

1. AS OLD AS THE HILLS

Great invention – the Internet

Level	intermediate and above
Language focus	past passive simple
Key vocabulary	<i>efficiency, data transfer, hardware, software, interface, network</i>
Skills focus	reading and speaking: the Internet
Recommended to use it	after watching
Suitable for	individual work, whole class
Material	text
Time	20 minutes

- The students read the text and then answer questions.

Discussion:

1. How do you think communication will change and develop in the 21st century?
2. What advantages will this bring to our way of life?
3. Could it bring any problems?

When was it invented?

Level	pre-intermediate
Language focus	past passive simple
Key vocabulary	<i>YouTube, Facebook, Skype, notebook, the Internet...</i>
Skills focus	speaking: dates, applications
Recommended to use it	before/after watching
Suitable for	group work
Material	cards
Time	10-15 minutes

- The students create groups of three or four.
- We give each group a deck of cards – cards with years and cards with names of applications (see below).
- We tell the students to try and match the name of the application to the year (given year specifies the launch of the application) and to subsequently arrange everything in chronological order.
- We collectively check the results such that the students list the applications searched from the oldest to the youngest. The sentences that they form are then worded, e.g.:
“You Tube was founded in February 2005. “
- We write the answers on the board. We can then mark the years on a time line.

The Internet board game

Level	pre-intermediate
Language focus	-
Key vocabulary	<i>chatting, communication, download, computer, social network, browse</i>
Skills focus	speaking: the Internet, social networks, computers
Recommended to use it	after watching
Suitable for	group work
Material	dice, counters, board
Time	20 minutes

- The players toss a die and advance in numbers from start to finish according to the number on the die.
- They always fulfil the given task on the space that they land.
- The game board includes, aside from questions and topics, the following types of spaces: *go forward* (the player advances by the given number of spaces), *go backward* (the player moves backward by the given number of spaces), *miss a turn* (the player sits out one round), pictures of hardware and software (the player must talk about them for approx. 10-15 seconds).
- The player that reaches the destination the first, or who advances the farthest in the given time limit, wins.
- Students shall form groups of 3-4. Students in the group shall choose a member to measure the time, when teammates have to speak on a given topic.
- We hand out the game boards, playing pieces and dice, and explain the rules of the game.
- While the students are playing, we walk among them and observe if they are following the rules and, if necessary, we help them or answer their questions.

2. BIG BLACK BUG

Facts about beetles

Level	intermediate
Language focus	-
Key vocabulary	<i>beetle, head, thorax, abdomen, species, antennae, survive, predator, larva, environment, ...</i>
Skills focus	reading: facts about Beetles http://www.sandiegozoo.org/animalbytes/t-beetle.html
Recommended to use it	after watching
Suitable for	group work
Material	worksheet
Time	15-20 minutes

- We assume that the students already have knowledge about beetles from biology class.
- We divide the students into smaller groups. We hand out cut up text into individual paragraphs and paragraph headings to the groups.
- The students match the paragraph and corresponding heading.
- We shall check the answers together and read the text.
- We ask the students to summarize the information read in their own words.

Answers:

Beetle-mania

Beetles are the largest group in the [Animal Kingdom](#), representing a fourth of all [animals](#). They have lived on Earth for about 300 million years and can be found almost everywhere, from [deserts](#) to lakes, rain forests to polar ice caps. Currently, more than 350,000 [species](#) of beetles have been identified. Yet scientists who study beetles (Coleopterists) are certain there are thousands more that have not been discovered yet!

You may be familiar with some of the many different beetle species by their common names: [ladybirds](#), **June bugs**, **weevils**, **lightning bugs** or **fireflies**, **borers**, and **potato bugs**. No other animal group has such a range of colour, shape, and size. Some beetle species are as large as your fist; others are so small they can fit through the eye of a needle. Many species are brilliantly coloured, like jewels, while others cleverly blend in to their [environment](#). No matter what shape, size, or colour, it is safe to say that beetles are the most successful group of animals ever known!

Beetle body parts

The body of the beetle consists of three main segments: head, thorax, and abdomen.

Head—The head is where the beetle's eyes, mouth, brain, and [antennae](#) are found. Some horned beetles have extensions on their heads that remind scientists of [horns](#) or [antlers](#).

Thorax—The thorax is the powerhouse of the beetle body, divided into three parts. The beetle's six legs and its wings are attached to these parts. Thick, hardened front wings, called elytra, cover most of the beetle's body and its back wings, giving it great protection. Some species are able to trap moisture under their wings, helping them

[survive](#) in deserts where water is scarce. Other species can live underwater because they are able to trap air under the elytra.

Abdomen—The abdomen contains the organs for digestion and [reproduction](#). A tough [exoskeleton](#) and the elytra protect the beetle's soft membranes and keeps the beetle from drying out or getting waterlogged.

Getting around

Most beetles can fly, although they fly in a slow, clumsy manner. Water beetles are good swimmers and many can fly as well. Some beetle species that live in deserts have lost the ability to fly. All beetles have jointed legs, but leg shape and size varies, depending on the beetle's lifestyle. For example, long and slender legs are made for speed (ground beetles, Carabidae family); broad and ridged legs are for digging (dung beetles, Scarabaeidae family); legs curved and shaped like a paddle are for swimming (water beetles, Hydrophilidae family); and large hind legs are for hopping (flea beetles, Chrysomelidae family). Some species even have a sticky pad on the bottom of each foot to help them walk up slippery surfaces. All species have a pair of [claws](#) on each foot.

Beetle abodes

Most beetle species live on land. They tunnel underground, or in wood, or in the [carcasses](#) of animals. Some live in the nests of ants and termites: the nest protects the beetle from [predators](#), and the beetles keep the area clean by eating the ants' waste!

Life stages

Just like [butterflies](#), there are four stages (a complete [metamorphosis](#)) in a beetle's life:

Egg— Beetle eggs are usually soft and smooth. They can be laid in the soil, in wood, under tree bark, on leaves, or in carcasses. Depending on the species, a female may lay a single egg (like chafers, Scarabaeidae family) or a batch of several thousand (such as oil beetles, Meloidae family). Most females do not take care of the eggs once they are laid.

Larva— Looking like worms or caterpillars, beetle larvae hatch from eggs. They are sometimes called grubs at this stage. Most beetle larvae have from one to six simple eyes on each side of the head and mouthparts for eating. They eat and grow, [mating](#) as they get bigger and bigger.

Pupa— At the end of the larval stage, the grubs either create a pupation cell or find a safe place to go to protect their bodies while their bodies change. For example, scarabs form their protective cell out of soil, wood particles, and their own saliva; diving beetles burrow into the bank of a water source; many species of wood boring beetles just stop eating and pupate within their own feeding tunnels. Beetles that go through a pupal stage develop the adult legs, wings, antennae, and reproductive system. However, a few families of beetles skip the entire pupal stage and keep the features of the larva!

Adult— When the adult beetle emerges from the pupal stage, its body is soft and pale. Soon, the body covering becomes hard and the beetle's true colours appear. The hind wings and elytra push to the outside of the body.

Recycling machines

Beetles eat almost everything: plants, other insects, carcasses, and dung. Some beetles living in water eat fish and tadpoles; *Phosphuga atrata* eats snails. Most beetles have a very good sense of smell to help them find food. A beetle's front jaws, called mandibles, vary in size and shape depending on the species. Predatory beetles have extended mandibles that can seize, cut, or crush [prey](#). Specialized [nectar](#) feeders have tube-like mouthparts. In turn, many animals and even some [carnivorous](#) plants eat beetles!

Alert antennae

Antennae on the beetle's head work like feelers to help the beetle find food, a mate, and places to lay eggs. This special body part also alerts the beetle to vibrations in the air that could mean a predator is near. Beetles use their legs to regularly clean their important antennae. They also have tiny hairs on their bodies, called setae, that are sensitive to touch, sound, smell, taste, and light.

"Eye" see you!

Most beetles have compound eyes (eyes that are divided into many six-sided compartments). Compound eyes are very sensitive to movement and can probably see in colour. Beetles that rely on vision for hunting (ground beetles) or breeding (fireflies, Lampyridae family) have larger eyes. Whirligig beetles (Gyrinidae family), which swim on the surface of ponds, have divided eyes: one half for vision under water, the other for seeing above the water.

Staying safe

Beetles have a lot of different ways to protect themselves from becoming someone else's lunch. The hard, shiny elytra is often enough to keep a beetle safe from other insects-or other beetles! Dome-shaped leaf beetles (Coccinellidae family) and ladybird beetles (Chrysomelidae family) pull their legs and antennae under this "shell," just like a [turtle](#) does. Some ladybird beetles release sticky yellow blood from their legs to gum up the antennae and mouthparts of the attacker. Flightless ground beetles squirt out jets of formic acid, which will burn the skin and cause eye damage. Leaf beetle larvae are so poisonous that Kalahari bushmen use them to tip their hunting arrows. Brightly coloured or patterned beetles usually taste very bad to predators. And [camouflage](#) works great for beetles that live under rocks or bark, or in the soil.

Beetles and people

Many beetle species are considered by humans to be [pests](#). These beetle pests cause millions of dollars in damage to plant products and transmit disease. Woodworm beetles (Anobiidae family) can eat furniture and wood floors; weevils (Curculionoidae superfamily) attack crops, such as cotton, apples, corn, and more. The Colorado, or potato, beetle *Leptinotarsa decemlineata* can destroy a potato crop. However, not all beetles are harmful. Farmers often release ladybird beetles to eat aphids and other insects that might hurt a crop. Ground beetles feed on those nasty potato beetles!

Fun facts

- Most beetles have a hard time righting themselves when turned upside down. But the **click beetle** (of the family Elateridae) has a special mechanism on the underside of its body that helps the beetle spring into the air to right itself. The beetle makes a clicking sound when it does this, hence the name!
- Many beetles make squeaking noises by rubbing parts of the body together or by tapping on hard surfaces. They have better hearing than beetles that do not make sounds.
- The [larvae](#) of an Indian species of **long-horned beetle** have been known to live for 10 years in [captivity](#), but the adults only live a few months at most.
- How do **diving beetles** breathe underwater? They capture surface air and store it under their wing covers. **Sunburst diving beetles** *Thermonectus marmoratus* carry a bubble on their rear end. This bubble pulls oxygen from the water and helps the beetle stay under just a little longer.

All about beetles including info on beetle identification on www.beetleidentification.net/.

Read about the body parts of beetles and then label the beetle in the picture.

abdomen - the segmented tail area of a beetle that contains the heart, reproductive organs, and most of the digestive system

antenna - like all insects, beetles have two segmented antennae

compound eye - a faceted eye made up of many hexagonal lenses

elytron - (plural elytra) elytra are hardened fore wings that protect the longer hind wings

head - the head is at the front end of the beetle's body and is the location of the brain, the two compound eyes, the mouth parts, the pharynx (the start of the digestive system), and the points of attachment of its two antennae.

hind wing - beetles have two hind wings, used for flying (or swimming). These long wings can be folded under the elytra when not in use.

legs - like all insects, beetles have six jointed legs

mandibles - the jaws

maxillary palps - long, segmented mouth parts that grasp the food

thorax - the middle area of the beetle's body - where the legs and wings are attached

Insects mingle activity

Level	elementary
Language focus	-
Key vocabulary	<i>butterfly, mosquito, moth, wasp, cicada, bee, flea, stick insect, dragon fly, ...</i>
Skills focus	speaking: describing a picture of an insect, matching the name and illustration
Recommended to use it	after watching
Suitable for	pair work
Material	cards with pictures and words, bag/hat
Time	10-15 minutes

- We cut up the cards and insert them into a bag.
- Each student shall pull out a card from the bag with the name or picture of the insect and “spread out” into the classroom.
- Their task is for the insect to find its name; the students are thus pairing themselves. The ones that have the card with an illustration must always describe the insect to the person who has the word card. They then decide if they shall form a pair or not.
- We shall let afford the students as much time for the activity as we deem appropriate.

3. DYING TO DIET

Healthy eating

Level	upper-intermediate
Language focus	present simple; <i>should</i>
Key vocabulary	food and nutrition; <i>high in, low in, minerals, protein, vitamins</i>
Skills focus	writing and speaking: categorising, discussing eating habits
Recommended to use it	after watching
Suitable for	pair work/whole class
Material	worksheet
Time	minutes

- Each pair of students shall be given a worksheet. We ask the students to look at the names of food and place them in the correct column (we let them know that it is often a matter of opinion if a certain food is healthy or not).
- When they are finished, they shall add another five words to each column.
- We shall determine how pairs arranged individual foods. The students should be able to defend their decision.
- We subsequently look at the pyramid. We repeat that unhealthy foods are located at the top of the pyramid and the healthier foods at the bottom. The students determine where individual food from the list should belong.
- The students shall contemplate their own diet and designate at least three foods that they should limit in their diet, and three, in contrast, that they should include.

Extension activities:

1. The students shall prepare a healthy menu for the whole week for the entire school. They must invent the main meal, dessert, and beverage. Food should be varied and appealing to teenagers.
2. Discussion on the topic of *Fast food is best*. Students shall prepare several arguments supporting or denouncing this statement.
3. Students shall perform an internet survey to determine which countries have the healthiest diet and which countries have the least healthy diet.
4. Students evaluate their national cuisine with regard to health and offer improvements.

Nutrition

Level	intermediate and above
Language focus	word order
Key vocabulary	<i>nutrition, nutrients, vitamins, minerals, fat, proteins, carbohydrates, diet, balance</i>
Skills focus	reading: putting words in the correct order to make a sentence
Recommended to use it	after watching
Suitable for	group work
Material	cards
Time	10-15 minutes

- Teacher divides students into small groups.
- Each group shall be given four sets of cards whereas one set represents one sentence which students shall correctly assembly from the given parts.
- The first group to correctly assembly the cards wins.

Answers:

- A Nutrition is the study of how the body uses the nutrients from the food we eat to provide energy needed for growth, repair and reproduction.
- B We get these nutrients from carbohydrates, proteins, fat, vitamins and minerals.
- C The food we eat and drink every day make up our diet.
- D To stay healthy, we need to eat a good balance of the different kinds of nutrients.

4. FIREWORKS

How a digital camera works

Level	pre-intermediate
Language focus	forming sentences
Key vocabulary	<i>digital, pixel, primary colours</i>
Skills focus	reading: how a digital camera works
Recommended to use it	after watching
Suitable for	whole class, individual work, group work
Material	worksheet with a text, interactive board, cards
Time	20 minutes

- The students read the text aloud, or each of them reads it independently. It depends on the language ability of the students in the given class.
- We cut up two decks of cards. One deck contains the beginnings and endings of sentences, the second deck words and their definitions (we can differentiate them using with colour or some arbitrary symbol).
- We deal the cards out to the students from one of two decks (it depends on which one teacher selects).
- Students then look for a classmate that has the card that goes with theirs, i.e. they either create a pair beginning-end of the sentence, or word-definition.
- We check the answers together.

Answers:

1d, 2f, 3b, 4c, 5a, 6e

1e, 2c, 3f, 4b, 5d, 6a

History of fireworks

Level	intermediate and above
Language focus	past simple, past simple passive
Key vocabulary	<i>fireworks, mixture, fire cracker, explosive</i>
Skills focus	reading: history of fireworks http://www.ch.ic.ac.uk/local/projects/gondhia/history.html
Recommended to use it	after watching
Suitable for	whole class/individual work
Material	worksheet with a text, interactive board
Time	15 minutes

- Students create the correct forms of verbs in the past tense and passive.
- Each student thinks of at least two questions based on the text that he poses to one of his/her classmates.
- Using their own words, the students shall summarize the information that they read.

Answers:

The discovery of fireworks or namely the formulation of gunpowder is believed to have occurred by chance approximately 2,000 years ago in China.

It is thought that a Chinese cook accidentally **mixed** three common kitchen ingredients: potassium nitrate, sulphur and charcoal. These **were heated** over a fire and **dried** to give a black flaky powder which **burned** with a loud bang when **ignited**. This crude, early mixture has come to be known in our modern world today as gunpowder.

The Chinese **named** this fascinating black powder "huo yao" ("Fire Chemical") and **developed** it further. The mixture **was inserted** into the hollow of a bamboo stick and when **thrown** into a fire, the gases produced by the burning powder inside **caused** an immense build up of pressure and **blasted** the tube apart. The basic fire cracker was born.

Thereafter, fire crackers **played** an essential part in Chinese festivities - weddings, religious rituals etc. They are used for celebration because when their loud bang **was heard** it was believed that they were thought to be powerful enough to scare off evil spirits.

It was inevitable that the time would come when people would begin to realise that these new powerful explosives **could be applied** to warfare. The Chinese were well aware of the killing power these explosives had and within 100 years had not only developed fire arrows (bamboo fire crackers attached to regular arrows and shot at the enemy) but another weapon called 'Ground Rats'. These **consisted** of propelling rats from inside the bamboo fire crackers toward the enemy, creating a great psychological effect which scared the soldiers and caused horses to go wild.

Before long, the knowledge of fireworks **began** to spread to the west. It is believed that Marco Polo on one of his many trips to China **transported** this invention to the Middle East where upon European Crusaders **brought** it to England.

Credit for developing fireworks into a true art form has to be awarded to the Italians. It was they who were able to develop aerial shells that **launched** upward and **exploded** into a fountain of colour, lighting up the night sky to the enjoyment of onlookers.

These firework displays **grew** more and more elaborate over the years, gradually working their way into the back gardens of everyday families. For nearly 2,000 years, the only colours fireworks **could** produce were yellows and oranges using steel and charcoal. It was only in the 19th century that pyrotechnists had the technology to introduce reds, greens and blues to the night sky.

Extension activities:

Tertiary colours

Match the colours with their names.



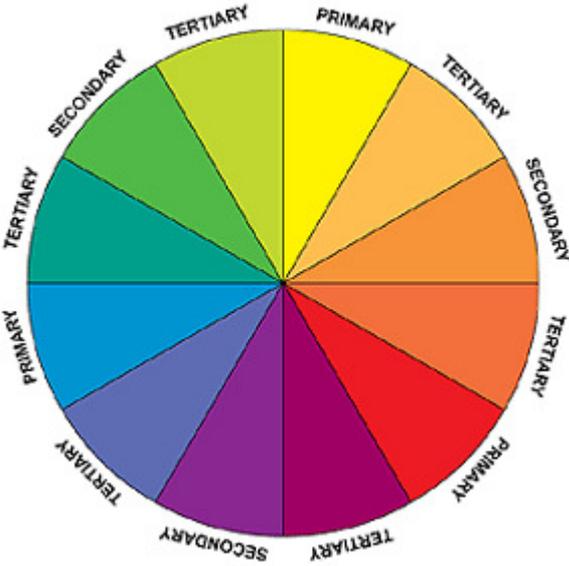
Red	Cobalt Blue	Yellow	Raspberry
Leaf	Sky	Cyan	Turquoise
Aquamarine	Lime	Indigo	Peridot
Coral	Tangerine	Purple	Rhodium
Orange	Green	Mallow	Magenta
Apple	Plum	Blue-violet	Mulberry

Answers:

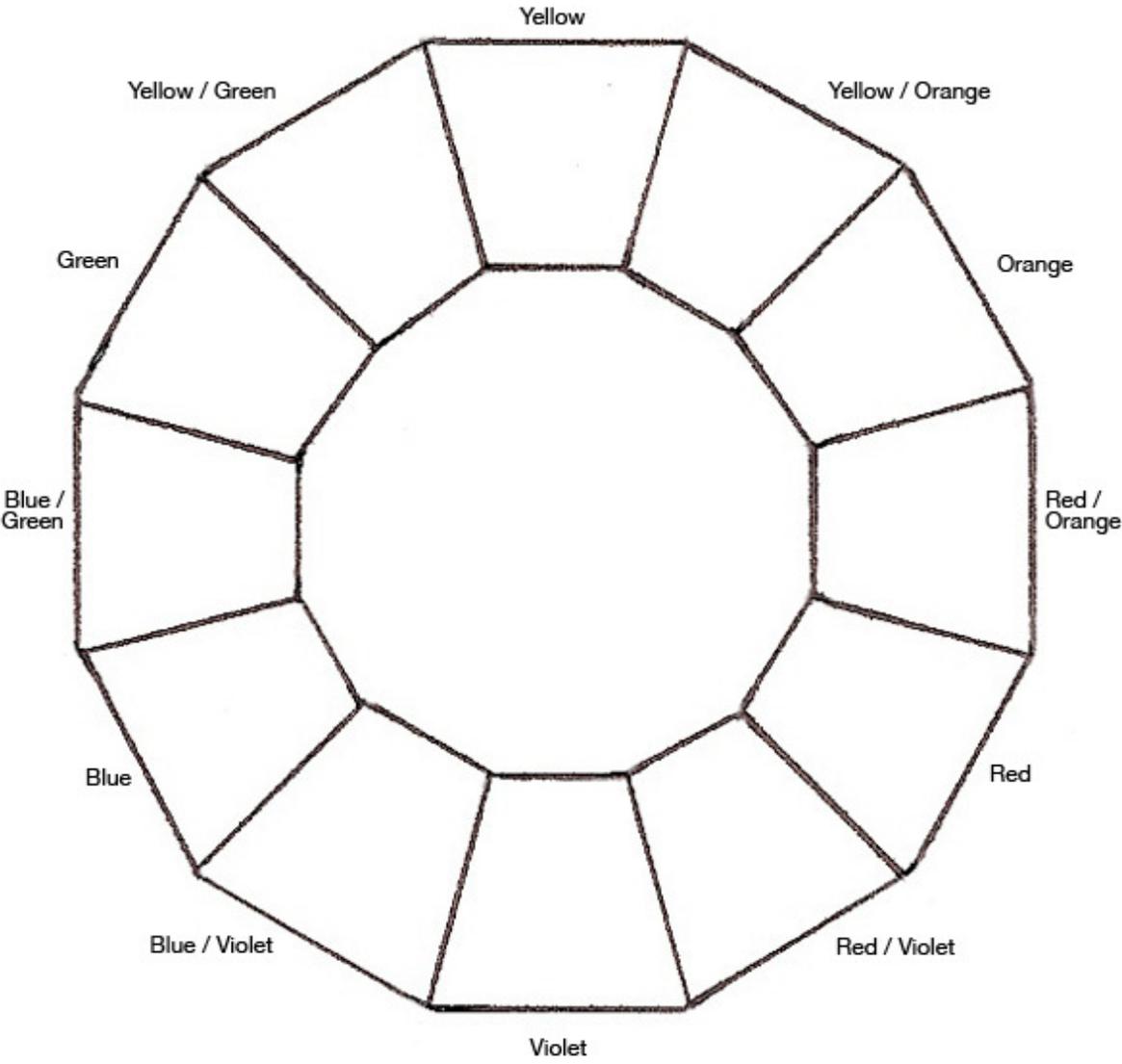
- | | | | |
|-------------|---------------|----------------|--------------|
| 1 Red | 7 Lime | 13 Cyan | 19 Purple |
| 2 Coral | 8 Apple | 14 Sky | 20 Mallow |
| 3 Orange | 9 Green | 15 Cobalt Blue | 21 Magenta |
| 4 Tangerine | 10 Leaf | 16 Indigo | 22 Rhodium |
| 5 Yellow | 11 Aquamarine | 17 Blue-violet | 23 Raspberry |
| 6 Peridot | 12 Turquoise | 18 Plum | 24 Mulberry |

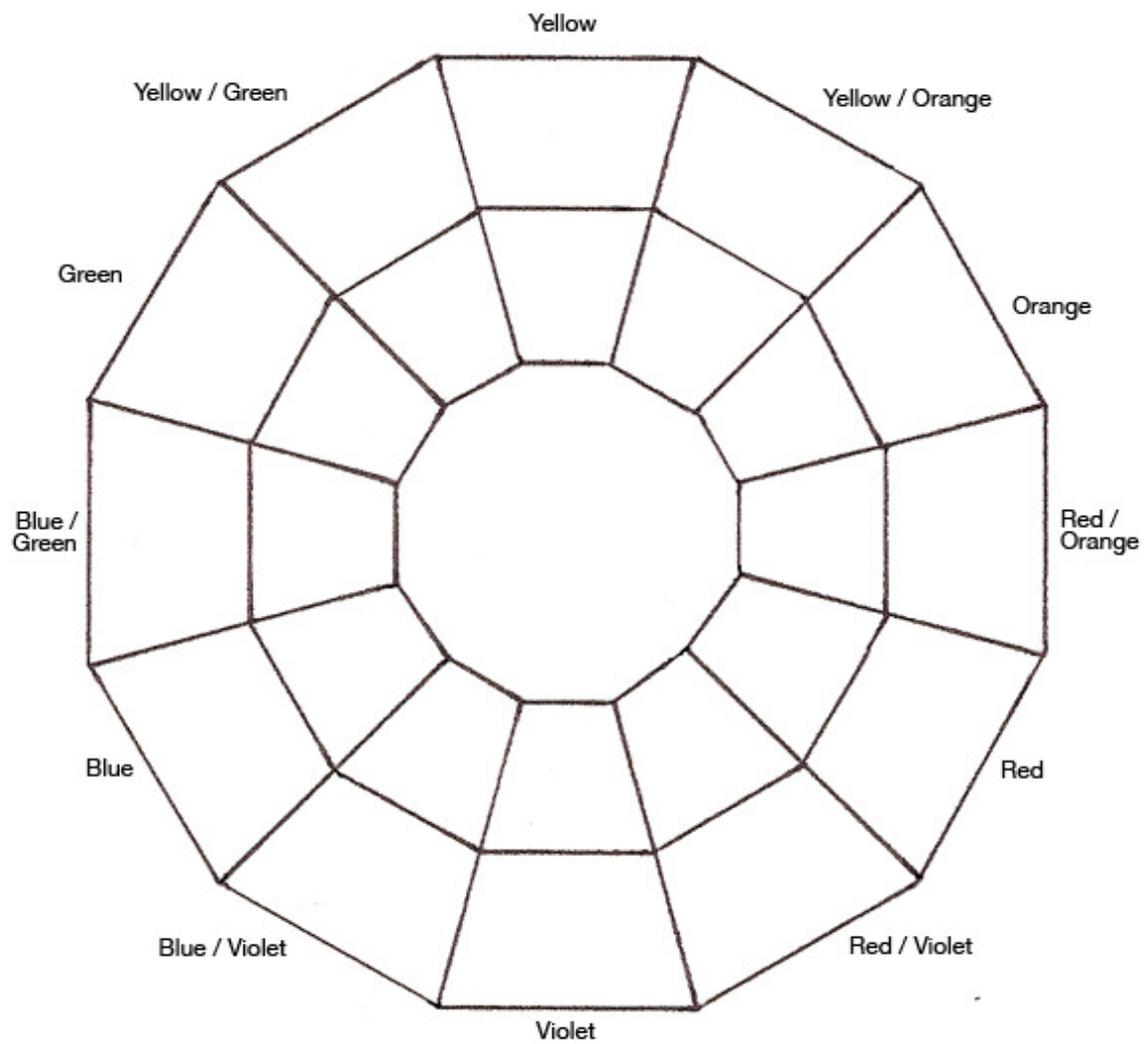
Colour wheel

- 1. We place the primary colours on the board and the student attaches their shades to them. We can use the colour circle as an aid.
- 2. The teacher names the colours and the students point to the object of the given colour.



Explore the magic of colours and the beautiful mixtures you get when you start to combine them. Use these colour wheel and just experiment.





Extra material:

Around us, in our homes, at work, in nature, in space - it is universal. Everything has a colour, of some sort, but have you ever thought about what makes something the colour it is? Read more on http://www.colourtherapyhealing.com/colour/objects_and_colour.php.

Test your knowledge of colour theory and colour terms on: http://www.artyfactory.com/quiz/color_quiz/color_quiz.html.

Colour names on http://www.w3schools.com/html/html_colornames.asp.

5. HOLIDAY CONFUSION

Weather symbols

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 shall divide themselves into small groups. Each group shall be given a set of cards – pictures and definitions.
- Students have to correctly match the pictures with their definition within the time limit.
- The first group to correctly form the pairs wins.
- In the end we carefully review the answers together.

Answers:



LIGHT RAIN AND SHOWERS



SUNSHINE



COLD FRONT



WARM FRONT



SUNNY INTERVALS



HAIL



LIGHT SNOW



SHOWERS



THUNDER STORMS



PARTLY CLOUDY



TROPICAL STORM



FOG



HEAVY SNOW



MIST



BLACK LOW LEVEL CLOUD

6. IN MY SIGHTS

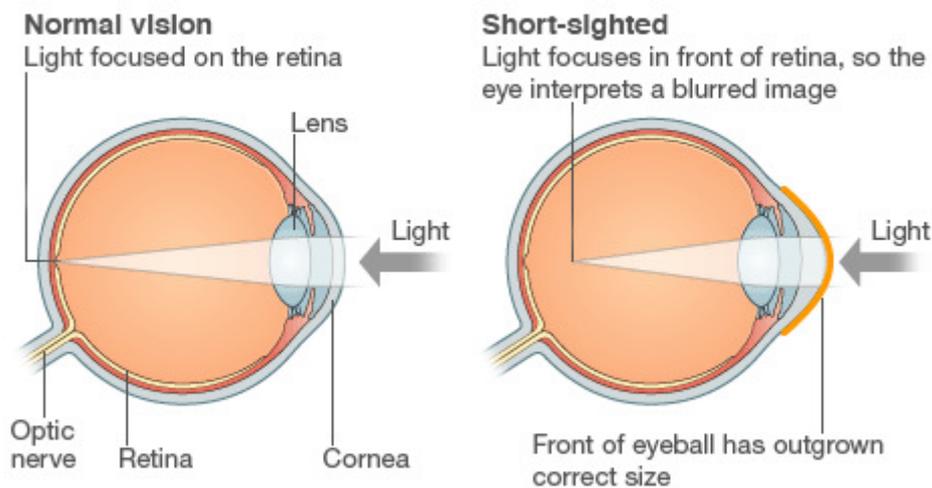
Introduction

Short-sightedness is a vision problem which means that people can't focus on distant objects, making them appear blurred and out of focus.

The medical term for short-sightedness is myopia. Another name for it is near-sightedness.

Long-sightedness is also a common vision problem which means that people can't focus on objects close up, so they too look blurred and out of focus. Long-sightedness is known medically as hyperopia or hypermetropia. Another name for it is far-sightedness.

What causes short-sightedness?



Source: Bupa

Common vision problems

Level	upper- intermediate
Language focus	present tenses
Key vocabulary	<i>short sightedness, long sightedness, antigmatism, presbyopia, conjunctivitis, green haze, grey haze</i>
Skills focus	reading and speaking: common vision problems http://www.lasereyefacts.com/vision-problems.html
Recommended to use it	after watching
Suitable for	group work
Material	worksheet
Time	10–15 minutes

- We assume that the students already know about the structure, function, and disorders of the eye from biology class.
- We hand out to students, in small groups, cut up text and names of visual disorders.
- The students shall match the name of the visual disorders and their description.
- We shall check the answers together and read the text.
- We ask the students to summarize the information read in their own words.

Joke

Level	intermediate
Language focus	past simple
Key vocabulary	<i>ophthalmologist, short-sighted, see, eye doctor</i>
Skills focus	reading, speaking and writing: interpretation of a text
Recommended to use it	after watching
Suitable for	pair work
Material	text
Time	10-15 minutes

- We shall cut up the text of the anecdote into individual sentences and hang them around the classroom.
- Students shall work in pairs.
- Each pair shall have one secretary and one runner/reader (the students may decide the positions by playing "paper, rock, scissors").
- The runner/reader must find the first sentence of the anecdote, memorize it, then return and dictate it to his/her partner.
- When the pair has written the entire text, they shall raise their hand. The teacher shall check the text or the students shall be given a copy of the entire text and shall check it themselves.
- The students shall re-tell the anecdote by memory.

Eye Idioms

Level	upper-intermediate
Language focus	English eye idioms and expressions
Key vocabulary	<i>able to (do something) with one's eyes closed/shut, all eyes etc.</i>
Skills focus	reading and speaking: matching idioms to their meaning
Recommended to use it	after watching
Suitable for	pair work, group work
Material	cards
Time	10–15 minutes

- We hand out decks of cards to pairs or groups of students. Their assignment shall be to match the idioms and their meaning as quickly as possible. An explanation of the idiom shall be complemented with its use in a sentence.
- Finally, the students shall search for equivalents in their native language.

Note: We do not have to work with all expressions at once.

For complete list of idioms with eye and eye expressions go to the Idiom Dictionary at:
<http://idioms.thefreedictionary.com/eye>.

7. ONE TOO MANY!

Alcohol scramble

Level	pre-intermediate
Language focus	spelling words
Key vocabulary	<i>hangover, spirit, fermented, beer, brewed, wine, drunk, unit, binge, alcopop, intoxicated</i>
Skills focus	writing
Recommended to use it	before watching
Suitable for	group work
Material	cards
Time	10 minutes

- We divide the students into groups. Each group shall receive a deck of cards with words, whose letters are rearranged.
- The students must arrange the letters to form a meaningful word. All of the words are associated with alcohol. They shall write each word on an empty line.
- We begin the contest and give the students approximately 5 minutes to complete the task.
- The students shall receive a point for every word deciphered correctly. The group with the most points wins.
- We read the words together and, if necessary, explain them.
- If we wish to practise a word further, we ask one of the students to choose one of the words. Through paraphrasing, the student tried to provide a clue to others about the word he/she is thinking of.

Answers:

unit, binge, hangover, intoxicated, spirit, fermented, liver, alcopop, drunk, wine, beer, brewed.

Appropriate or inappropriate

Level	intermediate and above
Language focus	expressing opinion <i>I think..., I suppose..., I consider it..., I mean ...</i>
Key vocabulary	<i>get drunk, underage drinking, hangover</i>
Skills focus	speaking: when it is appropriate to drink alcohol
Recommended to use it	after watching
Suitable for	whole class
Material	statements
Time	20 minutes

- The students shall first read the sentences and consider what is, in their opinion, appropriate and inappropriate. They react on the basis of personal experience and opinions.
- When they are all ready, we read one statement after another and the students comment on them.

Please indicate whether you think the following are appropriate or inappropriate:

Drinking to get drunk on a night out.

Underage drinking at house parties.

Drinking alcohol to celebrate the birth of a child.

Drinking alcohol at lunchtime.

Drinking any alcohol if you are driving.

Using alcohol to help you relax if you feel stressed.

Drinking to cure a hangover.

Drinking as part of a religious/cultural ritual.

Having a drink before you go out to boost your confidence.

Making a hot alcohol-based drink if you have a cold.

Not drinking alcohol at all.

Drinking wine with a romantic meal.

Drinking after a sports match.

Buying alcohol as a Christmas/birthday present.

Drinking alcohol in moderation at weekends.

Using alcohol as an excuse when you have done something you regret.

A day in the life ...

Level	elementary and above
Language focus	story telling
Key vocabulary	-
Skills focus	speaking: possible consequences of alcohol
Recommended to use it	after watching
Suitable for	whole class, possibly groups
Material	none
Time	15 minutes

- We read a sentence, which shall be the first sentence about the story of the life of a wine bottle.
- The students think about a follow-up sentence. If anyone has an idea, they shall say the following sentence of the story aloud.
- We help by asking questions so that students provide the relevant details. The story should be sufficiently long so that everyone says at least one sentence or we can invent more stories together.

Scenarios:

a) This bottle of wine is bought at a local off-licence by an older sister for her younger brother.

b) This bottle of wine is bought at the supermarket by a young person's mother for them to take to a house party.

c) This bottle of wine is bought at a petrol station by an 18-year-old man to help his 15-year-old girlfriend chill out.

d) This bottle of wine is bought by two young women at the off-licence to drink as they get ready for a big night out.

Extension activities:

Extra ideas

- A) We ask the students if they would be able to help a friend or other individual that consumed alcohol and is behaving in such a manner that they pose a threat to themselves or to the safety of others.

Help in an emergency – alcohol

If you notice a friend who has been drinking alcohol and is behaving in a way that makes you uneasy about their safety or the safety of those around them, or who has become really ill from drinking alcohol take the following steps:

- 1) Phone 158 and ask for assistance from the police or phone 155 for an ambulance.*
- 2) Make sure the person's airways aren't blocked, for example by vomit, and check they haven't swallowed their tongue.*
- 3) Don't let the person fall asleep.*
- 4) Don't let the person leave, or walk away alone.*

- B) We collect several pictures of alcoholic beverages (we can even ask the students to help) and place them on the board. It would be good to laminate the pictures. We ask the students to arrange the beverages according to the percentage of alcohol by volume. They may also be arranged according to calorie content. We can also use the cards for other games and activities.

Alcohol Units and Calorie Contents

250 ml glass of red wine (14%) – 3.5 units, 170 calories

1 pint Stella Artois (5.2%) – 2.95 units, 250 calories

250ml Lambrini (7.5%) – 2.06 units, 98 calories

50 ml Smirnoff (37.5%) – 1.88 units, 104 calories

Glass of white wine (10%) – 1.5 units, 93 calories

25ml Jack Daniels (40%) – 1 unit, 56 calories

25ml Baileys (17%) – 0.85 units, 175 calories

C) Students may determine what the customs and traditions of alcohol consumption are in various countries of the world. They shall present their findings afterwards to the class.

D) We ask the students what the consequences are of underage consumption of alcohol.

Consequences of Underage Drinking

Youths who drink alcohol are more likely to experience:

- *School problems, such as higher absence and poor or failing grades.*
- *Social problems, such as fighting and lack of participation in youth activities.*
- *Legal problems, such as arrest for driving or physically hurting someone while drunk.*
- *Physical problems, such as hangovers or illnesses.*
- *Unwanted, unplanned, and unprotected sexual activity.*
- *Disruption of normal growth and sexual development.*
- *Physical and sexual assault.*
- *Higher risk of suicide and homicide.*
- *Alcohol-related car crashes and other unintentional injuries, such as burns, falls, and drowning.*
- *Memory problems.*
- *Abuse of other drugs.*
- *Changes in brain development that may have life-long effects.*
- *Death from alcohol poisoning.*

E) <http://www.mentalfloss.com/blogs/archives/76919> (synonyms for being “drunk”)

Put the phrases in the correct order to make sentences.

1. the most Alcohol used and abused is of all drug widely
2. alcohol class of drugs Pharmacologically, is in sedative-hypnotic the
3. withdrawal symptom The most common tremors in the hands is
observed minor in alcohol addicts
4. overdosing combination A common other drugs when occurs
i.e. etc. downers, narcotics used with
5. to consider numerous There are alcohol addiction treatment options
6. entering an alcohol rehab centre compared to can bring about
The price of is minor alcoholism the cost of the long-term
effects that

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

Answers:

1. Alcohol is the most widely used and abused drug of all.
2. Pharmacologically, alcohol is in the sedative-hypnotic class of drugs.
3. The most common minor withdrawal symptom observed in alcohol addicts is tremors in the hands.
4. A common overdosing combination occurs when used with other drugs, i.e. downers, narcotics, etc.
5. There are numerous alcohol addiction treatment options to consider.
6. The price of entering an alcohol rehab centre is minor compared to the cost of the long-term effects that alcoholism can bring about.

Interesting facts about alcohol

Match a beginning to an ending to form sentences.

Beginnings

1. Most vegetable and almost all fruits contain
2. The pressure in a champagne bottle is 90 pounds per square inch
3. Adolf Hitler was one of the world's best known
4. Sir Winston Churchill was one of the world's
5. The world's oldest known recipe is
6. The United States has the highest minimum
7. It is estimated that there are 49,000,000 bubbles
8. Distilled spirits, such as brandy, gin, rum, tequila, etc.

Endings

- a. heaviest drinkers.
- b. for beer.
- c. in a bottle of champagne.
- d. a small amount of alcohol in them.
- e. contain no carbohydrates, no fats and no cholesterol of any kind.
- f. abstainers from alcohol.
- g. drinking age in the entire world.
- h. that is three times the pressure in automobile tires.

Answers:

1d, 2h, 3f, 4a, 5b, 6g, 7c, 8e

Alcohol quiz

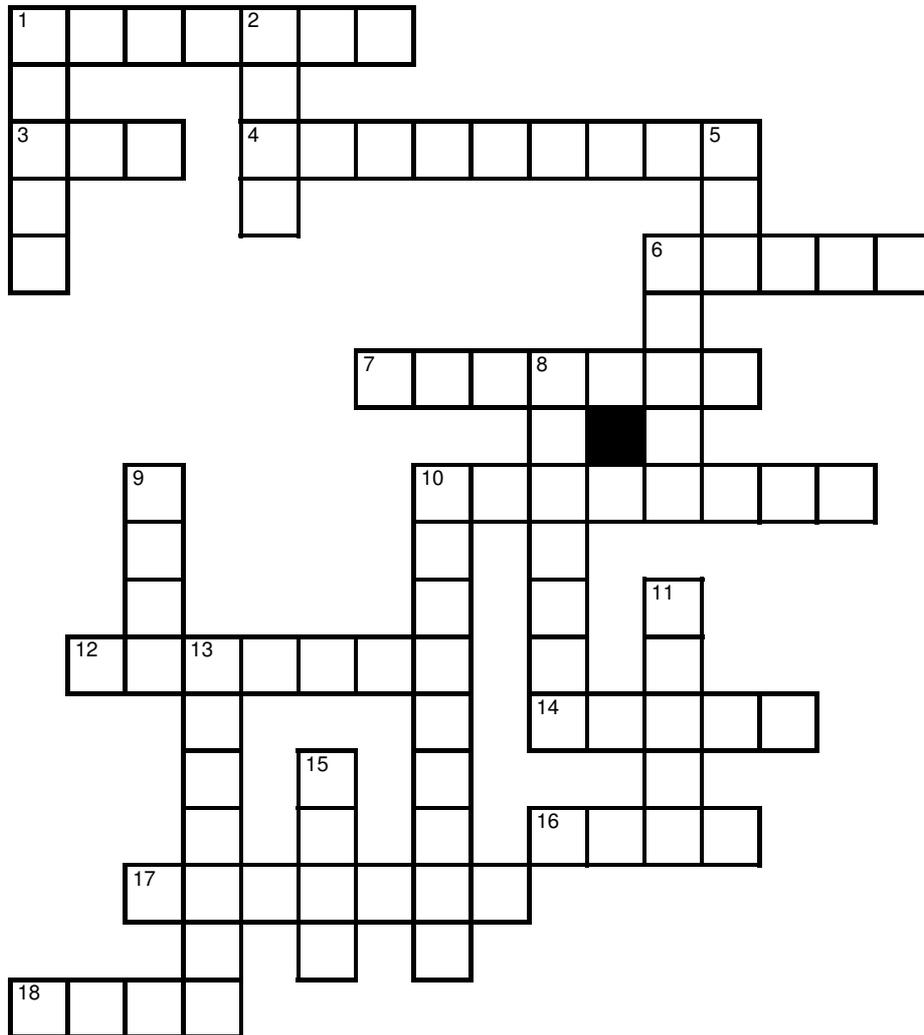
How much do you know about alcohol? Answer True or False.

1. Alcohol is a drug.
2. The effects of one pint of beer on a person wear off after half an hour.
3. A pint of beer has the same alcohol content as a double whiskey.
4. Men can 'hold their drink' better than women.
5. A small person is more affected by alcohol than a larger person.
6. Food in the stomach slows down the rate at which alcohol has its effects.
7. Alcohol is a stimulant.
8. Most alcohol consumed passes out of the body when you go to the toilet.
9. There are fewer alcoholics in England than in France.
10. Drinking too much alcohol on one occasion can kill a person.
11. Alcohol has been a part of most societies for a long time.
12. It is dangerous to drink alcohol when taking drugs.
13. Black coffee will help you to sober up after drinking too much.
14. After drinking the equivalent of 5 pints of beer, the likelihood of you having an accident is 30 times greater.
15. Alcohol warms you up in cold weather.
16. Alcoholism is one of the four most serious public health problems.
17. Different kinds of alcoholic drinks contain different types of alcohol.
18. Alcohol is absorbed into the body faster than food.
19. Alcohol firstly affects your sense of moral judgement, then your physical co-ordination.
20. The legal breath to alcohol limit for driving in the UK is 35 micrograms per 100 millilitres of breath.

Answers:

1F, 2T, 3T, 4T, 5T, 6T, 7F, 8F, 9F, 10T, 11T, 12T, 13F, 14T, 15F, 16T, 17F, 18T, 19T, 20T

Drinking Time Crossword



Across

1. Vomit.
3. A place where people can order beer on tap.
4. A place where people go to drink and dance.
6. When you drink you better not do this.
7. Fall asleep because of too much alcohol.
10. Can't remember because of too much alcohol.
12. The kind of beer that comes out of a tap.
14. Buy a _____ of drinks for everybody.
16. This comes in bottles or on tap.
17. A small alcoholic drink that you drink quickly.
18. What you sometimes make of yourself when you drink.

Down

1. How you feel after you've had a few drinks.
2. Alcohol made from grapes.
5. A place where people can drink cocktails.
6. How you feel after you've had many drinks.
8. To walk unsteadily.
9. What you sometimes do to your words when you drink.
10. Someone who makes alcoholic drinks.
11. On the _____. A drink given for free by a bar, pub, or restaurant owner.
13. What gets you drunk?
15. An ounce of alcohol.

Answers:

Across:

1. Throw up
3. Pub
4. Night club
6. Drive
7. Pass out
10. Blackout
12. Draught
14. Round
16. Beer
17. Shooter
18. Fool

Down:

1. Tipsy
2. Wine
5. Bar
6. Drunk
8. Stagger
9. Slur
10. Bar tender
11. House
13. Alcohol
15. Shot

8. SKY-HIGH PROFESSOR

History of flight

Level	elementary, pre-intermediate
Language focus	present simple, dates
Key vocabulary	<i>flight, hot-air balloon, carry out, develop, glider, glide up, wing ...</i>
Skills focus	reading and speaking: events in the history of flying
Recommended to use it	before or after watching
Suitable for	group work
Material	cards
Time	10 minutes

- We cut up the table into individual cards, mix them up, and distribute them to the students in groups.
- The students match the year, event, and picture.
- In the end they draw a time line and enter the data into it.

The view from a plane

Level	any
Language focus	description of a town/countryside, weather and the plane
Skills focus	writing: an essay describing a flight and the view from their plane
Recommended to use it	after watching
Suitable for	individual work, pair work
Material	paper, pen
Time	2 days

- Students shall write a fictional story about their flight over a city or countryside.
- The story should include the following:
 - a) a detailed description of what they viewed from the plane,
 - b) a miniature map that plots their flight path,
 - c) a list of landmarks that they saw, such as e.g. important buildings, tourist attractions,
 - d) what the weather was like,
 - e) a detailed description of the plane that they flew in,
 - f) how long the flight lasted, from where and from whence they flew, when and where they landed.
- They may enrich the story-telling by showing their own pictures.

My first flight

Level	intermediate
Language focus	past tenses
Key vocabulary	<i>flight, plane, land, controls, plane's nose, throttle, pull towards, control tower</i>
Skills focus	speaking: asking questions
Recommended to use it	after watching
Suitable for	pair work
Material	worksheets
Time	20 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.
- 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.

Celý text:

My first flight

I've always been afraid of flying – I'm afraid of heights. However, when I was 18 my parents gave me an unusual present – a flight in a small plane. So on my birthday I met Carol, my instructor, at our local airfield. Carol showed me the plane's controls and instruments. Then we took off, climbing 500 metres. Carol took her hands off the controls and suddenly I was flying the plane! A moment later Carol cried out. Her face went white, so it was up to me to land the plane. Before she passed out, Carol told me to talk to the control tower on the radio, so I did. Carol was unconscious. I listened carefully what to do. I pushed the controls forward, and the plane's nose dropped, but it dropped too much so I had to pull the controls back towards myself gently. Then I pulled the throttle, which controls the engine, towards me. The plane started to go gradually down.

Time travel

Level	elementary, pre-intermediate
Language focus	past tenses, questions
Key vocabulary	<i>fly, lose contact, radar screen, land, passenger, crew, traffic control</i>
Skills focus	speaking: asking for information
Recommended to use it	after watching
Suitable for	individual work
Material	worksheet
Time	10 minutes

- We hand out a worksheet to the students. It lists only answers.
- Using the information in the text, the students shall create questions to the answers using the past tense.

Variation:

- We shall cut up the text of the story into individual sentences and post them around the classroom.
- Students shall work in pairs.
- Each pair shall have one secretary and one runner/reader (the students may decide the positions by playing "paper, rock, scissors").
- The runner/reader must find the first sentence of the story, memorize it, then return and dictate it to his/her partner.
- When the pair of students has finished writing the entire text, they shall raise their hands. The teacher shall check the text or the students shall be given a copy of the entire text and they shall check it themselves.
- The students shall retell the events using their own words.

Aerodynamics terminology

Level	intermediate
Language focus	-
Key vocabulary	<i>aerodynamics, lift, gravity, drag, thrust, air-foil, force, air pressure, air flow, ...</i>
Skills focus	reading and speaking: matching words to their definitions
Recommended to use it	before watching
Suitable for	pair work, group work
Material	cards, box/hat/bag
Time	10 minutes

- We cut up the cards with terms and definitions and insert them into a box/top hat/plastic bag.
- Each student shall draw a card with word or definition and “spread out” around the classroom.
- Their assignment is to match the word with its definition; students are thus matching. They must always read what is written on their card and decide if they can form a pair (see below).
- We shall afford the students as much time for the activity as we deem appropriate.

Collision in the air

Level	intermediate
Language focus	past tenses
Key vocabulary	<i>airline, airport, localiser, collide, engine, landing, captain, plane</i>
Skills focus	reading: chronology of events in a story
Recommended to use it	after watching
Suitable for	group work
Material	cards
Time	10–15 minutes

- We cut up the text of the story according to the instructions, mix them up, and give a set of cut-up sections to each group.
- The students' task is to arrange the story in chronological order as the events occurred.
- The group that completes the assignment correctly in the shortest time, wins.

Source: http://www.airliners.net/aviation-forums/tech_ops/read.main/251185/.

9. SOH CAH TOA TIME

Adrenalin Sports

Level	pre-intermediate and above
Language focus	present simple, <i>would like</i>
Key vocabulary	names of adrenalin activities
Skills focus	speaking: talking about adrenalin/extreme sports
Recommended to use it	before or after watching
Suitable for	whole class
Material	cards
Time	-

- We can write experiences on individual cards or sheets of paper and place them in a visible area (wall, blackboard, or even the floor, if classroom space permits).
- The students shall read them and answer questions, such as e.g.:
Which of the following adrenalin sports, if any, would you like to try?
Which of them do you think your friend/mum/dad/sister/brother would like to try and why.
What's your opinion on such sports?
What effects can they have on the human body?

Extension idea:

Choose one or two sports to write about. Find out information about the sports using the Internet or a library:

When and where do people do it?

What exactly do they do?

What equipment do they need?

Why do they do it?

Is it popular? Is it dangerous? *Your opinion.*

For a list and photos of extreme sports see:

<http://extremefreestyle.wordpress.com/2008/05/24/list-of-extreme-sports/>,

<http://ridelike.pro/2008/05/24/list-of-extreme-sports/>.

Vanuatu land divers

Level	upper-intermediate
Language focus	present simple
Key vocabulary	<i>height, dive, ritual, hit the ground, platform, tower, jump</i>
Skills focus	listening and speaking: interpretation of a spoken text, answering questions
Recommended to use it	after watching
Suitable for	whole class
Material	interactive board video available at: http://www.youtube.com/watch?v=MdmbkeJe6zo
Time	10–15 minutes

- We first play the video for the students with the sound muted and ask them what they think the video is about, who are the people, what are they doing, and why.
- Second, we turn on the sound and let the students find out how close their guesses were.
- We ask the students to summarize the content of the video in their own words.
- Finally, the students shall answer the following questions:
 - a) *From what height do the young boys dive?*
 - b) *From what height do the adult males dive?*
 - c) *With which part of the body has to hit the ground?*
 - d) *Why do they perform that ritual?*
 - e) *What do the men do before they dive?*

Bungee jumping

Level	intermediate
Language focus	mixed tenses
Key vocabulary	<i>jumping, tower, adventurer, platform, height</i>
Skills focus	reading and speaking: guessing the topic, interpretation of a text in their own words
Recommended to use it	after watching
Suitable for	whole class
Material	interactive board
Time	20 minutes

- We select several words from the text and write them on the board. The students shall try to guess what the entire text will be about.

ANCIENT RITUAL

VANUATU GROUP

TOWERS

OXFORD UNIVERSITY SPORTS CLUB

HUMAN YO-YO

- We hand out copies of the text (or project it onto a screen) to the students, who will read it to themselves and then summarize its content using their own words.

Resource: <http://www.athleticscholarships.net/extreme-sports-bungee-jumping.htm>.

Variations:

- 1 The text is cut up into paragraphs or sentence fragments and distributed to the students. The students' assignment shall be to reassemble the text.
- 2 We hand out text to the students with missing words. The students shall fill in the words from the frame back into the text.

10. STEVE IS AMAZING

Genetic keywords

Level	pre-intermediate, intermediate
Language focus	definitions of technical vocabulary
Key vocabulary	genetic words: <i>gene, chromosome, allele, DNA, clone, mutation</i>
Skills focus	reading and speaking: asking for information
Recommended to use	before watching
Suitable for	pair work
Material	cards, bag/hat
Time	10 minutes

- We write words on cards and their definitions on strips of paper.
- Each student shall draw a card with word or strip of paper with definition from a top hat or box and “spread themselves out” around the classroom.
- Their assignment is to match the word with its definition; students thus pair up. They must always read what is written on their card and decide if they can form a pair (see below).
- We shall give the students time to search for as long as we deem appropriate.

Note: We can expand and revise the list of words and definitions as needed.

Correct answers (for the teacher)

Clone	An offspring that is genetically identical to its single parent.
DNA	Deoxyribonucleic acid. This is the molecule that genes are made from.
Gene	The small part of a chromosome that controls a particular inherited characteristic.
Mutation	A change in a gene, causing the genetic code to alter.
Alleles	Alternative forms of the same gene, such as the gene controlling eye colour.
Base pairs	Pairs of chemicals that join together the two halves of a strand of DNA.
Replication	The process when a strand of DNA makes an exact copy of itself, just before the cell divides in two.
Genotype	The genetic make-up of an organism.
Phenotype	The physical characteristics of something living, especially those characteristics which can be seen.
Reproduction	The process of producing babies or young animals and plants.
Trait	A particular quality in someone’s character.
Chromosome	Any of the rod-like structures found in all living cells, containing the chemical patterns which control what an animal or plant is like.

Inheritance

Level	intermediate
Language focus	sentence structure
Key vocabulary	classical genetics
Skills focus	reading for comprehension, matching parts of sentences
Recommended to use it	before or after watching
Suitable for	individual work
Material	cards, bag/hat
Time	10 minutes

- We cut up the worksheet into individual cards.
- We place the sentence fragments from the left column around the classroom (we can fasten it to the wall) and each student selects a card from the sentence fragments from the second column (may be drawn from a top hat/plastic bag). If there are more students in the class than we have cards, we can make our own additional cards or copy existing ones twice. Students may also search for definitions of more than one term.
- If a student believes he/she found the correct sentence fragment, he/she brings both of the cards to the teacher, who checks the answer. If it is correct, the student returns to his/her seat; if not, he/she searches further.
- In the end, we carefully review the information together.

Bioethics

Level	intermediate - advanced
Language focus	unspecified
Key vocabulary	<i>cloning, cells, transplant, tissue, organs ...</i>
Skills focus	reading and speaking: talking about cloning technology and genetic engineering
Recommended to use it	after watching
Suitable for	whole class
Material	copies of the text or interactive board
Time	10 and more minutes (depends on how long we want to lead discussion)

- We ask the students what they imagine under the term bioethics, what they think about cloning, what are their benefits and drawbacks.
- We hand out (and/or project) an introductory text on cloning to the students, who read through it by themselves.
- We ask them what the author believes is and is not cloning and if they agree with him.
- A classroom discussion then follows. For topics, see below. Variation: we divide the students into two camps. One of them shall be stubborn advocates of cloning, and the other the opposite. Everyone must defend their opinion and know how to argue their point.

The next technological revolution is likely to be in the field of genetic research and engineering. Cloning, the name popularly given to these technologies is often associated with science fiction horror stories, because it suggests the creation of identical people. In reality, it is impossible to create two identical people. Personality, character and behaviour are not determined only by genetic factors. The real aims of cloning technology are to help in the development of tissue for transplantation, in genetic diagnosis and in biological research. But cloning technology raises some very difficult bioethical questions.

Develop a discussion on the following:

1. Scientists take stem cells from an aborted foetus for their research. Is this acceptable?
2. The doctor said to a pregnant woman that her unborn baby would probably be handicapped. The woman has to decide if she wants to give birth to the baby or have an abortion.
3. Therapeutic cloning will give the possibility of extending human lifespan to 100, 120, perhaps even 140 years, but it will be expensive. Rich people will be able to regenerate their failing organs just as they now pay for plastic surgery. Is this acceptable?
4. With genetic engineering, scientists will be able to eliminate some diseases and create healthier people. Will we still be human or become a different species?
5. If you had the chance to donor blood or bone marrow, would you do it?

Word Problems

Level	upper-intermediate – advanced
Language focus	unspecified
Key vocabulary	<i>genotype, phenotype, recessive and dominant allele, crossbreeding, heterozygous, homozygous</i>
Skills focus	solving a problem, speaking: talking about inheritance
Recommended to use it	after watching
Suitable for	group work, pair work
Material	copies of the texts or interactive board
Time	15–20 minutes

- Students shall form pairs or smaller groups.
- Each pair/group shall receive a copy of the genetics assignments. There are several alternatives – either the students solve all three assignments or only one of them. We can assign each group/pair a different task or, in contrast, all of the students the same task. They may then compete against each other to see who completes it first.

Answer A:

The gene for blue eyed people is represented by two alleles: allele for brown (H) which is dominant, means that its effect prevails over the allele for blue eyes (h) which is then recessive – its effect is suppressed.

Thus a human has two alleles for eye colour (one from the mother and one from the father).

For a human, who has blue eyes, both alleles must be recessive otherwise their effects would not show. He/she has hh.

For a human, who has brown eyes, these groups of alleles (i.e. genotype) are Hh or HH.

a. blue x blue hh x hh

their children will only have hh and thus they are all blue-eyed (625),

b. blue x brown hh x Hh (HH is not possible because then their children would be brown-eyed) their children can have hh or Hh and thus they are blue-eyed (317) or brown-eyed (322),

c. brown x brown Hh x Hh

their children can have HH or Hh or hh and thus they are either brown-eyed (82), or blue-eyed (25).

Answer B:

Blue-eyed man hh

His brown-eyed parents Hh x Hh (they cannot be HH x Hh or HH x HH, because they could not have had the blue-eyed son).

Brown-eyed woman Hh (she cannot have HH, because she got the h allele from her father).

The woman's blue-eyed father hh.

The woman's brown-eyed mother Hh or HH.

Their brown-eyed child Hh (H has from the woman, h from the man).

(Note: the man and the woman could also have a blue-eyed child)

Answer C:

The allele for right-handedness (R) is dominant, the allele for left-handedness (r).

Left-handed man with brown eyes rrHh (has a h allele from his mother).

His blue-eyed mother hh

Right-handed woman with blue eyes Rrhh (has a r allele from her father).

Her left-handed father rr??

man x woman

rrHh x Rrhh

man's sperm x woman's ovules

rH or rh x Rh or rh

Child's possible phenotypes:

		sperm	
		rH	rh
Ovules	rh	RrHh	Rrhh
	rh	rrHh	rrhh

Child's possible phenotypes:

It's obvious from the table that the children can be:

- right-handed with brown eyes (RrHh),
- right-handed with blue eyes (Rrhh),
- left-handed with brown eyes (rrHh),
- left-handed with blue eyes (rrhh).

And always with the same probability they can have one of the four types of children.

Extension questions:

1. What is your opinion on mixed couples (of different skin colour and culture)? Would you marry an Indian/native African/Asian? What do you think your babies would be like?
2. Think about three things that you have inherited from your ancestors. They can be both negative and positive. One of the statements must be a lie and the other two truths. The others in the class must try to guess which of the three statements the lie is.

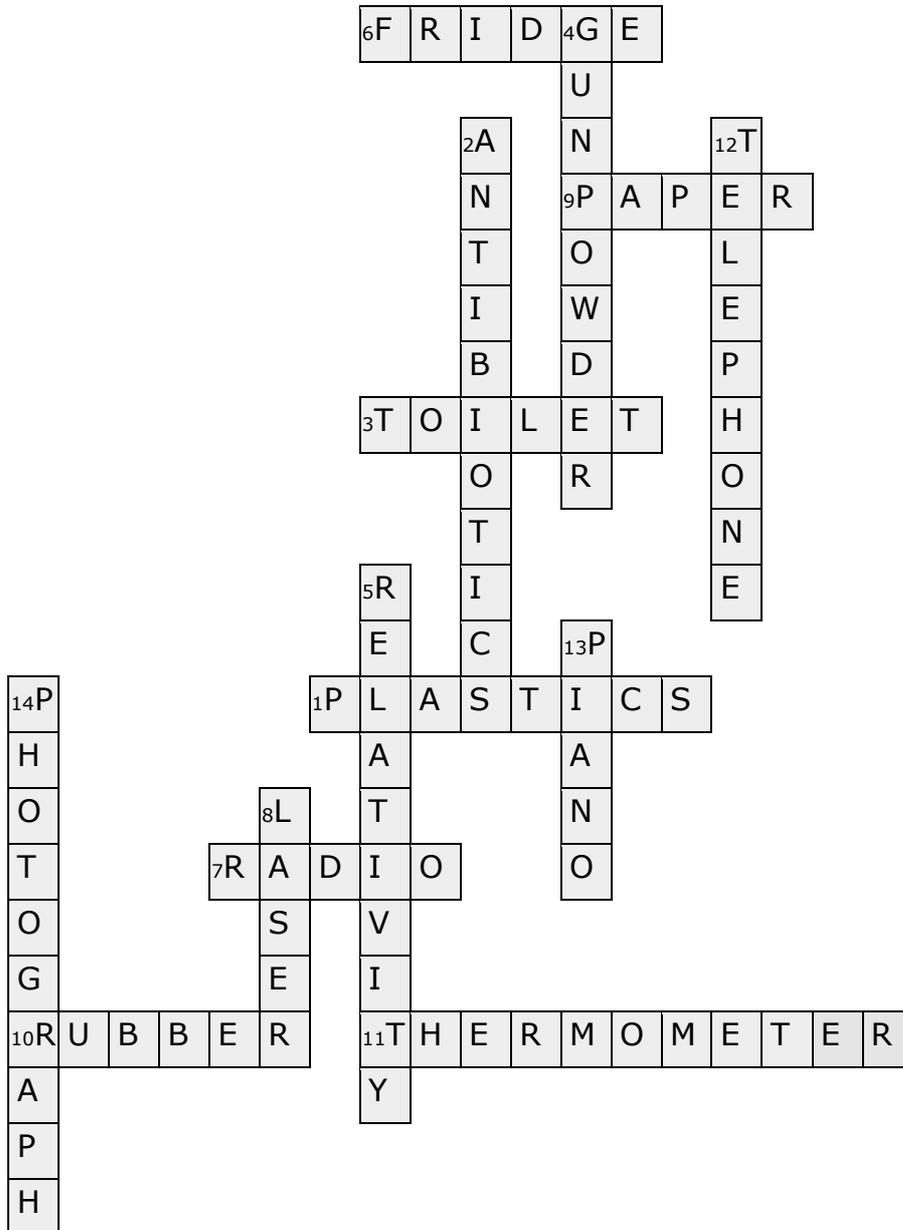
11. STEVIEPEDIA

Famous inventions - half a crossword

Level	pre-intermediate, intermediate
Language focus	questions, present simple
Key vocabulary	objects of everyday use and other
Skills focus	speaking: defining words, exchanging information about inventions
Recommended to use it	before or after watching
Suitable for	pair work
Material	crosswords
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 make sure they understand everything.
- 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 in the pair shall have the same crossword puzzle, which they will compare and check for spelling.

KEY



Extension activities:

1. Write a clue for each word in the crossword.
2. Choose one of the inventions from the crossword and talk about it. Do you think that it is useful? Could you live without it?

Then develop the discussion with the whole class. Does everybody agree with you? Why not? What do the others think?

What would you like to see invented? What futuristic gadget would you like to be real?

Inventions and inventors

Level	elementary, pre-intermediate
Language focus	past simple, passive: <i>was invented by</i> , dates, in + century
Key vocabulary	see below
Skills focus	speaking: matching facts
Recommended to use it	after watching
Suitable for	individual work, pair work, whole class
Material	worksheet (or cards)
Time	10 minutes

- Students match information about an invention, the century of the invention, and its inventor. They may work individually (each student has their own worksheet), in pairs, or together as a class using an interactive board. It can alternatively be designed in the form of a contest, where the students search for the triplet: invention – century of the invention – inventor. We cut up the worksheet into individual cards, mix them up, and distribute them to the students. The first group to correctly form the triplets wins.

Answers:

Penicillin , the first modern antibiotic	Alexander Fleming, England	1928.
Atom (nuclear model)	Ernest Rutherford, England	1911.
Hot-air balloon	Joseph and Jacques Montgolfier, France	1783.
Boyle's law (relation between pressure and volume in gases)	Robert Boyle, Ireland	1662.
Chewing gum (spruce-based)	John Curtis, U.S.	1848.
Dynamite	Alfred Nobel, Sweden	1867.
Laws of Motion	Isaac Newton, England,	1687.
Nuclear reactor	Enrico Fermi et al., Italy,	1942.
Coca-Cola	John Pemberton, U.S.	1886.
Gunpowder	China	c.700.

Reliable Internet Resources

Level	pre-intermediate, intermediate
Language focus	unspecified
Key vocabulary	<i>websites, references, resource, Internet, link...</i>
Skills focus	reading and speaking: Internet resources
Recommended to use it	after watching
Suitable for	individual work, pair work
Material	worksheet
Time	10–15 minutes

- We first ask the students what internet web pages they usually use to search for information and why.
- They try by themselves to think about how to recognize, which source is reliable and the information therefore true and accurate.
- We then hand out a text to the students with missing names of paragraphs.
- They first read the tips by themselves on how to find reliable internet resources and then try to match the appropriate heading from the selection to each paragraph.
- We shall check the answers together and read the text.
- We ask one of the students to summarize the information read in their own words.

Taken from: <http://www.homeschoolthroughhighschool.com/tips-for-finding-reliable-internet-resources-for-your-homeschooler>.

Answers:

Helpful tips to determine if a website is a reliable resource:

- **Who is taking responsibility for the content?**
 - Look for information about the site's author, be it an individual or a company.
 - Look for links that say "About us," "About the Author", "Who We Are," etc.
 - Check the links to make sure they work. An "About Us" link that doesn't work equals a red flag.
 - A site that lists an email address, but contains no information about the author, is another red flag.
- **What are the author's credentials?**
 - Is this person and/or company qualified to write the information?
 - Is the presented website intended to be educational, informative or opinion based?
- **Look for indicators of quality information.**
 - Are references documented with footnotes or links to the original source?

- Check the links; do they work?
- Has the author used the content within context of the original site?
- Are the linked-to sites themselves reliable resources?
- **Check other resources, does the information agree?**
 - Most facts can be checked using multiple resources.
- **Is the information current?**
 - Some websites contain information that was valid at one time, but is now outdated, making it irrelevant.

12. SWIMMING IN CHEMISTRY?

Water pollution

Level	intermediate
Language focus	sentence structure, word meanings, forming questions
Key vocabulary	<i>habitat, biome, pollution, lake, pool, river, seawater, groundwater, chemicals</i>
Skills focus	reading and writing
Recommended to use it	after watching
Suitable for	pair work
Material	slips of paper
Time	15-20 minutes

- We cut up the sentences according to the instructions, mix them up, and give each pair of students a deck.
- The students' task is to correctly assemble the sentences and to circle the correct word in each sentence.
- We read the correct answers together.
- Students form questions such that the answers are the specified sentences.

Answers:

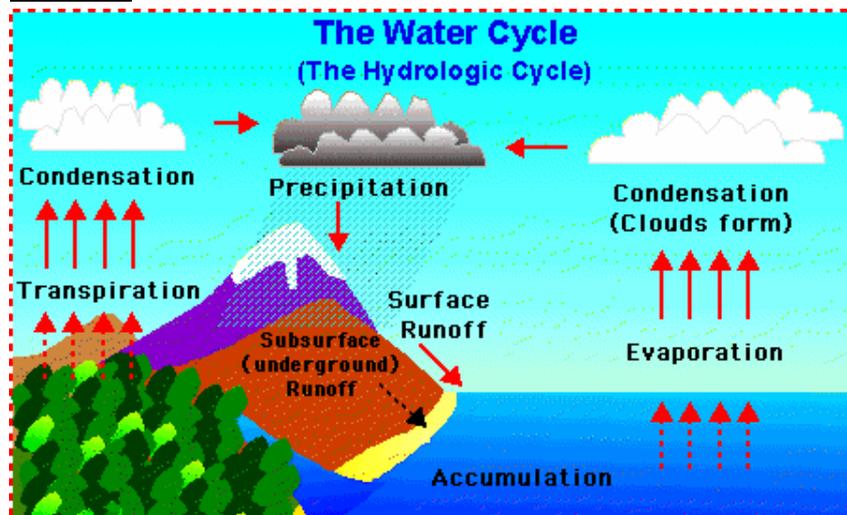
biomes, habitats, pollution, cooling purposes, lakes, oxygen, suffocation, groundwater, poisoning, regulations, dumping

The water cycle

Level	pre-intermediate
Language focus	describing a process
Key vocabulary	<i>accumulation, condensation, evaporation, precipitation, transpiration, subsurface runoff, surface runoff</i>
Skills focus	reading and speaking: the water cycle
Recommended to use it	after watching
Suitable for	pair work, individual work
Material	worksheet, hat/bag
Time	15-20 minutes

- We write words on cards and their definitions on strips of paper.
- Each student shall draw a card with word or strip of paper with definition from a top hat or box and “spread themselves out” around the classroom.
- Their assignment is to match the word with its definition; students are thus matching. They must always read what is written on their card and decide if they can form a pair (see below).
- We shall let afford the students as much time for the activity as we deem appropriate.
- The students shall re-read the definitions carefully and subsequently describe the picture of the water cycle.
- In the end, they shall explain the water cycle using their own words.

Answers:



The sun's energy is the driving force behind the water cycle. The sun heats up water on land and in the oceans, lakes, and seas. The water changes from a liquid to vapour in a process called evaporation. The water vapour cools in a process called condensation, and forms droplets in the atmosphere. These droplets become clouds. The droplets (or ice crystals if it's cold enough) gather and then fall from the sky in a process called precipitation. This precipitation gathers in streams and rivers and flows to become run-off, flowing back down to the oceans, seas, and lakes.

Water Facts – Quiz

Level	pre-intermediate
Language focus	describing a process
Key vocabulary	<i>pure water, dissolve, solvent, substance, liquid, water sanitation</i>
Skills focus	reading and speaking: water facts
Recommended to use it	before watching
Suitable for	pair work, individual work
Material	worksheet, cards
Time	10 minutes

- Each student shall make three larger-size cards with the letters A, B, and C.
- We shall read and/or display on a data projector the first question of the quiz and all three alternative answers.
- The students that think the correct answer is A shall raise the card with the letter A above their heads; the students that think the correct answer is B...
- When we see that all of the students are holding a card with letter, we tell them the correct answer.
- We continue in this manner for each question.
- If the students select the wrong answer, it does not matter. The purpose of the quiz is to expand their knowledge about water.

Variation:

We shall hand out a quiz to the students, and they shall circle the correct answers. We shall check the answers together.

Answers:

1. What is the natural pH of pure water?
A) **7** B) 6.7 C) 8
2. Why is water called the "universal solvent"?
A) Because it comes from the universe.
B) Because it dissolves only some substances.
C) **Because it dissolves more substances than any other liquid.**
3. By how many people in the world do not have access to safe water?
A) 675 million B) **884 million** C) 500 million
4. By how many times has water use increased since 1950?
A) By three times B) **By six times** C) Twice

5. How many people in the world do not have clean and friendly toilets?
A) 1.5 billion B) 1 billion C) 2.5 billion twice
6. How many children die every day as a result of diseases caused by unclean water and poor sanitation?
A) 4,000 B) 2,000 C) 10,000
7. By roughly what percent is an adult's body made up of water?
A) 65 per cent B) 50 per cent C) 90 per cent
8. At birth, roughly what percent of an infant's body weight is water?
A) approx.40 per cent B) approx.80 per cent C) approx.60 per cent
9. How much of the Earth's surface is covered with water?
A) 95 per cent B) 80 percent C) between 70 and 75 per cent
10. By the time a person feels thirsty, how much of the total amount of water has his or her body lost?
A) over 1 per cent B) over 2 per cent C) over 10 per cent

The Importance of Water

Level	pre-intermediate
Language focus	vocabulary
Key vocabulary	<i>pure water, dissolve, solvent, substance, liquid, water sanitation</i>
Skills focus	reading
Recommended to use it	after watching
Suitable for	whole class
Material	interactive board
Time	10 minutes

- Students shall receive a worksheet with text about the meaning of water. They shall work independently or in pairs/groups. We can design the assignment as a contest.
- The students shall read the text.
- Some of the sentences in the text contain inappropriate words. They are underlined. The students must replace them with correct words that are provided in the box.
- They write the correct answers on the rows below the text.
- We shall check the answers together.

Answers:

energetic	vital	location	surface
identify	maintain	effect	supply
unexploited	renewable	global	tidal
stocks	cycle	chemical	hydroelectric
motorized	available		

13. THE BUSINESS PLAN

Visuals and basic arithmetic operations

Level	pre-intermediate, intermediate
Language focus	numbers and figures
Key vocabulary	<i>graphs, addition, subtraction, division, multiplication</i>
Skills focus	reading for comprehension, marking data in a graph, basic arithmetical operations
Recommended to use it	before or after watching
Suitable for	individual work, pair work, whole class
Material	copy of worksheet
Time	5–20 minutes

- The activity has three parts. All of the activities may be performed or only one of them. We decide how the students will work – whether individually, in pairs, or together as a class. The activity may also be implemented as a contest.
- We ask the students when the individual graphs are used most often and for what types of data presentation they are most appropriate.
- In assignment C, one of the pair of students dictates while the other records. The records are then compared, and the secretary reads the equation.

To be or not to be self-employed?

Level	intermediate - advanced
Language focus	modals: <i>can, must, have to</i>
Key vocabulary	pros and cons of being self-employed and an employee
Skills focus	reading and speaking: expressing own opinions, giving reasons
Recommended to use it	before or after watching
Suitable for	whole class
Material	copy of worksheet/interactive board
Time	15 or more minutes

- The activity has two parts. In the first part, the students shall read two short paragraphs about people, one of which manages his/her own company; the second is employed in a large company. We either distribute copies of the text to the students or project it onto a board.
- Students express their own opinions on both cases, i.e. they summarize their advantages and disadvantages, what they prefer, and why.
- In the second part, we continue with a discussion (second part of the activity), where the class is divided into two teams. One team defends the advantages, the other team explains the disadvantages (being an employee and being your own boss).

A. Lined up debate

Make two teams. One team will be for, and the other team will be against the statement that “being self-employed is better than being an employee. Take time in your groups to think about your position and make notes if necessary. Then stand or sit in two lines opposite the opposing team, and get ready to debate your side if the argument and defend your position. When ready, begin the discussion and counter the opposing sides’ views where possible.

Part-time job interviews

Level	intermediate
Language focus	mixed tenses
Key vocabulary	jobs, workplaces, personal qualities
Skills focus	speaking: doing an interview for a seasonal job
Recommended to use it	after watching
Suitable for	pair work
Material	cards
Time	10–20 minutes

- A pair of students shall randomly draw a card and prepare a discussion, which they shall subsequently present to the class.
In pairs develop an interview between an employer and an applicant who is interested in one of the seasonal/part-time jobs.
- The other students may, in the end, vote on the best presentation.

Peoplegraph

Level	elementary
Language focus	unspecified
Key vocabulary	months of the year
Skills focus	speaking: describing graph
Recommended to use it	after watching
Suitable for	whole class
Material	cards, adhesive tape
Time	10 minutes

- Using tape, we mark a line on the floor about 7m long. If weather allows, we can use the school playground and mark the line with chalk.
- On a piece of paper we write *MONTHS OF THE YEAR* and place it beside the line. We write the names of the months on individual cards and place them on the line beside each other.
- The students shall stand by (or line up by) the month in which they were born. If more than one student were born in the same month, they shall form a line.
- They will have formed a live graph that shows the date of birth of individual students.
- We ask them, what they can read from the graph: “*Look around at each other and describe what you see*“. We can help them with questions, e.g.:

Which month has the most birthdays? How does our people graph show this?

Do any months have just one birthday? How do we know?

How can you find two months with the same number of birthdays in them? What would you look for?

How can you recognize a month where there are no birthdays?

14. THE INTERNET – A NEW PERSPECTIVE

Social network website logos

Level	intermediate
Language focus	-
Key vocabulary	<i>social networking, website, logo, pros and cons, advantages and disadvantages</i>
Skills focus	speaking: logos of social network websites
Recommended to use it	before watching
Suitable for	whole class
Material	logos
Time	10–15 minutes

- We shall show the students logos of some social networks.
- We shall ask them if they are familiar with them and if they use any of them and why.
- Together we define what a social network is, the benefits and drawbacks of using social networks on the internet, and their future.
- We shall return to the logos and ask the students what makes a logo good, and what role a logo plays.



MySpace vs. Facebook

Level	upper-intermediate
Language focus	-
Key vocabulary	<i>social networking, website, tool, Internet, instant messaging, banner, navigate, blog, application ...</i>
Skills focus	reading and speaking: comparing the two most popular social networking sites Facebook and MySpace
Recommended to use it	after watching
Suitable for	pair work, whole class
Material	worksheet
Time	20 minutes

- Students shall be given text that compares two of the most frequently used internet social networks - *Facebook* and *MySpace*. The text is divided into several paragraphs, whose headings were removed.
- The students' assignment is to match the correct heading to each paragraph. Students shall work in pairs.
- When the students have completed the assignment, we shall check the answers together.
- We ask the students to compare *Facebook* and *MySpace* using their own words.

Answers:

1. MySpace
2. Facebook
3. Why MySpace lost to Facebook (Facebook vs. MySpace)
4. The Elite tag of Facebook
5. MySpace is for youngsters

15. THE WHY QUIZ

Ask the question

Level	intermediate
Language focus	<i>Wh-</i> questions, mixed tenses
Key vocabulary	variable
Skills focus	speaking: asking questions
Recommended to use it	after watching
Suitable for	pair work
Material	worksheet
Time	15-20 minutes

- We hand out a worksheet to the students with answers. Their task is to come up with questions to answers on their worksheet.
- We provide an example: the answer is *A volcano*. The questions may be as follows: *What is Mount Etna? What kind of mountain sometimes erupts/explodes?*
- Students shall pair themselves up. One has worksheet A, the other worksheet B. They must not look onto each other's worksheets.
- We give the students several minutes to read through the answers and to think about questions that they will ask.
- Student A asks student B to find out the correct answer. The students cross off every correct answer. If the answer is wrong, student A attempts to ask differently. If student B is unsuccessful in answering, he/she returns to the question later.
- The students then switch roles. We can set a time limit.
- We ask who had the greatest number of correct answers and where were the greatest difficulties. We can review the questions together.

Charles Darwin – biography

Level	upper-intermediate
Language focus	past tenses
Key vocabulary	<i>The theory of evolution, scientific expedition, evidence, fossils, observation, species...</i>
Skills focus	reading: putting events in the chronological order http://www.bbc.co.uk/history/historic_figures/darwin_charles.shtml
Recommended to use it	after watching
Suitable for	team work
Material	worksheet
Time	15minutes

- Students shall form groups of six.
- We shall give each team a text about the life and work of Charles Darwin that is cut up into paragraphs.
- Each student in the team has one card.
- Students must arrange themselves in their group as the events follow in chronological order.
- The team that arranges them correctly the first, wins.
- We shall read the text together.

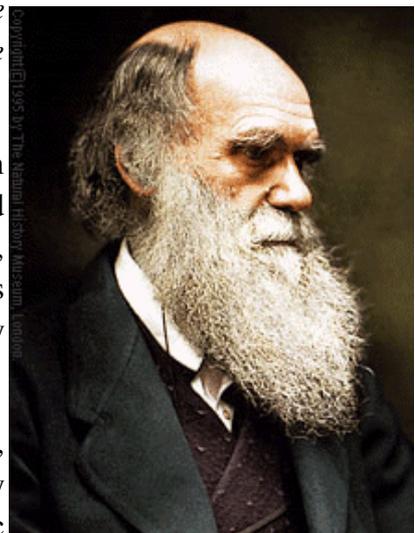
Answer:

Charles Darwin (1809 - 1882)

Darwin was a British scientist who laid the foundations of the theory of evolution and transformed the way we think about the natural world.

Charles Robert Darwin was born on 12 February 1809 in Shrewsbury, Shropshire into a wealthy and well-connected family. His maternal grandfather was the china manufacturer, Josiah Wedgwood. His paternal grandfather was Erasmus Darwin, one of the leading intellectuals of 18th century England.

Darwin himself initially planned to follow a medical career, and studied at Edinburgh University but later switched to study divinity at Cambridge. In 1831, he joined a five year scientific expedition on the survey ship, HMS Beagle.



At this time, most Europeans believed that the world was created by God in seven days as described in the bible. On the voyage, Darwin read Lyell's 'Principles of Geology' which suggested that the fossils found in rocks were actually evidence of animals that had lived many thousands or even millions of years ago. Lyell's argument was reinforced in Darwin's own mind by the rich variety of animal life and the geological features he saw during his voyage. The breakthrough in his ideas came in the Galapagos Islands, 500 miles west of South America. Darwin noticed that each island supported its own form of finch (a type of small bird) which were closely related but differed in important ways.

On his return to England in 1836, Darwin tried to solve the riddles of these observations and the puzzle of how species evolve. Influenced by the ideas of Malthus, he proposed a theory of evolution occurring through the process of natural selection. The animals (or plants) best suited to their environment are more likely to survive and reproduce. This means they can pass on the characteristics which have helped them survive, to their offspring. Gradually, the species changes over time.

Darwin worked on his theory of natural selection for 20 years. After learning that another naturalist, Alfred Russel Wallace, had developed similar ideas, the two made a joint announcement of their discovery in 1858. In 1859 Darwin published 'On the Origin of Species by Means of Natural Selection'.

The book was extremely controversial, because the logical extension of Darwin's theory was that *Homo sapiens* were simply another form of animal. It made it seem possible that even people might have just evolved - quite possibly from apes - and destroyed the prevailing Christian orthodoxy on how the world was created. Darwin was vehemently attacked, particularly by the Church. However, his ideas soon gained currency and have become the new orthodoxy for natural scientists.

Darwin died on 19 April 1882 and was buried in Westminster Abbey.

16. WHAT THE...!?

Muscles and movement word search

Level	elementary, pre-intermediate
Language focus	words related to locomotion
Key vocabulary	<i>locomotion, muscle, contract, triceps, relax,...</i>
Skills focus	reading: searching words in a puzzle
Recommended to use it	before/after watching
Suitable for	individual work
Material	worksheet
Time	10 minutes

- We hand out word hunt 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 then fill in sentences using the words in the word hunt. Not all of the words shall be used.

Answers:

1. An **antagonistic** pair of muscles is a pair of muscles that always work together, so that when one is **contracting** the other is **relaxing**.
2. The bodybuilder's **biceps** were huge.
3. A part of the body that can **bend** where two bones meet is called **joint**.
4. These exercises are good for your stomach **muscles**.
5. The biceps and **triceps** muscles work together to bend and **straighten** the arm.

Interactive body:

http://www.bbc.co.uk/science/humanbody/body/interactives/3djigsaw_02/index.shtml?muscles,
http://www.softschools.com/science/human_body/diagram/.

Human body:

<http://www.human-body-facts.com/human-body-muscle-diagram.html>

Label the human body

Level	pre-intermediate
Language focus	pronunciation and spelling
Key vocabulary	<i>body parts</i>
Skills focus	speaking: describing parts of a human body
Recommended to use it	after watching
Suitable for	group work
Material	worksheet
Time	10-15 minutes

- We divide the students into the groups.
- Each group should be given a worksheet with the picture of the human body and face as well as their descriptions.
- Their assignment is to correctly label all the parts of the human body and face as quickly as possible.
- The first group to correctly label all the parts wins.

Variation:

We create the cards with the parts of the human body and face and get the sellotape or self-adhesive plasticine ready. Each group shall be given one set of cards and sellotape. Students choose one person from their group to stick the cards on the appropriate parts of the body.

Body Movement

Level	pre-intermediate
Language focus	present simple
Key vocabulary	<i>squeeze, bend, pinch, flex, fist, lift, reach, extend, behind</i>
Skills focus	speaking and writing: describing body movements
Recommended to use it	after watching
Suitable for	pair work
Material	worksheet
Time	10-15 minutes

- Each pair of students shall be given a copy of the worksheet.
- The task is to fill in the missing words in the sentences. Then they have to end the sentences below the picture using their own imagination.

The Heart

Level	pre-intermediate
Language focus	description of a process
Key vocabulary	<i>heart, muscle, pump, chest, arms, body, oxygen, provide, heartbeat, squeeze</i>
Skills focus	reading for comprehension
Recommended to use it	after watching
Suitable for	individual work, whole class
Material	worksheet
Time	10-15 minutes

- Students shall carefully read and then respond to the questions in the text. We can also read the text together aloud or practise listening while the teacher reads the text; the students listen or make notes so that they can later answer questions.

Stick your neck out

Level	upper-intermediate to advanced
Language focus	body idioms
Key vocabulary	<i>body parts</i>
Skills focus	reading, speaking: guessing the meaning of idioms from the context, matching the idioms with their definitions
Recommended to use it	after watching
Suitable for	individual work, pair work
Material	worksheet
Time	15 minutes

- This section contains several practical lessons, ideas, and references associated with idioms that contain the name of a human body part.
- The teacher decides whether or not the students work independently, in pairs, or in groups.
- They can also ask about the origin of the idiom and if we have similar means in Czech. In connection with the origin of idioms, we can play the game *2 Lies 1 Truth*, where we provide three various explanations, of which one is true and the other twos are lies. The students guess which of them are true and shall gain a point for every correct guess. It is necessary here to prepare the material in advance or to assign the students a task.

Answers:

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

Answers:

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

Answers:

1b, 2a, 3c, 4d, 5c, 6c, 7a, 8c, 9c, 10b, 11a, 12b, 13c

For more body idioms go to:

<http://www.englishclub.com/ref/Idioms/Body/index.htm>,

<http://www.englishclub.com/vocabulary/idioms-body.htm> or

<http://www.learn-english-today.com/idioms/idiom-categories/body-idioms.htm>.

Fortunately, unfortunately

Level	any
Language focus	unspecified
Key vocabulary	<i>body parts</i>
Skills focus	speaking: make up a story
Recommended to use it	after watching
Suitable for	whole class
Material	none
Time	15 minutes

- The purpose of the game is to invent a story. Each student shall say one sentence, whilst the sentence must begin with the word *fortunately or unfortunately*. The teacher may say the opening sentence.
- If someone says the first sentence using *fortunately*, the next person must start their sentence using *unfortunately*, etc. This procedure is limited and the game essentially has no specific ending.
- We tell students to try and stay on the topic of the human body.

Example: *One day Little Johnny walked to the local bakery. Another individual what unfortunately happened: Unfortunately, Johnny's head was hit by a loaf of bread. Another individual shall add a sentence beginning with "fortunately": Fortunately, the bread was made entirely of marshmallows. Unfortunately, he lost his eye. Fortunately, he found it on the floor. etc.*

Variation:

Each student shall write several statements on paper using *fortunately* and *unfortunately*. They shall then read their story to the others.