cretan shepherd named Magnes. Legend has it that Magnes was herding his sheep in an area of Northern Greece called Magnesia, about 4,000 years ago. Suddenly both, the nails in his shoes and the metal tip of his staff became firmly stuck to the large, black rock on which he was standing. To find the source of attraction he dug up the Earth to find lodestones (load = lead or attract). Lodestones contain magnetite, a natural magnetic material Fe_3O_4 . This type of rock was subsequently named magnetite, after either Magnesia or Magnes himself.

Plan a Route

Level	intermediate and above
Language focus	future tenses: <i>will, going to</i>
Key vocabulary	<i>map, compass, trek, camp, terrain, trail</i>
Skills focus	speaking: planning a trek
Recommended to use it	after watching
Suitable for	group work
Material	worksheet
Time	45 minutes

- Students shall work in small groups. We present a map that we selected to the students, or any other that the students brought themselves (we can provide leeway for planning on what truly interests them and what they enjoy).
- Students shall record records on journeys into previously prepared tables.
- In the end, they present the plan of their journey to the others.

Note: The students may work on the assignment as homework.

Using your map and compass, do the following: plan a short trek

- Decide where and when you will start.
- Decide the route you will take.
- Decide where you will camp each night.
- Decide where and when you will finish.
- Adjust your compass, or figure out how to point to true north.
- Figure out each leg of your trek, writing down important information in your trek plan.

Some questions to ask yourself:

- Did I identify rough terrain and allow more hiking time for those kilometres?
- Did I camp in a fairly flat, protected area, safe from flooding and off of trails?
- Did I use existing trails as much as possible?
- Did I reach camp well before darkness with plenty of time for setting up camp and making dinner?
- Did I avoid fragile or potentially dangerous terrain such as swamps and rock slides?
- Did I meet all my trek goals?

8. LOST IN TIME

Consequences

Level	intermediate
Language focus	-
Key vocabulary	-
Skills focus	writing: historical events
Recommended to use it	after watching
Suitable for	group work
Material	sheet of paper, pencil
Time	10–15 minutes

- Students shall divide themselves into groups of five.
- Each student has a sheet of paper on which he/she writes the name of a character from world history, and then folds it so the name cannot be seen.
- The student hands the paper to his/her neighbour. The neighbour writes a piece of information about some historic event or period.
- The paper is again folded and handed to the next classmate, who now adds the name of the place that relates to some significant historic event.
- The next student writes a famous quote.
- In the end they write “*The consequence was that...*”
- We unfold the sheet of paper and read the text aloud.
- We stop at individual events and names that the students mentioned and discuss what the people in those times/periods said, felt, heard, and thought about. We can use the discussion to practice indirect speech and modifications that meanwhile occur in sentences.

Mime and guess

Level	elementary and above
Language focus	-
Key vocabulary	historical events and famous people in history
Skills focus	miming and gesturing
Recommended to use it	before/after watching
Suitable for	whole class
Material	cards
Time	5- minutes

- We cut up the cards and insert them into a bag.
- We call on students individually. Each student draws (pulls out) a card and his/her task is to present a historical event or famous historical person without using words so that the others can guess the correct answer.

9. LOST METAPHORS

Acting Dumb

Level	intermediate and above
Language focus	to revise known vocabulary and structures
Key vocabulary	-
Skills focus	speaking: questions, description
Recommended to use it	after watching
Suitable for	whole class, teams, groups
Material	pictures
Time	dependent on the teacher

- The game is based on the premise that one individual never saw everyday objects, that they do not know what they look like, or what purpose they serve. In this case we focus on pictures.
- The students shall prepare such a dialogue in pairs. To give them a better idea, we can read them a similar dialogue, e.g.:

A: What's this?

B: It's a picture.

A: A Picture? What's that? What can I do with it?

B: Just look at it and think about it.

A: What should I think about?

B: Colours, composition...

A: Colours? Composition? What are they?

Etc.

- If it is difficult for students to talk about pictures, we can move on, for example, to objects that a painter uses when working, to art institutes such as, e.g. galleries, museums, etc.

Similes and Metaphors

Level	pre-intermediate and above
Language focus	similes, metaphors
Key vocabulary	<i>as...as, like</i>
Skills focus	speaking: similes and metaphors
Recommended to use it	after watching
Suitable for	individual work, pair work, whole class
Material	worksheet
Time	20 minutes

- We hand out a worksheet to the students. It contains three exercises. All of them are focused on comparisons and metaphors.

Introduction:

A **simile** is where two things are directly compared because they share a common feature. The word AS or LIKE is used to compare the two words. E.g. AS wet AS a dog's nose.

A **metaphor** also compares two things, but it does so more directly WITHOUT using AS or LIKE. E.g. The shop was a little gold-mine.

Correct answers:

He has a heart of stone.

For me time is money.

A blanket of snow covered the streets.

Her soft voice was music to Andy's ears.

Things are going smoothly between the both of them.

When she saw him in front of her, she froze with fear.

After the experience, he learnt a painful lesson in life.

When you're feelin' blue call out to me.

You light up my life with your presence.

Her deep dark secret was revealed to everyone.

My memory is a little cloudy about that incident.
Her home was a prison, I wonder, how can she live there.
She could not digest the news when she heard it.
Life is a rollercoaster which everyone has to go through.

As pale as death.
As passionate as young love.
As patient as hours.
As persistent as mosquito.
As playful as a rabbit.
As poor as a church mouse.
As powerful as a lion.
As pretty as a picture.
As proud as a peacock.
As punctual as springtime.
As pure as a lily.
That kid can run as fast as a cheetah.
My tongue is as dry as burnt toast.
These bed sheets are as scratchy as sandpaper.

Use some of these simile and metaphors to write a poem:

HYPNOTIC FASCINATION
WINDOWS INTO THE MIND
A MIRROR OF MANKIND
A WORLD TURNED UPSIDE DOWN
GO IN AND YOU WON'T COME OUT
DOUBLE IDENTITY
QUIETNESS WITHOUT LONELINESS
ON THE TRAIL OF A LOST CIVILISATION
THE PLACE THAT GOD FORGOT
THE ETERNAL FIRE
WIDE SPREAD CHAOS
STRANGELY BEAUTIFUL
DOG EAT DOG WORLD
THE SORROW REMAINS

**REFUSES TO DIE
HEAVY WITH PAIN
THE AIR WAS THICK WITH HATE
TENSION PUSHES PEOPLE TO THE EDGE
OUT OF CONTROL
BEYOND RECOGNITION
LIKE A SLOW AND SILENT MIDNIGHT TRAIN
LIKE A VISIT TO ANOTHER PLANET**

**FEELS LIKE PARADISE
LIKE A GREAT STORM CLOUD OVER THE SEA
MY SONG WILL WRAP AROUND YOU LIKE THE ARMS OF LOVE
AS SAFE AS THE ROCK OF GIBRALTAR
AS VITAL AS BLOOD TO THE BODY
AS LAZY AS THE TROPICAL SUN
AS COMFORTABLE AS A PAIR OF OLD WORK BOOTS
AS POOR AS DIRT
AS BUSY AS AN ANT FARM
AS COLD AS ICE
OUR MOOD WAS AS DARK AS THE MOONLESS NIGHT
IT'S NOT LIKE ME
WORKING LIKE A SLAVE**

Spot the difference

Level	elementary
Language focus	there is/there are, prepositions
Key vocabulary	dark, light, square, line, circle, spot
Skills focus	speaking: describing and comparing two pictures
Recommended to use it	before/after watching
Suitable for	whole class
Material	pictures
Time	10 minutes

Author: *"I am not a realistic artist so it is all feelings. I start the paintings and I don't know at the finish how it will be."*

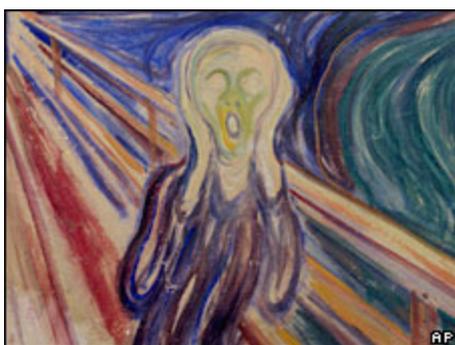
Hilda Hiary

Source: <http://www.artquotes.net/artists/hiary/art-book.htm>.

What's your favourite picture?

Level	intermediate
Language focus	present simple, linking words <i>who, which</i>
Key vocabulary	<i>painting, drawing, photo, collage</i> ; colours, feelings
Skills focus	speaking: describing a picture, expressing feelings
Recommended to use it	before/after watching
Suitable for	individual work
Material	pictures
Time	15–20 minutes

- Students shall prepare the pictures that they brought to class (requested in due advance), to speak about them to the others.
- An example of such a picture description is provided below for demonstration. We can read it to the students or provide a copy.
- We can also help the students by asking questions, e.g. *Do you have a favourite picture, or one which means a lot to you?, What kind of picture is it – painting, poster, photo, collage, drawing?, can you describe it?, Why is it important to you?, How does it make you feel?*
- For homework, the students are asked to describe a picture and, in writing, what it elicits in them.



Edvard Munch's The Scream

This definitely isn't my favourite picture, but it's a painting which means a great deal to me. You can't expect to enjoy every picture you see and this one really isn't a lot of fun. It shows someone who is suffering in pain – you can almost hear the scream. The expression on the person's face speaks straight to my heart. It reminds me of a time when I felt bad and thought all the world was against me. We all have painful times like that in our lives. The picture isn't painted in a realistic way, but it shows a truthful account of how life can be like – perhaps that's why it is stolen so often!

Extension activity:

Talk about the following:

What gives you a happy feeling?

Can **someone** be happy even if they **are** in a difficult situation?

How can you make another person happy?

Can someone else's happy mood positively influence us?

Can we negatively influence another person with our unhappy mood?

Do you **believe** that love is a feeling or an act of will? Should marriage be based on more than just feelings?

Describe how you feel when ...

1. you have a challenging task,
2. you successfully finish something,
3. you lose or break something,
4. you get a bad grade at school,
5. you have just heard some good news,
6. something good happens to your friend but not to you,
7. you look at the colour red/blue/pink etc.?

10.METADATA MUDDLE

Biomes

Level	pre-intermediate, intermediate
Language focus	definitions of geographical words
Key vocabulary	<i>biome, tundra, forest, desert, saltwater, freshwater, grassland ...</i>
Skills focus	reading and speaking: asking for information
Recommended to use it	before or after watching
Suitable for	individual work, pair work, whole class
Material	worksheet
Time	10 minutes

- We hand out (and/or project) copies with terms and their definitions to the students.
- Their assignment is to match the correct definition with the term.
- Variation: students walk around the classroom and form word-definition pairs.

Correct answers:

1E, 2I, 3G, 4J, 5A, 6H, 7C, 8F, 9B, 10D 11L, 12K

Extension activities to practice the world biomes topic:

A) Take Holidays

- Each student selects one biome and plans his/her vacation there.
- They must consider several factors, for example, where exactly they will go, how they will get there, how long they will stay there, what clothing they shall take with them, what they will do there, and so on. (*Where specifically will you go in your biome? How will you get there? How long will you stay there? What will you wear? What will you do?*)
- We can divide the work across several class sessions and the students can prepare a presentation with photographs, maps, etc.
- Finally, the students shall make an oral presentation about their vacation in front of the class. They can share their outputs afterwards with the broad public, e.g. by means of a class exhibit, in school hallways, or on their web pages.

Variation: Students shall plan their vacation in pairs with a given sum of money, e.g. 50 thousand CZK, which they may spend on the vacation. They must agree together not only on the destination, but they must also find out how exactly they will reach their destination (plan, train... including travel schedules), if they require any vaccinations, what dangers they may face, and what equipment they need to take with them. They shall plan their entire journey (itinerary) together. In the end they shall explain why they chose this particular destination.

Note: This is an opportune occasion to practise their expression skills in the future tense.

B) Biome in the News

- We ask the students to search for articles and pictures on the internet or in the press that deal with nature or the environment.
- They interpret the content of the article in the class to the others and determine what type of biome is involved.
- The students then create a collage together from their articles and pictures. They can create one joint collage or independent collages for individual biomes.

Biome Experts

Level	intermediate - advanced
Language focus	present simple
Key vocabulary	<i>biome, tundra, forest, desert, salt water, freshwater, grassland ...</i>
Skills focus	searching the information reading and speaking: presenting the collected data on the world biomes
Recommended to use it	after watching
Suitable for	group work
Material	cards, various kinds of resources
Time	-

- Students shall divide themselves into groups of five.
- Each member in the group shall draw (pull out) a card with a profession and relevant assignments (we can reduce, simplify, or in contrast expand the assignments) and one on behalf of the entire group shall draw a biome, for which the group shall subsequently search for and process information. They may work during the class, for example during ICT class, or we assign it as homework.
- The students shall present their findings in front of the class. They shall also prepare a set of picture documents. They may also send the written product to the teacher by electronic mail.
- We must warn the students about providing references.

Extension questions and tasks:

- Why is your biome important?
- What are some reasons people might want to visit your biome?
- What kinds of activities could people do in this location and what impacts might this generate?
- What kind of clothes should people bring?
- What is the best time of year to travel there?
- Are there any dangerous factors to consider when travelling there?
- Would a marine animal be able to survive in a freshwater biome?
- What would happen if a new species of plant or animal were introduced to the biome? How would it affect the balance of the ecosystem and would the new species survive?
- Write a letter to a farmer in the tropical rainforest who wants to cut down large parts of the forest for grazing land for his cattle. What information would he need to know about the biome and the way it works? What effect will this action have on the tropical rainforest? What alternatives could you suggest to the farmer for him to make a living?
- Students can recreate the water cycle using a covered jar. They will mix salt with water to simulate the ocean, observe the closed environment of the jar and watch as

the heat inside evaporates the water and then condenses it as rain. Students can measure and chart the rainfall in their small world, and compare it to rainfall statistics of the rainforest.

- Students use the new vocabulary words in poems about the importance of the biomes and the interdependence of the cycles of the Earth and the creatures on it. As a preparatory activity, we can invite students to look for examples of poetry that addresses these themes.

<http://www.purposegames.com/game/1445>

If you think you know where different biomes are located, check this out. It will time you on how fast you can select the correct biome that is named at the top of the screen.

11.MUSIC MAN

Music and me

Level	pre-intermediate
Language focus	present simple, questions, gerunds
Key vocabulary	types of music and instruments
Skills focus	writing and speaking: completing a questionnaire, expressing opinions
Recommended to use it	after watching
Suitable for	pair work, whole class
Material	worksheet
Time	20 minutes

- We hand out questionnaires to the students. We ask them when listen to music can help, when we enjoy it, e.g. when we go jogging. Then we ask when music, in contrast, is annoying, e.g. when we are on the telephone. We ask why is music sometimes enjoyable and at other times not. What is the difference between *listening to music* a *hearing music*?
- The students complete the questionnaire alone, then discuss in pairs in what situations they enjoy listening to music, what genre is the best in their opinion.
- In the end, we open a class discussion.

12. PLATE TECTONICS

Tsunami

Level	intermediate
Language focus	past tenses
Key vocabulary	<i>earthquake, tsunami, shore, wave, beach</i>
Skills focus	reading: chronological order of events
Recommended to use it	after watching
Suitable for	group work
Material	cards with a text
Time	10 minutes

- Students shall divide themselves into groups.
- We shall print the text, cut it into individual sentences/paragraphs according to the instructions, and give each group a set of cut strips. The students shall divide the sentences among themselves. One student has more than one cut-out.
- Students shall try to arrange the sentences in correct order to create a coherent text.
- Meanwhile, they may come to agreement, for example, as follows: “*Which sentence comes first?*”, “*Read it out.*”, “*Who thinks that sentence comes first?*”, “*Everybody?*”, “*No? Read yours, Jana.*” Etc.
- The group that arranges the sentences correctly the first wins.

Alfred Wegener

Level	advanced
Language focus	writing a synopsis
Key vocabulary	<i>expedition, astronomy, meteorology, continent, continental drift, seafloor spreading</i>
Skills focus	listening a writing: biography
Recommended to use it	after watching
Suitable for	individual work
Material	text
Time	15-20 minutes

- We shall read a brief biography of the scientist Alfred Wegener to the students.
- The students make notes while we read. The text will likely have to be read at least twice.
- Students process their notes into a coherent text (may be assigned as homework), which they submit to their teacher.

PEOPLE AND DISCOVERIES

Alfred Wegener

1880 - 1930

Alfred Wegener was born in Berlin in 1880, where his father was a minister who ran an orphanage. From an early age he took an interest in Greenland, and always walked, skated, and hiked as though training for an expedition. He studied in Germany and Austria, and received a PhD in astronomy. But as soon as he finished his dissertation, he dropped astronomy to study meteorology, the new science of weather.

Wegener experimented with kites and balloons, and with his brother, Kurt, set a world record in an international balloon contest, flying 52 hours straight. That was in 1906, the year he made his first expedition to Greenland. He went as the official meteorologist on a two-year Danish expedition. When he returned he took up teaching meteorology at the University of Marburg, where he was a very popular lecturer.

In 1910, Wegener noticed the matching coastlines of the Atlantic continents. They looked on maps like they had once fitted together. He was not the first to notice this, but it was an idea that would never leave his thoughts. In 1911, he published a textbook on the thermodynamics of atmosphere, but at the same time he pursued his studies of the continents. He first spoke on the topic in January of 1912, where he put forth the idea of "continental displacement" or what later was called continental drift. The year 1912 was busy for Wegener, he got married (to the daughter of Germany's leading meteorologist) and he returned to Greenland, making the longest crossing of the ice cap ever made on foot.

Though he served in World War I and was wounded twice, he was still able to publish his ideas in 1915. They constituted the first focused and rational argument for continental drift, but still they veered radically from the accepted beliefs of the time. Some scientists supported him but there were many more scientists who opposed him. This including his father-in-law, who seemed annoyed that Wegener had strayed from meteorology into the unknown territory of geophysics. The established reputation of many of his detractors probably gave more weight to their criticisms than was merited. Wegener often complained of their narrow-mindedness.

In 1926 Wegener was finally offered a professorship in meteorology. In 1930 he sailed from Denmark as the leader of a major expedition to Greenland, his fourth and last visit. He celebrated his fiftieth birthday on November 1, but shortly afterwards the team got separated, and he was lost in a blizzard. His body was later found halfway between the two camps.

Well after his death, and after World War II, Wegener's theories were vindicated by the work of Harry Hess and others. In 1960 Hess proposed the mechanism of seafloor spreading, which would explain how the continents moved. Newly discovered exploration techniques were employed to prove this theory and ultimately, the correctness of Wegener's chief idea was accepted.

Source: <http://www.pbs.org/wgbh/aso/databank/entries/bowege.html>

Pairs

Level	upper-intermediate
Language focus	-
Key vocabulary	<i>inner core, outer core, crust, mantle, subduction zone, litosphere, fossil, lava...</i>
Skills focus	speaking and reading: answering questions on plate tectonics
Recommended to use it	after watching
Suitable for	group work
Material	cards
Time	dependent on the teacher

- Students shall form small groups.
- We shall prepare a deck of cards (copies and cut up) for each group. The cards form pairs, of which one contains a term and the other its explanation.
- We mix up the cards and the students arrange them face down. We do not need to use all of the cards at once; we only need to select several pairs since the assignment will be more difficult without illustrations.
- The students take turns turning the cards over and searching for pairs. To help the students recognize if the cards are matched correctly, they are labelled with the same number. When two given cards match, the player leaves them. Otherwise he/she returns them face down to their original position.
- The winner shall be student who collects the greatest number of pairs.

Variation:

We deal out the cards randomly to the students. Someone has a card with a term, another student a card with an explanation of the term. Students walk around the classroom and look for a partner to form a correct pair.

Snakes and Ladders

Level	pre-intermediate and above
Language focus	-
Key vocabulary	<i>oceanic and continental plates, crust, mantle, subduction, earthquake, magma, volcano...</i>
Skills focus	speaking: answering questions on plate tectonics
Recommended to use it	after watching
Suitable for	group work
Material	board, counter/button, dice
Time	dependent on the teacher

- Students shall divide themselves into groups of two to five. Each group shall receive a copy of the playing field, which contains questions on the topic of plate tectonics.
- The players place their game piece on the START box. They then toss the die in sequence. They move their game piece by the number of squares indicated on the die.
- If the move ends at the foot of a ladder, the player moves his/her game piece to the top of the ladder. If the move ends on the head of a snake, they player in contrast moves his/her game piece to the end of the snake's tail. Should the player's piece land on a space with a question, the player must choose the correct answers from the two. If he/she answers incorrectly, he/she misses a turn.
- The winner is the person who reaches the destination the first.

Answers:

1. Which type of plate is older?

Continental Oceanic

2. Which type of plate is thicker?

Continental Oceanic

3. What is it called when two oceanic plates move apart and new crust is formed?

Crustal integrating Seafloor spreading

4. What is it called when one plate is pushed under another plate as they collide?

Subduction Mantle induction

5. What is one phenomenon that can happen when two plates slip past one another?

Earthquakes Subduction

6. What can form when two continental plates collide?

Fold mountains Volcanoes

7. What do plates float on?

Corona Upper mantle

8. New crust is created by _____?

Magma from the mantle Corma from the core

9. What is the name of the supercontinent that formed from about 200 to 100 million years ago?

Pangaea Laurasia

10. Who first proposed the theory of continental drift?

Galileo Wegener

13. SKY-HIGH STEVE

Around the Liberec Region in three days

Level	intermediate and above
Language focus	<i>will, going to</i>
Key vocabulary	language connected with travel and sightseeing
Skills focus	speaking: making plans, expressing opinions, giving a presentation
Recommended to use it	after watching
Suitable for	group work
Material	worksheet, map
Time	45 minutes

- We write on the board the names of localities, mentioned in the clip, and add other places that are famous in the region and interesting in some aspect. The students indicate the locality on a map that we brought into the class.
- We ask them what they know about the given places and buildings.
- Students shall then divide themselves into groups. We provide a worksheet to each group.
- We explain the situation. The class won a three-day tour across the district of Liberec. Each group must propose a travel plan.
- In groups, the students first propose what and in what order they shall visit, and what means of transportation they shall use. They must not forget that travelling will take some time.
- They must consider how much time they will spend at a given place and plan all three days.
- The students present their ideas to the others in the class. Each member of the group should have a say.
- The whole class votes for the best presentation. The winning itinerary shall be used for a school trip.

14. TEEN TROUBLES

The Teenager

Level	intermediate, upper-intermediate
Language focus	unspecified
Key vocabulary	unspecified
Skills focus	reading for comprehension: true and false statements
Recommended to use it	before watching
Suitable for	individual work/whole class
Material	one photocopy for each student or interactive board
Time	10–15 minutes

- Each student shall receive a copy of text with an assignment or use the class shall work together using an interactive board.
- The students shall carefully read through the text.
- They shall then read the statements below the text and decide if they are true or not. They shall correct untrue statements.
- The expression *angst-ridden* appears in the text. We ask the students if they ever heard the word before. If not, they shall try to guess its meaning.

Do you know what the word ANGST means?

Answer: *Angst means [fear](#) or anxiety. It is a German, Dutch and Scandinavian word. Angst is usually associated with teenagers, known as 'teenage angst'. Angst is also associated with certain types of music such as punk, nu metal and grunge. Angry teenagers usually listen to this type of music.*

Mime the word

Level	intermediate, upper-intermediate
Language focus	adjectives
Key vocabulary	<i>moody, argumentative, sexy, ...</i>
Skills focus	body language: miming words
Recommended to use it	before or after watching
Suitable for	teamwork
Material	soft/paper ball, cards, whiteboard
Time	10–15 minutes

- We stick the cards with words face down on the board to form a square.
- The students each form teams or play individually. If the game is played entirely by teams, each team shall have their own symbol. If we call on students individually, then symbols are unnecessary.
- The teams take turns tossing a soft ball at the cards on the board. The card that is hit is turned over, and we read the word. The students of the given team shall discuss it in their group and the team leader shall then demonstrate the meaning of the word to the others.
- When one of the teams correctly guesses the given word, we remove the card and draw in its place the symbol of the team. If they fail to answer correctly, the next team shall be given a chance. If none of the teams answers correctly, we turn the card back over and leave it in its place. The given word may optionally be revealed by the group that demonstrated it.
- The purpose of the game is to have three groups symbols beside each other, either horizontally, vertically, or diagonally (noughts and crosses rules – author’s note). If the meaning of the word is demonstrated by individual students, the entire class guesses.
- Students can help describe how he/she feels or what kind of adolescent he/she is using additional adjectives.

Teens Problems

Level	intermediate
Language focus	giving advice: <i>should, shouldn't, could, can</i>
Key vocabulary	unspecified
Skills focus	speaking: giving advice, discussing teens problems reading for comprehension
Recommended to use it	after watching
Suitable for	group work
Material	cards
Time	20–30 minutes

- Students shall form groups.
- Each group shall be given a card with a description of a problem. They discuss it together and try to formulate a tip/answer.
- They present the problem with the tip to the others. Anyone from the other groups may express his/her opinion about it. A debate may be developed in this fashion.

Variation: We select one problem that we discuss together. Everyone expresses his/her opinion and offers tips.

Authentic resource: <http://en.allexperts.com/q/Teenage-Problems-1458/>.

Two Truths, One Lie

Level	intermediate
Language focus	<i>used to, never used, didn't use to</i>
Key vocabulary	unspecified
Skills focus	speaking: talking about regular past events that no longer happen
Recommended to use it	after watching
Suitable for	whole class
Material	none
Time	10–15 minutes

- Students express the difference between the present and the past - in the past I did something regularly, but now I no longer do it. Each student shall prepare three sentences about what they did when they were small/younger that they no longer do; one of the three sentences shall be false. The other students shall try and guess which of the statements is false. The sentences may also be formed in the negative.

It's a Life

Make pairs and ask each other about your life in kindergarten, early primary school (the 1st – 5th grade) and late primary school (the 6th – 9th grade). What did your partner used to do and when? Then finish these sentences about your partner.

KINDERGARTEN
When (name) was in kindergarten, she/he used to
When (name) was in kindergarten, she/he didn't use to
EARLY PRIMARY
When (name) was in early primary school, she/he used to
When (name) was in early primary school, she/he didn't use to
LATE PRIMARY
When (name) was in late primary school, she/he used to
When (name) was in late primary school, she/he didn't use to

Tips for more extension activities and discussions

1. Think about how you would behave and what would you wear on:
 - a) a first date with someone you really, really fancy,
 - b) a job interview,
 - c) a party with friends,
 - d) a family party,
 - e) a blind date,
 - f) a romantic holiday encounter by the sea.In pairs role play any of the listed situations (teacher decides how to divide students into the pairs).
2. What are the pros and cons of being a teenager?
3. What do teens today really worry about? What do you think are the most common issues? What do you personally worry about?

What do teens today really worry about? The top 5 issues revealed

Answer from <http://www.radicalparenting.com/2007/12/05/what-do-teens-today-really-worry-about-the-top-5-issues-revealed/>.

1) Relationships

Teens frequently want to talk to other teens about relationships with parents, siblings, friends and teachers. This is a broad topic I know, but interactions, building relationships and friendships are extremely important to teenagers.

2) Abuse

This includes sexual, physical, verbal and neglect as types of abuse. Many teens call helplines for 'friends' or people they know who are being abused to talk about what abuse actually means. Frequently, teens want to know where the line is between parents who are yelling and verbal abuse and what the laws are on spanking children.

3) Sex

Despite the attempts of many school health and sex education classes, teens have lots of questions about pregnancy, condoms, sexual abstinence and oral sex.

4) Drugs and Alcohol

Issues with addiction and recreational drugs at parties come up a lot for teens, especially when they know of friends who might be dealing or using drugs.

5) Suicide

Unfortunately, a great number of teens think, worry about or know someone who is considering suicide. Many times, teens feel isolated and alone and need someone to talk to, but do not know where to turn when they might get in trouble or have to divulge secrets they are not ready to tell.

4. Conduct some research on teen life in various countries around the world. For example: *“Do you think that teens in India are different or have other worries from those in your country?”*

For interest: Teenage slang words

BFF - Best Friends Forever.

Dope - Means cool or awesome.

Fly - Boys tend to refer to girls they think are good looking as 'fly'.

My bad - It means 'my mistake'.

OMG - An abbreviation for 'oh my gosh' or 'oh my god!'

Sick or Ill - It's used as a description of something or someone who is cool or awesome.

Tool - Refers to someone who is stupid or a geek.

Crashy - Crazy and trashy. Not considered to be good.

Crunk - cross between crazy and drunk. Some teens use this term to mean cool.

Zit – an acne induced spot.

Good resource: <http://thesurrealist.co.uk/slang> (Enter a name or word or phrase, to see what it might (but doesn't) mean).

Tip: We shall write slang expressions and their definitions or their formal synonyms, as desired, on cards and hand them out to the students. Their task shall be to create a paired slang expression - definition/synonym.

15. THE HISTORY OF ENGLISH

Prefixes

Level	pre-intermediate and above
Language focus	prefixes of words
Key vocabulary	<i>adjectives, nouns, verbs</i>
Skills focus	speaking and writing: adding correct prefixes
Recommended to use it	after watching
Suitable for	pair work/group work
Material	one photocopy for each student or interactive board/cards
Time	5–10 minutes each section

1.

- The students shall divide themselves into pairs or smaller groups.
- Each pair/group shall receive a deck of cards with prefixes and a deck of cards with words.
- The students' task shall be to create antonyms to the words using prefixes such that the correct words are matched to each prefix.
- After checking the answers, we collect the cards with prefixes from the students. The students write the opposites of words on the cards in their notebooks using the practised prefixes.

Answers:

Prefix	Word
IL-	logical legal
UN-	necessary friendly satisfied mistakable measurable noticable replaceable healthy safe imaginable
IR-	regular
DIS-	loyal regard
IN-	operable secure consistent hospitable
IM-	polite

2.

- This time, students match the prefixes and their meaning. They either work in pairs/groups at their desks, or we randomly distribute the cards and the students match the prefix-meaning. When the students find their corresponding partner, they shall provide at least two examples of words that have an opposite meaning with the given prefix.
- We shall then practise creating words using the specified prefixes.

Answers:

Root Word	New Word	Root Word	New Word
tidy	untidy	behave	misbehave
honest	dishonest	complete	incomplete
legal	Illegal	understand	misunderstand
mingle	intermingle	perfect	imperfect
edible	inedible	heat	reheat
relevant	irrelevant	treat	mistreat
imaginative	unimaginative	mortal	immortal
like	dislike	possible	impossible
consistent	inconsistent	contented	discontented
septic	antiseptic	appetizing	unappetizing

3.

- We cut up the prefixes on individual cards and distribute them to the students. We either write the words on the board or use a system of cards.
- The students shall then attach the card with corresponding prefix, which is used to create a new word, to each group of words.

Word search - words beginning with prefix dis-

Level	intermediate
Language focus	prefixes
Key vocabulary	words starting with <i>dis-</i>
Skills focus	reading: searching words in a word search
Recommended to use it	after watching
Suitable for	individual work
Material	worksheet
Time	10 minutes

- We hand out identical word hunts to the students.
- If some are not familiar with them, we explain to them what the game is about: In the imaginary fields of the word hunt, the terms acquired from the word legend are progressively crossed out in eight directions, e.g. vertically, horizontally, and diagonally to the right and left, in both directions.
- The students shall then create sentences using the words in the word hunt.

Interactive hagman on: <http://www.spelling.hemscott.net/puzzles34.htm>.

History of the English language

Level	pre-intermediate and above
Language focus	dates, present and past simple
Key vocabulary	<i>manuscript, dictionary, publish</i>
Skills focus	speaking and reading: sorting out historical events
Recommended to use it	before/after watching
Suitable for	group work
Material	set of cards per group
Time	15 minutes

- Students shall form groups of 10.
- We give each team a brief overview of events that influenced the development of the English language, cut up into individual sentences.
- Each student in the team has one sentence.
- Students in their individual groups must arrange them such that the events are placed chronologically in sequence (they are already arranged correctly on the worksheet).
- The team that arranges them correctly the first, wins.
- We read the sentences together and match the century or year to them, accordingly.
- In the end, we can show the students examples in English of individual periods of their development (see below).

Correct answers:

The Celts are the earliest inhabitants of the British Isles to leave a mark on the English language. Words of Celtic origins: <i>London, Dover, Kent, the River Thames</i>	500BC-43BC
Romans invade and rule British Isles for over 400 years. Words: <i>wine, candle, belt, wall</i>	43BC-c.450AD
Settlement of Britain by Germanic invaders (Angles, Saxons, Jutes) begins. Earliest known Old English inscriptions (<i>Beowulf</i>). Words: <i>earth, house, food, sing, night, sleep</i>	449AD
Christian missionaries arrive from the Continent. Latin words: <i>mass, school, monk, fork, spider, tower, rose</i>	597AD
For hundreds of years the Vikings control most of England. Words: <i>anger, cake, die, egg, silver, skirt, smile</i>	789AD-1066
William the Conqueror, Duke of Normandy, invades and conquers England. Words: <i>crown, castle, parliament, colour, servant, romance</i>	1066
English is used in Parliament for the first time. Words: <i>history, library, recipe, genius</i>	1362

The first English printing press is established. The first dictionary is published. Shakespeare writes his poems, sonnets and plays.

Words from across the globe: *atmosphere, explain, skeleton, chocolate, explore, carnival, magazine, coffee ...*
the end of the 15th cent.-the beginning of the 17th cent.

Dr Samuel Johnson publishes his English dictionary.

1755

The *Oxford English Dictionary*, which explains the etymology of English words, is published. It is 20 volumes, and 21,730 pages long!

1928

Words: *biology, bacterium, chromosome, boom, depression*

OLD ENGLISH (450-1150)

The Lord's Prayer in Old English

Matthew 6:9-13

Féder ure þu 7e eart on heofonum
Si 7in nama gehalgod
to becume 7in rice
gewur7e 7in willa
on eorðan swa swa on heofonum.
urne gedéghwamlican hlaf syle us todég
and forgyf us ure gyltas
swa swa we forgyfað urum gyltendum
and ne geléd 7u us on costnunge
ac alys us of yfele so7lice

Father our thou that art in heavens
be thy name hallowed
come thy kingdom
be done thy will
on earth as in heavens
our daily bread give us today
and forgive us our sins
as we forgive those who have sinned against us
and not lead thou us into temptation
but deliver us from evil truly

[Audio example of Lord's Prayer in Old English](#)

MIDDLE ENGLISH (1150-1500)

Psalm 23

Lauerd me steres, noght wante sal me:
In stede of fode þare me louked he.
He fed me ouer watre ofe fode,
Mi saule he tornes in to gode.
He led me ouer sties of rightwisenes,
For his name, swa hali es.
For, and ife .I. ga in mid schadw ofe dede,
For þou wiþ me erte iuel sal .i. noght drede;
Þi yherde, and þi stafe ofe mighte,
Þai ere me roned dai and nighte.
Þou graiþed in mi sighte borde to be,
Ogaines þas þat droued me;
Þou fatted in oli me heued yhite;
And mi drinke dronkenand while schire es ite!
And filigh me sal þi mercy
Alle daies ofe mi life for-þi;
And þat .I. wone in hous ofe lauerd isse
In lengþe of daies al wiþ blisse

New International Version

The Lord is my shepherd, I shall not be in want.
He makes me lie down in green pastures,
he leads me beside quiet waters,
he restores my soul.
He guides me in paths of righteousness for his name's sake.
Even though I walk through the valley of the
shadow of death, I will fear no evil, for you are with me;
your rod and your staff, they comfort me.
You prepare a table before me in the presence of my enemies.
You anoint my head with oil; my cup overflows.
Surely goodness and love will follow me all the days of my life,
and I will dwell in the house of the Lord forever.

MODERN ENGLISH (1500-present)

Lord's Prayer

Our Father in heaven,
hallowed be your name,
your kingdom come,
your will be done
on earth as it is in heaven.
Give us today our daily bread.
Forgive us our sins,
as we forgive those
who sin against us.
Lead us not into temptation,
but deliver us from evil.
For the kingdom, the power,
and the glory are yours
now and forever. Amen

Source: <http://www.angelfire.com/la2/timeline/OEnglish.html>.

Extra resources:

http://www.bbc.co.uk/history/interactive/timelines/language_timeline/index_embed.shtml
(interactive history of English),

http://teacher.scholastic.com/activities/athens_games/game.htm (learn about Greek influences on the English language).

Extension activities:

Etymology of English words

Guess the origin of the following English words. Use the clues on the right and match them to the correct word.

TSUNAMI	This comes from German.
AVOCADO	From the mediaeval French “bis + cuit” meaning “cooked twice”.
HAZARD	From the Arabic “al zahr”, which means the dice.
MALARIA	Comes from the mediaeval Italian “mal” (meaning bad) and “aria” (meaning air), describing the bad smell that came from the swamps around Rome.
SCHOOL	From Latin “schola”.
ALCOHOL	Comes from Czech, meaning "worker".
BISCUIT	Is made up from two Japanese words “tsu” meaning harbour and “nami” meaning wave.
BULIMIA	From the Anglo-Saxon "vindr eage" meaning the "wind's eye".
CHOCOLATE	Borrowed from the Latin meaning liquid.
FREEDOM	From Spanish.
GROGGY	From the German "Werk" (meaning the same).
GYMNASIUM	From the Greek "bous" meaning ox and "limos" meaning hunger, presumably because someone with Bulimia has the appetite of an ox.
HUMOR	From the Latin word "moneta" which originally meant warning.
KETCHUP	A South American Spanish term that comes directly from the Incan word “papa” or “bappa” which means sweet potato.
MONEY	From two Celtic words: "slaught" and "gheun" which mean, respectively, battle and cry.
POTATO	Comes from the Spanish word of the same name, which itself came from Nahuatl (the language of the Aztecs) word "tchocoatl".
ROBOT	This word comes from the Arabic “al-kuhl”, which originally meant a very fine powder used as eye makeup.
SLOGAN	Greek for a public place where athletic exercises are practiced.
WINDOW	Comes from the description of the feeling that many British sailors experienced when they would drink too much "grog" a mixture of rum and water.
WORK	The Chinese invented ke-tsiap - a mixture of pickled fish and spices (but no tomatoes) - in the 1690s.

Answers:

TSUNAMI	Is made up from two Japanese words “ <i>tsu</i> ” meaning harbour and “ <i>name</i> ” meaning wave.
AVOCADO	From Spanish.
HAZARD	From the Arabic “al zahr” which means the dice.
MALARIA	Comes from the mediaeval Italian “mal” (meaning bad) and “aria” (meaning air), describing the bad smell that came from the swamps around Rome.
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FREEDOM	This comes from German.
GROGGY	Comes from the description of the feeling that many British sailors experienced when they would drink too much "grog," a mixture of rum and water.
GYMNASIUM	Greek for a public place where athletic exercises are practiced.

Note: in Latin *gymnasium* means school of gymnastics; in Greek *gymnasion* is public place for training athletics; in 15th century the word penetrated into German as a title of high school (more less similar to Latin meaning); in English the meaning of *gymnasium* is connected just with doing exercise; Czech adapted this word from German and the meaning indicates a type of high school.

HUMOR	Borrowed from Latin, meaning liquid.
KETCHUP	The Chinese invented ke-tsiap - a mixture of pickled fish and spices (but no tomatoes) - in the 1690s.
MONEY	From the Latin word "moneta" which originally meant warning.
POTATO	A South American Spanish term that comes directly from the Incan word “papa” or “bappa” which means sweet potato.
ROBOT	Comes from Czech, meaning "worker".
SLOGAN	From two Celtic words: "slaugh" and "gheun" which mean, respectively, battle and cry.
WINDOW	From the Anglo-Saxon "vindr eage", meaning the wind's eye.
WORK	From the German "Werk" (meaning the same).

Choose a word and research its origin. Write down the gathered information in the handout below.

Etymology Research Homework

My assigned word: _____

Its current definition:

Used in a sentence:

Etymology (in your OWN words and complete sentences):

Sources (what books or websites did you use?):

16. THE WORDSMITH

Commonly misspelt words

Level	upper-intermediate and above
Language focus	spelling
Key vocabulary	-
Skills focus	reading and writing: commonly misspelled words
Recommended to use it	after watching
Suitable for	whole class
Material	blackboard/interactive board
Time	10 minutes

- We shall show the students a list of words. They shall carefully read them (may be done in ensemble) and they shall meanwhile note the spelling.
- We shall then cover the words and gradually read all of the words to the students.
- We can reward the best students.

absence

abundance

accessible

accidentally

acclaim

accommodate

accomplish

accordion

accumulate

achievement

acquaintance

acquire

acquitted

across

address

advertisement

advice

advise

affect

alleged

Missing letters

Level	any
Language focus	spelling
Key vocabulary	-
Skills focus	reading: completing the missing letter
Recommended to use it	after watching
Suitable for	whole class
Material	word cards
Time	5- minutes

- Students shall sit themselves in a circle.
- We shall set the time on an alarm clock for when it should ring.
- We shall let a card with a word circulate. The word will be missing several letters (we can omit more than one). Instead of the letter we use a break or empty box. The students thus know how many letters the word contains.
- When the alarm clock rings, the student that is holding the card in his/her hand must fill in the missing letters.
- If the student fills in the letters correctly within the time limit, i.e. before the alarm clock rings again, he/she shall receive a point. If not, the card with word shall continue to circulate until the alarm clock rings again.
- We continue in this manner with the other words.

Spelling Race

Level	any
Language focus	spelling
Key vocabulary	-
Skills focus	writing: correct spelling in a time limit
Recommended to use it	after watching
Suitable for	teams
Material	blackboard
Time	5- minutes

- We divide the class into boys and girls.
- Students of both groups shall take turns at the board and shall write out the words that we tell them.
- The student who writes the word correctly the quickest, gains a point for his/her team.
- While one of the students writes the word on the board, the others in the team shall write the word on paper. All of the students, as such, shall practise their spelling and they may also try to defeat their classmates that are at the board.

Apple Pie

Level	any
Language focus	spelling
Key vocabulary	-
Skills focus	speaking: letters of the alphabet
Recommended to use it	after watching
Suitable for	whole class
Material	none
Time	5- minutes

- Students stand in a circle. We shall say a word and choose a student to provide the first letter of the given word.
- The student to his/her left shall say the next letter of the given word; this continues until the last letter is provided. If a student does not know which letter follows, he/she sits down (is eliminated from the game).
- If the word is correctly completed, the person that is standing beside the student that said the last letter of the word says “*apple pie*” and he/she no longer participates in the game.
- The game continues until only one person is left.

Spelling Bingo

Level	any
Language focus	spelling
Key vocabulary	-
Skills focus	writing and listening
Recommended to use it	after watching
Suitable for	individual work
Material	word cards, bingo cards
Time	10 minutes

- We shall prepare a deck of cards with words that we wish to practise, e.g. words that students were supposed to have learned for a given lesson or that we wish to repeat.
- Each student shall draw a 3x3 table (or even larger) and shall write arbitrary words from the group of vocabulary that they were supposed to have learned into the individual frames.
- We shall place the set of words into an envelope or bag, mix them up, and progressively draw them.
- We shall read the word and the students that have the word in their table shall cross it out.
- The first to have crossed out all of the words in their table, shouts "BINGO!" If the student has all of the words and if they are written correctly, he/she wins.

Word Snatch

Level	any
Language focus	spelling
Key vocabulary	-
Skills focus	reading and listening: identifying the correct word
Recommended to use it	after watching
Suitable for	group work
Material	cards
Time	5- minutes

- We write words that the students are currently learning onto large cards. We prepare several identical sets, e.g. of 10-15 words so that students can compete in groups.
- Students shall divide themselves into several groups.
- We place the cards on the floor, e.g. 3 x 5 cards and read one of the words. Each group stands by their set.
- The teacher reads one of the words and each time, one of the students from the group shall stand on the word read.

Spelling Basketball

Level	any
Language focus	spelling
Key vocabulary	-
Skills focus	writing: word spelling
Recommended to use it	after watching
Suitable for	teams
Material	blackboard
Time	5- minutes

- We divide the class into two or more teams.
- Each team sends a student to the board. The teacher says a word and the student at the board must write it correctly. The student then spells out the word. If everything is correct, the student's team is awarded a point.
- They may gain an additional point by successfully throwing a ball into a (waste-) basket. This privilege, though, is only bestowed upon those that correctly write and spell the given word.

Newspaper Spelling

Level	any
Language focus	word meaning
Key vocabulary	-
Skills focus	reading: searching for words and expressions in newspapers
Recommended to use it	after watching
Suitable for	individual work/group work
Material	old newspaper, glue, scissors
Time	10- minutes

- We prepare old newspapers, glue, and scissors.
- We prepare in advance the theme of the vocabulary that we wish to practise with the students during the lesson.
- Students shall divide up the newspapers and magazines and search for words and word connections that are related to the given topic.
- They shall cut out the words/word associations and paste them into their notebook or onto a sheet of paper, as desired, preferably on quarto, which can serve as a basis for creating a collage or poster.

Extension activity:

The students shall use the discovered words in their own tale, poem, or short story.

The hot seat

Level	any
Language focus	word meaning
Key vocabulary	-
Skills focus	speaking: explaining the meaning of the word
Recommended to use it	after watching
Suitable for	group work
Material	blackboard
Time	5- minutes

- We divide the students into groups.
- We place a chair (*'hot seat'*) in front of the board.
- Each group selects one member to sit on the chair.
- The student shall sit on the chair, facing the class with their back to the board.
- We write a word on the board that the other members of the group try to explain to their teammate such that he/she guesses the word.
- When the student guesses it, we write another word. The more words a student guesses within the given time limit, the greater the number of points his/her group is awarded.
- All of the students progressively take turns in guessing the words.

Word Maze

Level	pre-intermediate
Language focus	adjectives - antonyms
Key vocabulary	see the table
Skills focus	reading: searching for words of the opposite meaning
Recommended to use it	after watching
Suitable for	individual work
Material	worksheet
Time	10 minutes

- The students' task is to get from the word *beautiful* to the word *calm*.
- They shall move along the rows of the table such that they must always find the word with an opposite meaning (antonym) to the previous word. For example, the opposite of *beautiful* in the first row is *ugly*. In the second row, the student must find the antonym to one of the words in the first row.
- The student shall write all pairs of opposites into his/her notebook.
- The student that reaches the word *CALM*, the first, wins.