Roman numerals

Recommended grade: 6.

Purpose of activity: Ability to read and write roman numerals and dates

Target language: Letters of the English alphabet (I, V, X, L, C, D, M), numbers 0-100

Cross-curricular relationships: Mathematics

Aids: Cue cards with dates (created by instructor)

Time allowed: 15 minutes

- The blackboard shows capital Roman numerals (I, V, X, M...).
- The students are asked what number is represented by the letter V: "What number is represented by V /vi:/?" The students know this material from earlier years of study at home; they therefore give the instructor the correct answers.
- Together, we will solve some calendar years on the blackboard, the instructor or student will spell out the date, and the other students will guess the year.
- Students form groups of three or four; each group will receive a set of cards (at least two years will be prepared for each group member).
- Everyone in the group dictates his/her number, the others trying to write it down and to solve it: "(Martin), spell your number, please. Everyone else, please, write it down."
- The students take turns until they solve all the numbers: "Take turns until you solve all the numbers." Meanwhile they collect points and the best group is rewarded. To verify the correct answers, the correct solutions are written on the back of the cards.

Classroom language:

"What number is represented by V /vi:/?" How much is V?
(Martin), spell your number, please. (Martine), hláskuj své číslo, prosím.
Everyone else please write it down. Ostatní ho, prosím, zapište.
Take turns until you solve all the numbers Střídejte se, dokud nevyřešíte všechna čísla.

Alternative:
Using this method, groups may also compete for the best “dater.” This activity may be modified to be played like Bingo.
**Historical terms**

**Recommended grade:** 6.

**Object of activity:** Definition of basic historical terms

**Target language:** museum, archive, exhibition, historian, archaeologist, history, archiva document

**Aids:** Worksheet for all groups

**Time allowed:** 15 minutes

- The class is divided into several groups (groups of three suffice).
- Each group receives a worksheet in which it tries to match terms and correct definitions.
- The groups then mutually check the answers. One student reads the definition, the other fills in the term, or vice-versa. Students always come from different groups.
- After answers have been checked, groups can try to think up definitions of terms in their own words.

**Classroom language:**

*Match word and definition.*

(Peter), read definition number one.

(Tomáš), what is it?

*Now the other way round.*

Correct answers:

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSEUM</td>
<td>A BUILDING FOR THE PRESERVATION OF COLLECTIONS AND EXHIBITS</td>
</tr>
<tr>
<td>ARCHIVE</td>
<td>A PLACE FOR PRESERVATION OF WRITTEN HERITAGE</td>
</tr>
<tr>
<td>EXHIBITION</td>
<td>A PUBLICLY ACCESSIBLE PLACE WHERE VISITORS CAN SEE OBJECTS ON DISPLAY</td>
</tr>
<tr>
<td>HISTORIAN</td>
<td>SOMEONE WHO EXPLORES THE PAST</td>
</tr>
<tr>
<td>ARCHAEOLOGIST</td>
<td>SOMEONE WHO EXCAVATES ANCIENT RELICS</td>
</tr>
<tr>
<td>HISTORY</td>
<td>EVERYTHING THAT HAS HAPPENED</td>
</tr>
<tr>
<td>ARCHIVAL DOCUMENT</td>
<td>WRITTEN MEMORIES</td>
</tr>
</tbody>
</table>
Egypt
Recommended grade: 6.
Purpose of activity: Remembering basic terms of ancient Egypt
Target language: Pyramid, pharaoh, River Nile, mummy, slave, papyrus, hieroglyph
Aids: Cue cards with words, cue cards with pictures
Time allowed: 15 minutes

- We divide the students into seven groups; each group will receive a set of cards with words (if they do not understand the words, they will also receive pictures).
- They will match words and pictures. We will check them.
- Each group will prepare an explanation of words using pantomimes.
- After five minutes or after we have ascertained that the groups have finished their tasks, we draw one word for each group that the group demonstrates.
- The other groups guess the words and collect points by guessing correctly. When guessing, we check the pronunciation of the guessed words and correct it as necessary.

Classroom language:
Match a word and a picture. Přiřaďte slovo k obrázku.
Prepare to explain the words. Use pantomime. Připravte se na vysvětlení slov.
Mime your word. Předveděte své slovo.
What is it? Does anyone know? Co to je? Víte to někdo?
Ancient oriental states

Recommended grade: 6.

Purpose of activity: Finding one’s bearings on a map of ancient oriental states, determination of global sides

Target language: Points of the compass – south, west, north, east; names of the continents – Europe, Asia, Africa

Cross-curricular relationships: Geography

Aids: board, historical atlases in pairs, cards showing states, glue stick, blind map

Time allowed: 20 minutes

- Students will draw in the global sides on the compass rose drawn on the board.
- We distribute to the students cards with the names of ancient oriental states (Egypt, China, India, Rome, Phoenicia, Israel, Palestine).
- On a large blind map on the board students progressively glue their card where they think the state was probably located. Before doing so, students may consult an atlas; but available to two them at a time.
- When placing a card on the map, we ask: "Where is Egypt located? / Where does Egypt lie?" The student who glued on the card, answers: "Egypt is located/ lies in North Africa."
- In the second round, a card will be given to those who have not yet received one. This time, the geographical location is written on the cards, e.g. southern Europe, north-east Asia, etc. The cards are again glued on the map located on the board (previous cards may be removed or, if desired and if the class is skilful, left in place, which will make the task easier.
- The designated student or instructor again asks: "Which country is located/ lies in North Africa?" The designated student answers: "Egypt is located/ lies in North Africa."

Classroom language:

Which direction is north, south, west and east? Kde je sever, jih, západ a východ?

Glue your card in the right place on the map. Nalep svou kartičku na správné místo na mapě.

Check it in the atlas. Zkontrolujte v atlase.

Where is (China) located/situated? Kde leží (Čína)?

Where does (China) lie? Které země leží v severní Africe?

What countries are located/ situated/ lie in North Africa? Které země leží v severní Africe?

Supplementary exercise:
Each student receives an A4 copy of a blind global map. According to dictation, he/she draws or outlines the region on the map, e.g. North Africa, West Asia, South-east Asia, Southern Europe, Egypt, Palestine, Southern Asia, or China.
Ancient figures
Recommended grade: 6.
Purpose of activity: Matching selected ancient figures with their occupation, or to explain, if necessary, what they were famous for.
Target language: Emperor, poet, poetess, god, goddess, soldier, founder, monarch, slave, builder, scientist, architect; simple past tense.
Cross-curricular relationships: Civics
Aids: Labelled cards, coloured cards placed on a wall including occupation, cards with names and supplementary information, blackboard, chalk, paper ball
Time allowed: 20 minutes

- Glued throughout the classroom are larger cards with names of occupations in English.
- Students receive a slip with the name of an ancient figure and try to find the corresponding occupation. If they find the card with the occupation, they step next to it.
- Each student should receive a card; figures may be added to as desired. A larger numbers of occupations is not necessary; figures additional to already existing ones can be added.

Note: Cards can be distributed according to student ability and skill.

- In the middle of the classroom are two piles. One contains verbs in the infinitive and the other contains supplementary information about the figure. Each student finds his/her word and supplementary information (in the case of occupations where there is more than one figure, one corresponding verb is sufficient).
- We ask individual students: "What's your person's name? What did she/he do at that time?" Using the cards and information found, the students relate and the class checks if the relation is correct.
- Finally, all the names reviewed can be written on the blackboard or the cards may be placed on it. The student comes to within three metres of the blackboard and using a piece of chalk or a paper ball, tries to hit a name. If he/she is successful, he/she repeats the information that he/she learned in the assembly during the presentation.

Classroom language:
Find the occupation of your person. Najdi povolání své osoby.
Remain standing by the occupation card. Zůstaň stát u kartičky s povoláním.
There are two piles in the centre of the classroom. Ve středu třídy jsou dvě hromádky.
Find the answer to the question: Najdi odpověď na otázku:
What did my person do at that time? Co má osoba tenkrát dělala?
Listen and check your answers. Poslouchej a kontroluj své odpovědi.
Throw the chalk/paper ball and relate what you remember about the person. Hoď křídou/papírovou kouli a řekni, co si o dané osobě pamatuješ.
**Craftsmen and trades**

**Recommended grade:** 7.

**Purpose of activity:** Description of what each craftsman does

**Target language:** Crafts and associated verbs; formulation of questions

**Cross-curricular relationships:** Civics

**Aids:** worksheet

**Time allowed:** 15 minutes

- Students receive a worksheet on which they individually attempt to match the craft with its characteristics.
- Together we check the results.
- A student will then ask: "Who am I?" The others create questions using the worksheet, e.g.: "Do you make bread, buns and cakes?" The student questioned answers: "Yes, I do. / No, I don't." If the inquirer guesses, he/she asks: "Are you a baker?" In more skilful classes, students may try to think up a supplementary question.
- The students shall take as many turns, as there are prepared occupations.

**Classroom language:**

*Match an occupation to the correct definition.*

- Students check their answers.
- We check your answers.
- Who is…?
- Who am I?
- Yes, I am / No, I'm not.

**Correct answers:**

- A blacksmith... makes horseshoes, works with a fire.
- A baker... makes bread, buns and cakes.
- A butcher... makes sausages, sells meat.
- A shoemaker (a cobbler)... makes shoes, repairs shoes.
- A tailor... sews trousers, shirts and coats.
- An executioner... punishes convicted people.
- An armourer... makes armour.
- A gingerbread woman... bakes sweet gingerbread.
- A miller... mills flour for people.
- A wheeler... makes and repairs carriage wheels.
Journeys of discovery

Recommended grade: 7.

Purpose of activity: Ability to find one’s bearing on a world map and to describe the discoverers’ voyages

Target language: Adverbs where, where; prepositions to, around, across

Cross-curricular relationships: Geography

Aids: Worksheet, map of the world, blackboard

Time allowed: 15–20 minutes

- Students divide into small groups of three or four; each student in the group receives a worksheet.
- Together they complete the assigned task, matching individual figures and their discoveries or successes.
- Students mark in individual voyages of discovery in the worksheet and add the objectives of the voyages.
- On the blackboard are words, which the students should use when describing the voyages (from, to, around, across).
- Two students from each group present their results at the blackboard using a large map. One reads, and the other points out. Each group shows two voyages, e.g.: "Christopher Columbus sailed from Spain across the Atlantic ocean to America. Vasco da Gama sailed around Africa to India."

Classroom language:

**Match the person and his discovery.**

**Mark voyages on the map and write down the name of the destination.**

(Honza), describe two voyages, and (Jana), show them on the map…

Correct answers: 1e, 2f, 3c, 4d, 5a, 6b
Czech rulers
Recommended grade: 7.
Purpose of the activity: Chronological arrangement of Czech rulers
Target language: Serial numbers, dates; past tense of the verb reign
Cross-curricular relationships: Mathematics
Aids: cards, ball
Time allowed: 10 minutes

- Each student will receive a card with either the date (period in which the given ruler reigned), or the name of the ruler.
- The students try to pair the date and the ruler as fast as possible.
- When the pairs have been created, students shall read the information on their cards; in this way we ensure that the pairs are correct.
- The students toss a ball among themselves. The pair which catches it will read the information it have on the cards once again.
- The student from the pair with the name of the ruler on the card stands in front of the blackboard on an imaginary date line, holding the card with the name in front of him/her.
- The next pair must stand so that the logic of the date line is maintained.
- After all pairs have taken turns, we once again read the information about the rulers checking if we are all standing in the correct place. Each person will speaks the name of the ruler and the period of his reign. For example: "Přemysl Otakar I reigned from eleven hundred ninety seven to twelve hundred thirty."

Classroom language:
Match the monarch to the era.  
Přiřaďte panovníka k letopočtu.
Please read the cards.  
Prosím, přečtěte kartičky.
Throw and catch the ball.  
Házej a chyť si míček.
Come to the blackboard if you have the name of a monarch.  
Pojď k tabuli, pokud máš jméno panovníka.
Stand in the right place on the date line.  
Stoupni si správně na časovou přímku.

St./Saint Wenceslaus  
Sv./Svatý Václav
John of Luxembourg  
Jan Lucemburský
Charles IV (the Fourth)  
Karel IV. (Čtvrtý)
Vladislav Jagiello  
Vladislav Jagellonský
Ferdinand I of Habsburg  
Ferdinand I. (První) Habsburský
Přemysl Otakar I reigned from eleven hundred ninety seven to twelve hundred thirty.  
Přemysl Otakar I. vládl od 1197 do 1230
thirteen hundred and five/thirteen o five 1305  (tisíci tři sta pět)
Society pyramid
Recommended grade: 7.
Purpose of activity: Description of individual society pyramid levels
Target language: King, the Church, aristocracy, craftsmen, peasants, the poor
Cross-curricular relationships: Civics
Aids: Cards with concepts, blackboard, desks and chairs
Time allowed: 15 minutes

- On the blackboard we write the terms: King, the Church (cirkev), the aristocracy (šlechta), craftsmen (řemeslníci), peasants (rolníci), the poor (chudina).
- We read each word and demonstrate the meaning of the word using pantomime, e.g. king – well-being of the people; the church – prayer; nobility – rides on horseback waving a sword; craftsmen – mending shoes, forging horseshoes, turning on a cup on a potter’s wheel,…; peasants – sowing grain; the poor – begging.
- Students draw cards and divide tasks.
- We ask them to walk around the classroom and to mimic the meaning of the word on the card. They divide themselves accordingly into six groups or social classes.
- Each group has four minutes to think out two sentences about their social class.
- We then ask the class to create a social pyramid of all its members. (We do not need to advise them, but it is possible to proceed as follows. The King stands on a desk, the church kneels on a desk, the nobility sits on a desk, the craftsmen stand in front of a desk, the peasants kneel in front a desk, the poor lie in front of a desk).
- We let individual classes speak their prepared sentences; all members of the group speaking at once.

Classroom language:
Walk around the classroom and mimic your word.     Procházejte se po třídě a předvádějte své slovo.
Make six groups.       Vytvořte šest skupin.
Think out two sentences which will characterise your group. Vymyslete dvě věty, které budou charakterizovat vaši skupinu.
Build a social pyramid. Postavte společenskou pyramidu.
All members of a social class will speak the two sentences together. Všichni členové jednotlivých vrstev řeknou najednou své dvě věty.
Thirty years' war – military guard

Recommended grade: 7.–8.

Purpose of activity: Acting out a scene from the period of the thirty years' war, fill in appropriate terms in the scenario

Target language: King, cardinal, army commander, emperor, messenger, guard

Aids: cards with parts played, worksheet with scenario, blackboard

Time allowed: 15 minutes

- We write the following information into three columns on the blackboard:

<table>
<thead>
<tr>
<th>Personality</th>
<th>Rank</th>
<th>Country</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gustav II Adolf</td>
<td>army commander</td>
<td>Lands of the Bohemian Crown</td>
</tr>
<tr>
<td>Christian IV</td>
<td>king</td>
<td>Sweden</td>
</tr>
<tr>
<td>Louis XIV</td>
<td>king</td>
<td>France</td>
</tr>
<tr>
<td>Johann Tilly</td>
<td>army commander</td>
<td>Holy Roman Empire</td>
</tr>
<tr>
<td>Albrecht von Wallenstein</td>
<td>army commander</td>
<td>Holy Roman Empire</td>
</tr>
<tr>
<td>Richelieu</td>
<td>cardinal</td>
<td>France</td>
</tr>
<tr>
<td>Ferdinand II</td>
<td>emperor</td>
<td>Holy Roman Empire</td>
</tr>
<tr>
<td>Frederick V of the Palatinate</td>
<td>king</td>
<td>Bohemia</td>
</tr>
</tbody>
</table>

- Students match the name of the person with the correct rank and country, in which they reigned.
- Together we repeat who were allies and who were enemies in the war.
- The students then act out a short scenario according to a pre-written worksheet, which has two versions.
- An individual, a pair, or a group draws a role card.
- If they make a mistake and join the enemy, they are captured. If they say everything correctly, the guard lets them pass.
- We count the points to determine whether the actors playing guards or those playing soldiers/messengers won.

Classroom language:

Match a person to a rank and a country. Spojte osobu s hodností a zemí.
Perform a sketch based on the scenario. Sehrajte scénku podle scénáře.
Frederick V of the Palatinate. Fridrich V Falcký
Elector Palatine. Kurfiřt falcký
Holy Roman Empire. Svatá říše římská
Lands of the Bohemian Crown. Země Koruny české

Correct answers:

<table>
<thead>
<tr>
<th>Person</th>
<th>Rank</th>
<th>Country</th>
</tr>
</thead>
<tbody>
<tr>
<td>Christian IV</td>
<td>King</td>
<td>Denmark + Norway</td>
</tr>
<tr>
<td>Richelieu</td>
<td>cardinal</td>
<td>France</td>
</tr>
<tr>
<td>Gustav II Adolf</td>
<td>King</td>
<td>Sweden</td>
</tr>
<tr>
<td>Albrecht von Wallenstein</td>
<td>army commander</td>
<td>Holy Roman Empire</td>
</tr>
<tr>
<td>Frederick V of the Palatinate</td>
<td>Elector Palatine, King of Bohemia</td>
<td>Lands of the Bohemian Crown</td>
</tr>
<tr>
<td>Ferdinand II</td>
<td>Emperor</td>
<td>Holy Roman Empire</td>
</tr>
<tr>
<td>Louis XIV</td>
<td>King</td>
<td>France</td>
</tr>
<tr>
<td>Johann Tilly</td>
<td>Army commander</td>
<td>Holy Roman Empire</td>
</tr>
</tbody>
</table>
Middle ages x classicism
Recommended grade: 8.

Purpose of activity: Locating architectural concepts of a region in the correct period

Target language: Vocabulary relating to a village or a town

Aids: Large-format paper, thick markers, passwords on cards

Time allowed: 20 minutes

- We hang two large-format pieces of paper sufficiently distant from one another in the classroom
- On the first is the password (THE MIDDLE AGES), on the other (CLASSICISM).
- We distribute cards with concepts to the students who then match them with the correct period.
- After creating two groups, the Middle Ages and Classicism, and after checking the results, the students make a collage from the information on the cards, illustrating life in the Middle Ages and during Classicism.
- Students will agree group-wise what else they would like to add to their collage (structure, city area, memorial site, etc.).
- Groups will explain their pictures in simplified terms using the original passwords.
- During description they show both the picture and the password.

Classroom language:
Go either to the Middle Ages or to Classicism. Běž ke středověku, nebo klasicismu.
Make a collage. Vytvořte koláž.
What else is missing from the picture? Co na obrázku ještě chybí?
Describe your collage. Popište svou koláž.
Creation of the USA – pexeso (mix and match cards)
Recommended grade: 8.
Purpose of the activity: Repetition of information concerning the creation of the USA
Target language: Historical concepts from 18th century American history
Aids: Cards with historical terms, blackboard
Time allowed: 25 minutes

- Two students will play the game of pexeso; the rest of the class represents individual game “cards.”
- Each student (except for two players) receives a card with historical concepts; which together form logical pairs, e.g. George Washington – the first American president.
- Players follow regular rules of the game of pexeso, i.e. they call on individual students who are standing (always two; if they discover the correct pair, they can call the next pair).
- The player receives a point for every discovered pair. Points are recorded on the blackboard (either by the odd student or the instructor). Correctly identified pairs of students sit down for ease of overview.
- The player must report the discovered pair. If he/she reports the wrong pair, he/she loses a point.
- On completion of the game, the pair of students with connectable concepts are joined. Their task is then the provision of additional information (the odd student joins a pair of students to form a triad).
- The concrete conceptual pair must adapt to the concretely covered material, the linguistic abilities of the students and last but not least, to the number of students actually present in the classroom.

Suggestion for conceptual pairs of 20 students – correct answers:
the first president of America = George Washington
the second President of America = John Adams
the main author of the Declaration of Independence = Thomas Jefferson
the year of the Boston Tea Party = 1773
American Independence Day = 4 July 1776
the American Parliament = Congress
a battle site in the War of Independence = Yorktown
a general in the American Revolutionary War = de La Fayette
a body of the American Congress = Senate
the British King = George III
Napoleon
Recommended grade: 8.
Purpose of activity: Creation of a table of battles, dates and countries
Target language: Dates, names of countries; battle, fight, take place/occur
Aids: Cards with concepts, historical atlas for the 8th grade, dice, blackboard, paper or exercise book
Time allowed: 15 minutes

- Students draw cards with names of battles, their locations, and dates. They form a triad. We allow them to use an historical atlas.
- We draw a table on the blackboard to illustrate how students will progressively fill in information concerning battles (see formed triads).
- After the creation of the table, we ask individual students or let them consult among themselves.
- The students meanwhile cast a dice. The number on the dice determines how they should ask. The questions are written on the blackboard:
  1, 4 When did the battle of ............... take place?
  2, 5 In what country did the battle of ............... take place?
  3, 6 What battle took place on ............... in ...............? (date)

Classroom language:
Complete the table with correct data.
You can use the atlas.
When did the battle of ............... take place?
In what country did the battle of ......... take place?
What battle took place on ......... in .........?
Throw the die.

Correct answers:

<table>
<thead>
<tr>
<th>year</th>
<th>battle of</th>
<th>Country</th>
</tr>
</thead>
<tbody>
<tr>
<td>1798</td>
<td>Aboukir</td>
<td>Egypt</td>
</tr>
<tr>
<td>1800</td>
<td>Marengo</td>
<td>Italy</td>
</tr>
<tr>
<td>1805</td>
<td>Trafalgar</td>
<td>Spain</td>
</tr>
<tr>
<td>1805</td>
<td>Slavkov (Austerlitz)</td>
<td>Moravia</td>
</tr>
<tr>
<td>1809</td>
<td>Saragosa</td>
<td>Spain</td>
</tr>
<tr>
<td>1809</td>
<td>Wagram</td>
<td>Austria</td>
</tr>
<tr>
<td>1812</td>
<td>Borodino</td>
<td>Russia</td>
</tr>
<tr>
<td>1815</td>
<td>Waterloo</td>
<td>Belgium</td>
</tr>
</tbody>
</table>
Labourer x bourgeois
Recommended grade level: 8.
Purpose of the activity: to assess the difference in the life of a labourer and bourgeois
Target language: worker, bourgeois and word associations on cards
Aids: Large-format paper with headings (posters), glue, cards with catchphrases
Amount of time: 20 minutes

- We hang four posters which we have made ourselves in the classroom.
- The word (WORKER) is written on two of them, and the word (BOURGEOIS) on the other two.
- We divide cards with passwords among the students and ask them to stand under the poster to which they would belong according to the password.
- The students paste their passwords on the poster under the big WORKER or BOURGEOIS legend
- Together, we then read all passwords and decide whether or not they are correctly arranged.
- The group students create a personal daily plan for themselves according to the passwords and then present it to the others.

Classroom language:
Glue your password on the correct poster. Nalep své heslo na správný plakát.
Read your phrase. Is it correct? Přečti svou frázi. Je to správně?
Draw up a daily schedule for yourself. Vytvořte pro sebe denní rozvrh.
Please read your schedule. Prosím, přečti svůj rozvrh.
Family tree of Peter I the Great

Recommended grade: 8.

Purpose of activity: Selection of the correct information from the text, drawing up of the Romanov family tree

Target language: Dates

Aids: Worksheet, cards with names of the Czars and dates, blackboard glue, blackboard

Time allowed: 20 minutes

- Students work in pairs.
- Distribute worksheets. Using the information from text provided, students fill in the names into the family tree of Peter I the Great
- When pairs have completed the family tree, we give to each pair a card with the name.
- The blackboard shows a skeleton family tree as on the worksheet, i.e. only periods of rule, without names. We ask the question: "Who reigned...?"
- Those students who have the corresponding name then glue their card on the blackboard into the skeleton family tree.

Classroom language:

Read the text and complete the family tree. Přečtěte si text a doplňte rodokmen.
Who reigned? Kdo vládl?
When did (Peter) reign? Kdy vládl Petr?
Glue the name into the correct place. Přilep jméno na správné místo.

Correct answers:

Michail Fjodorovič Romanov
Alexej Michajlovič
Fjodor III Alexejevič – Sofie Alexejevna – Peter I Alexejevič – Ivan V Alexejevič
Jevdokija Lopuchina – Catherine I
Alexej Petrovič
Peter II Alexejevič
English Queens II
Recommended grade: 8.
Purpose of activity: Filling into the text of missing information
Target language: Creation of question in simple past tense
Aids: Worksheet with text
Time allowed: 15–20 minutes

- Divide students into pairs.
- Each pair will receive a text with the missing information, every pair having a different piece of missing information.
- Students ask each other questions to find the missing information to be able to fill it into the text.
- They must not copy from their neighbours.
- Lastly, the class reads the text and the questions, which also serves to check them.

Classroom language:
Ask questions to fill in the text. Tvoř otázky, abys doplnil/a text.
You must not look at your neighbour’s text. Nesmíš koukat do textu sousedovi.
Take turns. Střídejte se.

Original text:
ENGLISH
Queen Elizabeth I was born on the 7th of September in 1533. She came from the family of the Tudors. Her father Henry VIII had Elizabeth’s mother Anna Boleyn executed. Although she had a lot of suitors, Elizabeth never married. She supported the Protestant Church and defeated the Spanish Armada. Elizabeth became mistress of the world’s seas with the help of Francis Drake. She spoke five languages, English, French, Latin, Italian, and Greek. She was the most highly educated woman of her time. During Elizabeth’s reign the theatre grew in popularity and so William Shakespeare could write plays. She reigned for 44 years and died on the 24th of March in 1603.

More about the life and times of Elizabeth I in English is available on http://www.elizabethi.org/uk/.

Queen Victoria was born on the 24th of May in 1819. She was Queen of England, but also the first Empress of India. She reigned for nearly 64 years, the longest reign of any English monarch. Victoria and her husband Albert had 9 children and 43 grandchildren. She spoke English, French, and German. She met her husband when she was 17. He was her cousin. She loved Ireland and liked going there. Victoria sent food when a famine broke out in Ireland. In 1861 her husband died, and she wore mourning until the end of her life. She did not enjoy going out. Queen Victoria died on the 22nd of January in 1901.

Saturday afternoon
Recommended grade: 9.
Purpose of activity: Selected information from the text (prohibitions for Jewish inhabitants) should be applied into students' notes
Target language: the verb "must not"
Aids: Text with instructions, paper, pencil
Time allowed: 20 minutes

- We present the following scenario: "Imagine that is a beautiful summer Saturday afternoon. You are free. What are you going to do?"
- The students write their suggestions on a sheet of paper.
- We hand out text with "implementation of regulations" to each pair of students and they read it.
- Everything listed as prohibited in the text must also be crossed out in their list.
- Lastly, individual students read aloud what was left over, or if necessary, they consult the class about any activity, which is not clear.

Classroom language:
Imagine that it is a nice summer Saturday afternoon.
You are a tree. What are you going to do?
Write down your ideas.
Read the text.
Cross out everything on your list which is forbidden.
What is left?

Představ si, že je pěkné letní Saturday afternoon.
You are free. What are you going to do?
Napiš své návrhy.
Přečti si text.
Vyškrtej ze svého seznamu vše, co je zakázáno.
Co ti zbylo?
August 1968
Recommended grade: 9.
Purpose of activity: Completion of an interview between a reporter and a Russian soldier.
Target language: Creation of questions based on given answers
Aids: Worksheet
Time allowed: 15–20 minutes

We distribute a worksheet to the students.
We ask them to try to fill in interview questions based on the answers.
They then perform the interview in pairs. One of each pair is the questioner and the other is the Russian soldier. Which is which can be decided using the game “paper, rock, scissors.”
When checking the answers, several alternatives may be accepted and we accordingly allow the students to read out all their suggested replies to individual questions.

Classroom language:
Write questions to fit the answers. Doplňte otázky k odpovědí.
Conduct an interview. Udělejte rozhovor.
One is the interviewer and the other one is the interviewee, i.e. the Russian soldier. Jeden je tazatel a ten druhý je dotazovaný, tj. ruský voják.

Sample questions:
- What did the towns look like? Did you see any graffiti?
- Did you experience any violence? Did any of your friends or colleagues die?
- How did the Czechoslovak people behave? Did you talk to the people in the streets?
- What kind of orders did you have regarding Czechoslovaks? Were you afraid of anything the people might do?
- How did you behave towards the people in Czechoslovakia? Were you rude to them?
- For how long did you stay in Czechoslovakia? Did all the soldiers leave on time?

English text:
R = interviewer, AP = Anatolij Perec

R: ……………………………………………………………………………………………………………………………?
AP: On the walls were inscriptions such as "Dubcek – our Lenin", or "Russians go, our children are afraid of you". Underneath them, for instance, was a picture of a Russian military boot preparing to stamp on a child.

R: ……………………………………………………………………………………………………………………………?
AP: I was angry. They killed my friend. He just put his head out of the carrier to have a look, at that was the end of him. I asked – why? I mean, he never did any harm to anyone and so I took out my machine gun and began firing. The others had to tear it away from me.

R: ……………………………………………………………………………………………………………………………?
AP: Most people just complained. Young people blamed us for letting ourselves be brainwashed by agitators and we complained that we would serve our time and then return home to the factories and the collective farms. We are not anyone’s enemies.

R: ...........................................................................................................?
AP: We were not supposed to take anything from the inhabitants. It often happened that people would give us rotten meat. Failure to obey orders was met by a bullet.

R: ...........................................................................................................?
AP: Not us. It was the Germans who behaved like the masters. They drew, for example, a circle around themselves on the street, stood in it, and played the accordion. They shot anyone who tried to enter the circle.

R: ...........................................................................................................?
AP: I was here for one year and eight months; then things settled down and I went home, but our soldiers stayed.

Note: This interview was with Anatolij Perc a Russian solidier and participant in the invasion in 1968, publicized by the Kiev daily "Fakta a komentáře" (Facts and commentary) in 2002.

Alternative:
We prepare our alternative of the interview (we can write more than one question to each answer). We separate it into individual questions and answers, hand them to the students at random and let them create answer-and-question pairs or if necessary, collect answers pertaining to specific questions.
News from outer space
Recommended grade : 9.
Purpose of activity: Production of a complete news report of an outer space broadcast
Target language: Fill the correct information into the text
Aids: Incomplete news reports, cards with passwords and dates
Time allowed: 15 minutes

- We hand out passages from “outer space broadcasts” to individuals or pairs. Due to “bad communication” with the Earth, important information is missing from these sentences.
- We place cards with missing passwords into a visible area of the classroom.
- The students must select the correct information and add it into their reports.
- After the news reports have been compiled, the class tries to arrange the reports in the chronological order of their occurrence and to create a complete outer space news report.
- Individual students arrange themselves in a straight line and the entire broadcast is finally read and checked.

Classroom language:
Find the missing data and complete the sentence.
Assemble a news report to broadcast it.
The news has to be in chronological order.

Correct answers:

4 October 1957 – The Soviet Union sent the first artificial satellite Sputnik 1 into space, a month later Sputnik 2 was launched with a dog called Lajka on board.


12 September 1959 – The Soviet probe Luna 2 reached the Moon, a month later Luna 3 took photographs of the dark side of the Moon.

12 April 1967 – A Soviet astronaut, Jurij Gagarin, was the first man who went into space in the spacecraft Vostok 1.

20 February 1962 – John Glenn was the first American in orbit.

16 June 1963 – A Russian woman Valentina Těreškovova was the first woman in space.

18 March 1965 – A Soviet astronaut, Leonov, walked in outer space for ten minutes.

15 December 1965 – The first space meeting in history – American spacecrafts Gemini 7 and Gemini 6A.
20 July 1969 – Neil Armstrong and Edwin Aldrin from Apollo 11 entered history as the first people on the Moon.

15 December 1970 – Veněra 7 softly landed on Venus. It was the first successful landing on another planet.

17 July 1975 – American and Soviet spacecrafts, Apollo and Soyuz, communicated in space.

2 March 1978 – The first man who did not originate from the U.S.A. or the Soviet Union was launched into space was Vladimír Remek from Czechoslovakia.

12 April 1981 – The first flight of the space shuttle Columbia.

28 January 1986 – The space shuttle Challenger exploded only 73 seconds after takeoff. All seven crew members perished.


28 April 2001 – An American millionaire, Dennis Tito, became the first space tourist and was launched into space on board a Russian spacecraft.
Political trials of the nineteen-fifties

Recommended grade: 9.

Purpose of activity: Description of the picture according to the information given, assembly of a puzzle

Target language: Work with text, description of a picture

Aids: A4 paper, glue, scissors and envelopes or bags, picture and text, enlarged picture on a blackboard

Time allowed: 20 minutes

- We glue the text on one side of the A4 paper and on the other a character portrait (instructor provides himself/herself) and cut between lines. We insert them into an envelope or bag. In this way we prepare as many puzzles as there are groups.
- We distribute the cut up biography of M. Horakova to small groups (we can also use the biographies of H. Pika, R. Slansky, (see below), but they must be prepared by the period as a text about M. Horakova).
- The group must compose the text.
- By turning individual sections with text, the students can check accuracy if the composite picture appears connected with the given figure and is glued on the opposite side.
- We glue the identical, but magnified picture on the blackboard.
- The students then describe the picture in their own words and represent the person on the basis of acquired information.

Classroom language:

Put the cut up text back together.  
Složte rozstříhaný text.

Turn the pieces with the text over.  
Obráťte díly s textem.

Describe the picture and speak about the person.  
Popište obrázek a mluvte o dané osobě.

Heliodor Píka

Heliodor Píka was born on 3 July 1897 in Štítna near Opava, to a family of wheelwrights. In 1915 he graduated from a Czech grammar school in Opava and wanted to study pharmacy, but had to join the army. A year later (1916) he left for the Galician front, where, in the same year, he was captured by Russian troops and joined the Czechoslovak legions. He remained in Russia until 1917 until T. G. Masaryk ordered him to leave for the Western Front. Because of his medical experience, he worked with medics on the French front. He fought with other soldiers in the Champagne. On 9 January 1919, he returned as a lieutenant to the newly formed Czechoslovakia. He fought against the Polish army in Těšínsko. In 1921 he married Marie Sehnalová, and a year later they had a son, Milan. His military career was rising. He graduated from the Paris Military Academy, became military attaché in Bucharest, and until 1937 worked at the Ministry of Defence. After the occupation of Czechoslovakia by Germany, he fled to London and worked for Jan Masaryk. During the 2nd World War he was in Istanbul as ambassador. General L. Svoboda asked him to become military attaché in Moscow, but after some time he warned Edvard Beneš that the USSR did not have good intentions towards Czechoslovakia. After 1948 he was arrested, accused of treason, and in a trumped-up trial sentenced to death by hanging. He was executed on 21 June 1949 in the Plzeň Bory prison yard. His execution was the first politically motivated judicial murder in socialist Czechoslovakia.
Rudolf Slánský

Rudolf Slansky was born on 31 July 1901 in Nezvěstice near Plzeň. He graduated from a grammar school in Plzeň. Immediately after the end of World War I he left for Prague where he began associating with left-wing intellectuals. In 1921 he joined the new Communist Party, quickly climbing through the party's ranks. In 1935 he was elected to the Czechoslovak National Assembly. After the annexation of the Sudetenland he immediately fled, because as a Jew he was not safe. He went to Moscow. Only his brother survived the concentration camps. In Moscow he worked for the Czechoslovak broadcasting service of Moscow Radio. He also encountered the brutality of the communists. His daughter was kidnapped and he never saw her again. During the Slovak national conspiracy he was taken to Slovakia as a communist delegate. After the war he became the general secretary of the Communist Party and worked there up until 1951. He was the most powerful man of the party in 1946 in succession to Klement Gottwald. On 23 November 1951 he was arrested and taken to Ruzyně prison. In a trumped-up trial, he and other senior officials of the party were hanged at Pankrác prison on 3 December 1952. They were cremated in January 1953 and their ashes scattered somewhere north of Prague.
US Presidents in the 20th century
Recommended grade: 9.
Purpose of activity: Chronological arrangement of American presidents in the 20th century
Target language: Creation of pictures
Aids: Red, blue, and yellow cards (which we copy onto coloured paper) with names and information
Time allowed: 15 minutes

- We distribute two types of card to the students. The red ones carry the name of a president, the blue ones is his trait.
- Students walk about the classroom and using questions try to find a partner to form a pair.
- When they have formed a pair, they chose from the pile of yellow cards, kept by the instructor, the term of office the president.
- They then progressively read out information about their president.
- The pair then continues, which follows after the period of office of the preceding president.

Classroom language:
Find your partner. Najdi svého partnera/svou partnerku.
Ask questions to find your partner. Ptej se, abys našel/a partnera/ku.
What’s your president’s name? Jak se jmenuje tvůj prezident?
What characterises the president? Co charakterizuje tohoto prezidenta?
Search for the period when the president was in office. Hledejte dobu úřadování prezidenta.
Speak about your president. Vyprávějte o svém prezidentovi.
Put the presidents in chronological order. Vytvořte chronologickou řadu prezidentů.
Letter from the front
Recommended grade: 9.
Purpose of activity: Writing a short letter from the front and the selection of correct information
Target language: See worksheet and cards
Aids: Worksheets, cards with roles
Time allowed: 15 minutes

- We let the students draw their roles.
- They will represent a Russian, American, English, German, or Czech soldier during the first World War.
- Students select from the worksheet information and data, which fit the roles which they drew.
- They will write a short greeting to their relatives at home from the front based on this information.
- We collect the cards and re-issue them.
- The students read their card and evaluate their factual correctness.

Classroom language:
Choose a card with a role.
Select the information that fits your role.
Write down a short greeting from the front line.
Check and read the greeting.

Correct answer:

<table>
<thead>
<tr>
<th>American</th>
<th>Englishman</th>
<th>Russian</th>
<th>German</th>
<th>Czech</th>
</tr>
</thead>
<tbody>
<tr>
<td>Normandy boat crossing of La Manche 1944 June Omaha beach a lot of friends were killed on the beach we gradually liberate France</td>
<td>we will protect London</td>
<td>we will protect London</td>
<td>July 1943</td>
<td>F. Paulus leads</td>
</tr>
<tr>
<td></td>
<td>aeroplane Mustang RAF units</td>
<td>aeroplane Mustang</td>
<td>at Kursk</td>
<td>December 1942</td>
</tr>
<tr>
<td></td>
<td>August 1940</td>
<td>August 1940</td>
<td>general Žukov</td>
<td>3, 600 tanks</td>
</tr>
<tr>
<td></td>
<td>aerial combat with Messerschmitts</td>
<td>aerial combat with Messerschmitts</td>
<td>despite heavy losses we are winning</td>
<td>our tank was hit</td>
</tr>
</tbody>
</table>
Normandy
Recommended grade: 9.
Purpose of activity: Answering questions about the Normandy landings
Target language: Creation of questions
Aids: Worksheet
Time allowed: 15 minutes

- Distribute a worksheet with questions to the students.
- We ask them to walk around the classroom and find the answers to the questions in the worksheet from other students.
- They will approach a fellow student and ask a question. If the student doesn’t know the answer to the question, they move on. If he/she knows it, that student must sign off on the question.
- Each fellow-student may only be asked two questions.
- The student who has all the questions signed first, wins.
- Afterwards the students resume their places and answer their questions. The students who signed off on the question will answer.

Classroom language:
Ask your classmate one question from the worksheet.
If he/she doesn’t know the answer, ask someone else.
If he/she knows the answer, let him/her sign it.
You can only ask the same person twice.
When you have signatures for all the questions, put your hand up.

Correct answers:
1. In France,
2. Beaches in Normandy,
3. 6 June 1944,
4. U.S.A., Great Britain, Canada,
5. D. Eisenhower,
6. Saving Private Ryan,
7. The President of the U.S.A.,
8. "D Day"
9. Across the English Channel by boats,
11. The Prime Minister of Great Britain,
12. November 1943
Archaeologists excavated...

Recommended grade: 6.

Purpose of activity: Learning how to name utensils

Target language: Jug, plate, mug, vase, pot, bowl, small bowl, knife, spoon, to excavate

Aids: Cards with descriptions, pictures, blackboard with large cards, worksheet

Time allowed: 15 minutes

- We glue large cards with the names of utensils on the blackboard and write the introductory sentence Archaeologists have excavated...(at the same time we try to represent this sentence by mimic and gestures).
- We point to a picture and say the introductory sentence. If none of the students knows the correct answer, we disclose it.
- The student asked or the student who replied correctly, will come to the blackboard to pick up the picture and card with the word and will remain standing.
- After deciphering all of the words, the entire class will read the whole sentences aloud, e.g.: "Archaeologists have excavated a jug." The students hold the cards with pictures above their heads in front of the blackboard.
- The cards with pictures and descriptions are distributed among individuals, and the student who is randomly called, pronounces the sentence containing the word which he/she has written on the card: "Archaeologists have excavated a (spoon)." The student who has a picture of a spoon will show it and repeat the given sentence, or he/she can only show the picture and the entire sentence is pronounced by another student.

Classroom language:

Does anybody know what is in the picture? Ví někdo, co je na obrázku?

Let's say together what we can see in the picture: Řekněme všichni, co vidíme na obrázku:

Archaeologists have excavated... Archaeologists excavated...

Show your picture. What is it? Ukaž svůj obrázek. Co to je?

Read the word on your card. Přečti slovo ze své karty.

Who has the corresponding picture? Kdo má odpovídající obrázek?

Supplementary exercise:
Following this activity, we can also distribute a worksheet where the students add the correct words to the sketches of pictures. Cards with a description serve as an aid (albeit without the help of a picture), which we replace on the blackboard after finishing all activities. "Excavated" utensils are decorated by students at their discretion, e.g. using the pricking or the cording technique.
Calendar
Recommended grade: 6.
Purpose of activity: Allocation of the year to the century
Target language: Century and serial numbers up to 100
Cross-curricular relationships: Mathematics
Aids: Cards with tasks, blackboard
Time allowed: 15 minutes

- The question *What century is it in?* is written on the blackboard.
- We show the students large cards with the date; we ask them to identify what year it is. If the students fail to answer, we answer ourselves. In this manner we together pronounce several dates.
- Four four-member teams shall stand in front of the blackboard. The first member stands by the blackboard with a chalk in hand, the others in a line behind him/her. Behind the last member of the team on the floor is a pile of cards face down, with tasks; eight cards in total.
- All four teams compete simultaneously with the same tasks. After starting, the last member in line takes a card from the pile, he/she reads the year and whispers the corresponding century to the classmate in front of him/her. When the answer reaches the student standing in front of the blackboard by silent communication, he/she writes the answer on the blackboard, puts down the piece of chalk and runs to the back of the line. The line advances by one. The last student in line resumes the task and repeats the entire process until all the tasks have been performed.
- Students keep the cards with them so that they do not become mixed up. The class checks the activity.
- The teams progressively show their cards or read them aloud and the class checks the correct answer written on the board.

Classroom language:
*What century is it in?* Jaké je to století?
*Stand behind each other near the board.* Stoupněte si za sebou k tabuli.
*The last one in the line will take a card,* Poslední v řadě vezme kartičku,
*solve it and whisper it to the person in front of him/her.* výřeší a pošptá spolužákovi před sebou.
*The person at the board will write down* Žák u tabule výsledek napíše
*the answer and then run to the back of the line.* a běží na konec řady.
*Show the card.* Ukaž kartičku.
*Who knows the correct answer?* Kdo zná správnou odpověď?

Alternative:
Instead of silent communication, the dates can be written on the back of students using a finger, always to the classmate in front of them. The date is allocated to the century by the student at the board. The answer is checked in the same way as in the first alternative.
Greek salad

Recommended grade: 6.

Purpose of activity: Identification of the types of vegetable and ingredient, description of the method of work

Target language: Cucumber, tomato, pepper, olives, cheese (feta, balkánský sýr), oil, salt, pepper (pepř), vinegar (ocet), oregano, lemon juice, recipe, to dice, slice, cuisine, toss, sprinkle

Cross-curricular relationships: Work activities

Cross-disciplinary topic: Multicultural education

Aids: Worksheet, blackboard, pencil, crayons, internet resource

Time allowed: 15 minutes

- Students are given the task to prepare a typical Greek dish, i.e. Greek salad. They work in small groups.
- Written on the blackboard are words in columns. They are the required ingredients, but with the letters disarranged.
- Students will be given a sheet of paper with a drawing of a large bowl (or they will draw it on the paper themselves) and their task is that of drawing the properly arranged ingredients in the bowl. They will obviously write the deciphered words under the bowl and number them, the drawn ingredients being numbered correspondingly.
- The first group to finish shall check the answers and will read their recipe aloud to the class: "We are going to need..." The others check the contents in their bowl.

Classroom language:

Decipher the words on the board and draw the ingredient inside the bowl.
Write down the decoded words below the bowl and number them.
Number the pictures in the bowl.
Read your recipe.

1. Dice or slice the tomatoes, the cucumber, and the pepper.
2. Put the prepared vegetables and the olives in a large bowl. Mix all the ingredients well.
3. Mix the salt, pepper, oregano, vinegar, lemon juice, and the extra virgin olive oil in a jar, then pour it all over the salad.
4. Toss the salad and have a taste. Adjust the flavours if you want.
5. Sprinkle crumbled feta or Balkan cheese over the salad just before serving.

Note: A demonstration video in English of How to make Greek salad is available on http://www.videojug.com/film/how-to-make-greek-salad. We recommend it!
Olympic games
Recommended grade: 6.
Purpose of activity: Classification of sports into winter and summer categories
Target language: Winter Olympic Games, Summer Olympic Games, sports and games
Cross-curricular relationships: Physical education
Cross-disciplinary topic: Personalities and social education
Aids: Plaited cap, sunglasses, pictures of various sports or their names on cards, worksheet, internet source
Time allowed: 10 minutes

- The student with the plaited cap on his/her head (represents Winter Olympic Games) will stand in a place in the classroom; a second student wearing sunglasses (representing Summer Olympic Games) will stand at a sufficient distance from him/her.
- The other students will receive cards with various sport disciplines. Their task is that of joining other classmate according to their sport (see the list below).
- After the class is divided, the groups will introduce themselves: "Summer Olympic Games include…“. The student will speak the entire sentence and add his/her sport and then present it so that everyone knows what the sport is.
- We then discuss what sports and games which the students like/dislike and why: "I like skiing because…, but I don’t like ball games because...“. These sample sentences may also be written on the board, so that the students always have them in view when needed.
- Lastly, we distribute a worksheet to the students. If time is short, students may complete it as homework.

Classroom language:
Go to the "HAT" or "SUNGLASSES". Go to the "čepicí" or "slunečním brýlíem".
Summer Olympic Games include: Do letních olympijských her patří: Summer Olympic Games include: Do zimních olympijských her patří: Say and mimic. Řekni a předvede pantomimou. I like... Mám rád/a... I don’t like... Nemám rád/a...
Complete the worksheet (at home). Vyplň pracovní list (doma).

Supplementary exercise:
In the Czech or English web pages students will look for and produce information about the Olympic Games. The task may be given to groups. Some may produce a short history, others a list of competitive sports, other still will write down cities and countries where the games took place, or some special event from the Games, etc. The presentation will take place in the next class.
In a mediaeval market
Recommended grade: 7.
Purpose of activity: Creation of a mediaeval market atmosphere, description of the products of individual craftsmen
Target language: Description of the object and its characteristics; gradation of adjectives
Aids: Cards with products or their pictures, blackboard
Time allowed: 15–20 minutes

- The class will divide into groups of two or three. Each group will receive an object available in a medieval market, e.g. scarf, cup/mug, pretzel, gherkins, basket, shoes, honey, spices, wooden toys, or a saddle.
- The group task is that of thinking out the best possible description of its product, so the customer walking through the market should buy it.
- If the class is less creative, we write the names of the products on the board and the students only call out names which they associate with individual products, e.g. spices are associated with the expressions "from distant lands", "pleasant odour", "colourful", "tastier food", "latest novelty from abroad", "used in the castle kitchen"…
- After a time limit of five to seven minutes, the group leader starts shouting about his/her product. All the market traders speak at once. We walk around the classroom (it would be best if the groups sat in a circle and could see each other) and listen to the market traders. The most interesting offer of goods wins.
- Lastly, all the groups read their contribution in turn and the class rewards the performance by clapping (weaker or stronger).

Classroom language:
Describe this object/thing. Popiš tento předmět/věc.
Imagine that you are selling things at a market … Představ si, že prodáváš na trhu …
Speak loudly while you present your market stall. Hlasitě prezentuj své zboží.
Leonardo da Vinci – the human body
Recommended grade: 7.

Purpose of activity: Description, using the picture of Leonardo da Vinci’s Vitruvian man parts of the human body

Target language: Parts of the human body

Cross-curricular relationships: Natural science

Aids: Poster of the Vitruvian man, cards with disarranged parts of the body, glue

Time allowed: 10 minutes

- On the board is an enlarged picture of Leonardo da Vinci’s Vitruvian man.
- Students receive cards with names of human body parts, but with disarranged letters.
- After deciphering, the student writes the correct word on the opposite face of the card which he/she then places on the correct body part in the picture.

Classroom language:

*Decode the word on your card.*
*Write the decoded word on the other side of the card.*
*Stick the card in the right place on the picture.*

Correct answers:

<table>
<thead>
<tr>
<th>DAEH</th>
<th>HEAD</th>
</tr>
</thead>
<tbody>
<tr>
<td>CENK</td>
<td>NECK</td>
</tr>
<tr>
<td>REA</td>
<td>EAR</td>
</tr>
<tr>
<td>SENO</td>
<td>NOSE</td>
</tr>
<tr>
<td>EEY</td>
<td>EYE</td>
</tr>
<tr>
<td>NOUMHT</td>
<td>MOUTH</td>
</tr>
<tr>
<td>RIHA</td>
<td>HAIR</td>
</tr>
<tr>
<td>RAM</td>
<td>ARM</td>
</tr>
<tr>
<td>DANH</td>
<td>HAND</td>
</tr>
<tr>
<td>SERBAT</td>
<td>BREAST</td>
</tr>
<tr>
<td>MOTACHS</td>
<td>STOMACH</td>
</tr>
<tr>
<td>TOCTUBSK</td>
<td>BUTTOCKS</td>
</tr>
<tr>
<td>CABK</td>
<td>BACK</td>
</tr>
<tr>
<td>TOFO</td>
<td>FOOT</td>
</tr>
<tr>
<td>GEL</td>
<td>LEG</td>
</tr>
<tr>
<td>NIREGF</td>
<td>FINGER</td>
</tr>
<tr>
<td>OTE</td>
<td>TOE</td>
</tr>
<tr>
<td>KEEN</td>
<td>KNEE</td>
</tr>
<tr>
<td>LOWBE</td>
<td>ELBOW</td>
</tr>
<tr>
<td>NICH</td>
<td>CHIN</td>
</tr>
</tbody>
</table>
In Rudolf’s collections
Recommended grade: 7.
Purpose of activity: Creation of a catalogue for the exhibition, ability to describe objects at an exhibition
Target language: Vocabulary relating to an exhibition
Cross-curricular relationships: History of art, artistic education
Aids: Worksheet
Time allowed: 15 minutes

- A pair of students receives a worksheet.
- They name objects able to be found at an exhibition and record them.
- The answers are jointly checked.
- Students jointly try to match names of artists in the worksheet to the works of art (not all works will be named).
- The pair will be divided into groups A and B.
- “A” are inquisitive visitors, “B” are curators of the exhibition. The visitor asks: “Excuse me, what is number one?” The curator responds: “Number one is a painting. The artist is...“ Or: “Number five is a weapon. It is a musket.“
- The instructor walks round the classroom and checks the correctness of language and content.

Classroom language:
Name the objects in the exhibition. Pojmenujte předměty na výstavě.
Match the artist to his/her artwork. Přiřaďte autora k dílu.
Divide into visitors and curators. Rozdělte se na návštěvníky a kurátory.
Excuse me, what is number one? Promiňte, co je číslo jedna?
Number one is a painting. Číslo jedna je obraz.
Number five is a weapon. It is a musket. Číslo pět je zbraň. Je to mušketa.

Description in the table:
1. picture/painting, 2. statue, 3. jewellery, 4. dishes, 5. weapon, 6. map, 7. book, 8. watch, 9. stuffed animal
Slavonic menu I.
Recommended grade: 7.
Purpose of activity: Matching the verbs and the correct concepts.
Target language: Past tense of verbs: pick, know, keep, import, hunt/fish, grow
Cross-curricular relationships: Natural science
Aids: Dice
Time allowed: 15 minutes

- Written the blackboard shows in large letters wheat, rye, millet, poppy seed, pears, apples, sugar beet, cabbage, onions, garlic, carrots, celeriac, blueberries, mushrooms, forest berries, spices, hops, cows, sheep, horses, pigs, chickens, goats, bee honey, fish.
- We divide the students into small groups of four to five and give them a dice.
- Hidden under every number of the dice is a verb. The verbs are also written on the blackboard. 1 pick, 2 know, 3 keep, 4 import, 5 hunt/fish, 6 grow.
- Students successively cast the dice and match a word from the blackboard to the number which comes up. They attach a noun from the list, which fits the verb.
- They write their pair of noun and verb into their notebooks.
- Each student casts the dice at least five times.
- Students, in a group write the past tenses of the given verbs in the past tense.
- We ask the students: "What was a typical Slavonic menu like?"
- The students read sentences which they created by casting the dice, e.g.: "The Slavs fished, imported spices, grew carrots, kept pigs, and harvested hops."

Classroom language:
Toss the die in turns.
Throw the die five times.
Choose a word that goes with the verb.
Write it down in your exercise book.
What are the past forms of the verbs?
What was a typical Slavonic menu like?
Read your version.

Házejte postupně kostkou.
Hodť kostkou pětkrát.
Vyber slovo, které patří ke slovesu.
Zapisuj si do sešitu.
Jaké jsou tvarysloves v minulém čase?
Jaký byl typický slovanský jídelníček?
Přečti svou verzi.
Slavonic menu II.
Recommended grade: 7.
Purpose of activity: Creation of a menu from the groceries given
Target language: breakfast, lunch, snack, dinner; wheat, rye, millet, poppy seed, pears, apples, sugar beet, cabbage, onion, garlic, carrots, celery, blueberries, mushrooms, berries, spice, beer, wine, beef, lamb, pork, chicken, goat, honey, mead, fish
Cross-disciplinary topic: Personality and social studies
Aids: worksheet, blackboard
Amount of time: 15–20 minutes

- Written on the blackboard are words which the students use for their task.
- The students create a menu for one day in the prepared table for the inhabitants of the Slavonic settlement.
- Selected students, or those who have shown interest, read their menus. The others rate their ideas by a score of 1 to 5, 5 being the highest score.
- Lastly, we add up the points and assess the best menu.

Classroom language:
Prepare a menu with the ingredients on the board.
Rank your friend’s menus from 1 to 5.
Five is best.
The best menu is…

Alternative:
Every word on the table contains a grammatical error which the students must find during the performance of their task. Errors are corrected before the menus are read.
Medieval town
Recommended grade: 7.
Purpose of activity: Description of the basic parts of a mediaeval town
Target language: Church, bridge, port, town hall, walls, tower, field, gallows (šibenice), pillory (pranýř), fountain; prepositions
Aids: Worksheet
Time allowed: 10 minutes

- Students will receive a worksheet showing the tasks they must perform individually.
- After the expiry of the time limit, students exchange the sheets in pairs and correct them.
- They return the worksheets and individually formulate of questions for other fellow students (for sample questions, see the two last sentences in Classroom language, below).

Classroom language:
Complete the worksheet.
Exchange worksheets with your neighbour and correct any mistakes.
Give the worksheet back to your neighbour.
Ask questions.
Which square is the (church) in?
Which square can a (bridge) be in?

Complete the worksheet.
Vyměň si pracovní list se sousedem a oprav chyby.
Vrať list zpět svému sousedovi.
Dávej otázky.
Ve kterém čtverci se nachází (kostel)?
Ve kterém čtverci může stát (most)?
Gothic stained glass
Recommended grade: 7.
Purpose of activity: Explanation of the term "stained glass" and its origin, description of a stained glass window
Target language: Description of a picture, a colour; Gothic stained glass
Cross-curricular relationships: Art school
Aids: Pictures of two stained glass windows, coloured crayons, paper, internet source
Time allowed: 15 minutes

- We divide the students into pairs.
- Each student from the pair will receive a black-and-white copy of a stained glass window. They must not show the pictures to one other.
- Each person colours his/her stained glass window using the coloured crayons.
- One student from the pair describes his/her stained glass window in detail and the other draws it.
- Afterwards they exchange roles.
- Lastly, the students show one other their pictures and compare them with the originals.

Classroom language:
Colour your Gothic stained glass window.
Don’t show it to your neighbour.
Describe your picture to your neighbour.
He/she will draw it.
Compare your pictures.
Exchange roles.

Vybarvi svou gotickou vitráž.
Neukazuj ji svému sousedovi.
Popiš svůj obrázek spolužákovi.
Ten/Ta ho nakreslí.
Porovnejte si obrázky.
Vyměňte si role.

More photographs of Gothic stained glass windows can be found at:
http://www.google.cz/images?hl=cs&q=gotické+vitráže+foto
http://www.google.cz/images?hl=cs&q=gotick%C3%A9+vitr%C3%A1%C5%BEe+fotob
&um=1&ie=UTF-8&source=univ&ei=PugFTMWKOYzGswb9g4iaBQ&sa=X&oi=image_result_group&ct=titl
&resnum=1&ved=0CCUQsAQwAA.
Maria Theresa and compulsory school attendance
Recommended grade: 8.
Purpose of activity: Comparison of a school in the 18th century with a school of today
Target language: Objects located in the school and classroom; comparisons
Cross-curricular relationships: Civics
Aids: Pictures of school, classrooms (old as well as new)
Time allowed: 15 minutes

- We divide the class into groups of four or five. It is important that there should be an even number of groups.
- Each group shall receive one to two pictures of a school or classroom.
- Students must describe the picture in detail in the space of time allowed (objects in the classroom, classroom equipment, number of students, teachers, ....).
- After the time limit has elapsed, the groups present their ideas and description and simultaneously show their pictures.
- Illustration of old schools may be compared with those of new classrooms.

Classroom language:
Describe your picture. Popište svůj obrázek.
Read your description. Přečtěte svůj popis.
Show us the pictures. Ukaž nám obrázky.
Compare today’s classroom with an 18th century classroom. Porovnejte dnešní třídu se třídou 18. století.

21st century school:
18th century school:
Letter
Recommended grade: 8.
Purpose of activity: Correct writing of the name and address on an envelope of persons respectively from the 18th and 19th centuries
Target language: Occupation, address
Cross-curricular relationships: Literature, art school, chemistry, mathematics, physics, natural science, music class, civics
Aids: Cards bearing names, blackboard, paper, stamp, drawing supplies, envelope
Time allowed: 10 minutes

• A large envelope is drawn on the blackboard. We ask the students what must not be missing in the address to ensure that the envelope is delivered to the addressee, where and in what order individual items are placed (we can compare conventions prevailing in various countries, e.g. in Great Britain, the number of the house precedes the name of the street).
• Then one of the students shall write a sample address on the envelope.
• The students will draw a stamped envelope (they may bring one from home after asking in advance).
• They write the names of figures from the 18th and 19th century on cards.
• They write the address on the envelope, the name of the addressee, occupation (his/her activity), name of street (they may invent the name in the respective language) and the city/town, where he/she lived or did business.
• They will subsequently read their addressed envelopes and the class will check that they are correct (specifically occupation (activities) and the name of the town/city).

Supplementary exercise:
Envelopes will be selected and redistributed to the class, so that nobody has their original. Students shall write to the people named in the letter a short letter as homework. It should be noted that the letter must contain at least one reference or question to the work or business of the person named, e.g. how he/she manages to draw this or that picture, how far his/her novel has progressed, how his/her experiments are going, etc.

Classroom language:
What does an address have to include to be correct?
Write a sample address on the board.
Draw/make your own envelope.
Make up a complete address for your famous person.
Read the address.

Co musí mít každá adresa, aby byla správná?
Napiš vzorovou adresu na tabuli.
Nakresli/vyvoř si svou vlastní obálku.
Vymysli celou adresu pro svou slavnou osobu.
Přečti adresu.

Persons:

Note: Names may be supplemented or changed as needed or desired.
The slave Pallas goes shopping
Recommended grade: 6.
Purpose of activity: Familiarisation with obsolete monetary units
Target language: Monetary units of Ancient Greece
Cross-curricular relationships: Mathematics
Aids: Worksheet, blackboard
Time allowed: 10 minutes

- We distribute worksheets to the students listing all instructions.
- We ensure that students have understood the task and know what the individual items of purchase are.
- We can draw a rubbish bin on the blackboard, where the students draw what the slave, Pallas, must buy.
- After the time limit has expired, we compare the results of the students.

Supplementary exercise:
We divide the class into small groups, which create their own shopping lists. The groups exchange shopping lists and calculate their cost.

Classroom language:
Draw the food in the basket.
Complete the worksheet.
Nakresli do košíku potraviny.
Complete the worksheet.

Pallas, a slave, was sent to the market to buy some food and drink for his master Severius.
He received
4 tetradrachmas, 7 drachmas and 8 obols.
We know that 1 tetradrachma = 4 drachmas = 24 obols.
The goods, which Pallas must buy, have the following prices
- 4 kg of beef – 1 tetradrachma,
- 10 loaves of bread – 1 obol a loaf,
- 6 cabbages – 1 obol each,
- 1 barrel of wine – 2 tetradrachmas,
- 1 barrel of Celtic beer – 3 drachmas,
- 50 oysters – 5 drachmas,
- 1 bottle of olive oil – 1 drachma.

Calculate how much Pallas spent on his shopping and if he had enough money.

Correct answer:
His money will be sufficient. He will be left with four obols, having spent three tetradrachmas, nine drachmas, and sixteen obols.
Medallions
Recommended grade: 8.
Purpose of activity: Completion of information in the biography of a famous person
Target language: *Curriculum vitae (CV), name, date of birth, place of birth, job, skills,*…
Aids: Texts concerning persons, worksheet with biography, blackboard
Time allowed: 20 minutes

- Divide the students into pairs.
- Each pair shall receive one text. They will read it and search for information needed to complete a structured biography.
- We underline information used in the text.
- While the students are working, we draw two blank forms on the blackboard exactly as they appear on the students’ worksheet.
- We ask the students if they know anything about whom they read.
- We let the students fill in the biography on the blackboard. We jointly verify or correct, as necessary.

Classroom language:
*Read the text, and underline the most important information.*
*Complete the curriculum vitae (CV).*
*Who did you read about?*
*Is everything correct?*

*Přečtěte si text a podtrhněte nejdůležitější informace.*
*Doplňte životopis.*
*O kom jste četli?*
*Je vše správně?*
National Theatre
Recommended grade: 8.
Purpose of activity: Identification of places from where the cornerstones of the NT were brought.
Target language: Forefather, legend, foretell, knight, glory, foundation stone; relative clauses
Aids: Worksheet with map, question cards
Time allowed: 10 minutes

- We distribute question cards to the students with a map of the Bohemian Kingdom.
- Together with its neighbour, the pair of students tries to understand the given clues.
- The selected place is matched to the number on the map.
- We ask: "What place is number 3?"
- The student asked replies and reads the characteristics of the location. Others check the answer and correct it, if necessary.

Classroom language:
Identify the places where the foundation stones of the National Theatre come from.
Work with someone at your table/a neighbour
Match a place to the corresponding number on the map.
What place is number 3?
Read the definition.

Correct answers:
- no. 1 Říp
- no. 2 Blaník
- no. 3 Vyšehrad
- no. 4 Trocnov
Southern states of the Confederacy
Recommended grade: 8.
Purpose of activity: Employment of the hint to make a correct guess and to place the names of 11 American States on the map of the Confederacy
Target language: South, west, east, north
Cross-curricular relationships: Geography
Aids: worksheet, historical atlas
Time allowed: 15 minutes

- We divide the class into small groups of three to four students.
- We distribute a worksheet and map to them.
- The task is to guess the names of the American states, using the clues, that separated from the Union during the War between the North and South.
- Using the historical atlas, the students shall draw the states on the map in colour and describe them.
- We ask: "Which is the southernmost state?", "Which one lies to the north of it?", "Which one lies west/east of it?"
- After two to three questions, we allow the individual students or groups to think of additional questions.
- In the end, the students think of clues which help to find the remaining states which seceded and formed the Confederacy (Virginia, Arkansas, Tennessee).

Classroom language:
Decode the names of the American states. Rozlušti jména amerických států.
Mark them on the map. Vyznač je na mapce.
Use crayons and historical maps. Použij pastelky a dějepisný atlas.
Try to ask similar questions. Zkus položit podobné otázky.
What is the southernmost state? Který stát je nejjižnější?
Which one lies to the north of it? Který leží severně od něj?
Which one lies west/east of it? Který leží na západ/jih od něj?

Correct answers:
Two states that carry a female name. (South Carolina, North Carolina)
A state which has the same name as a river that American Indians called the father of waters. (Mississippi)
A state where there is a famous exclusive area for millionaires, a nature reserve, and a place for space shuttles to take off. (Florida)
A state named after King George II. (Georgia)
A state once colonised by the French. It carries the name of King Louis XIV. (Louisiana)
The second largest state after Alaska (Texas)
Fill in the missing letters and you will get the name of that state: A-a-a-a. (Alabama)
Importers of spices
Recommended grade: 7.–8.
Purpose of activity: Recognition of spices by taste or smell
Target language: Names of spices
Aids: Small samples of spices, two handkerchiefs
Time allowed: 15 minutes

- We write on the blackboard various types of spices which may have found their way into Europe during voyages of discovery.
- We read them aloud together with the students and practise their pronunciation.
- Students may add what the spices are used for in the kitchen.
- We choose two students, cover their eyes with a handkerchief, and let them sniff the prepared spice sample; they may also taste it.
- The students must guess what the spice is. Meanwhile, they may describe what the spice smells like, what the scent reminds them of, how it feels (fine, coarse).
- If they guess correctly, the class then discusses what the given spice could be used for in the kitchen, e.g. cinnamon in stewed apple fruit.
- The pair takes turns until we have used up all prepared spice samples.

Classroom language:

<table>
<thead>
<tr>
<th>What can we use (cinnamon) for?</th>
<th>Na co můžeme použít (skořici)?</th>
</tr>
</thead>
<tbody>
<tr>
<td>What spice are you holding in your hand?</td>
<td>Jaké koření držíš v ruce?</td>
</tr>
<tr>
<td>You can taste, smell or touch it.</td>
<td>Smíš to ochutnat, přičichnout nebo ohmatat.</td>
</tr>
<tr>
<td>It smells like…</td>
<td>Voní jako…</td>
</tr>
<tr>
<td>It reminds me of…</td>
<td>Připomíná mi…</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>skořice</th>
<th>cinnamon</th>
</tr>
</thead>
<tbody>
<tr>
<td>pepř</td>
<td>pepper</td>
</tr>
<tr>
<td>sůl</td>
<td>salt</td>
</tr>
<tr>
<td>hřebíček</td>
<td>cloves</td>
</tr>
<tr>
<td>muškátový oříšek</td>
<td>nutmeg</td>
</tr>
<tr>
<td>červená paprika</td>
<td>paprika</td>
</tr>
<tr>
<td>majoránka</td>
<td>marjoram</td>
</tr>
<tr>
<td>nové koření</td>
<td>allspice</td>
</tr>
<tr>
<td>kari</td>
<td>curry</td>
</tr>
<tr>
<td>chilli</td>
<td>chilli</td>
</tr>
<tr>
<td>oregano</td>
<td>oregano</td>
</tr>
<tr>
<td>bazalka</td>
<td>basil</td>
</tr>
<tr>
<td>týmián</td>
<td>thyme</td>
</tr>
</tbody>
</table>

Supplementary exercise:
As homework, the students may associate individual spices with the manner of use in the kitchen (see the columns below).

<table>
<thead>
<tr>
<th>cinnamon</th>
<th>Indian/basmati rice</th>
</tr>
</thead>
<tbody>
<tr>
<td>salt</td>
<td>potato pancakes</td>
</tr>
<tr>
<td>paprika</td>
<td>goulash</td>
</tr>
<tr>
<td>cloves</td>
<td>apple compote</td>
</tr>
<tr>
<td>Ingredient</td>
<td>Dish</td>
</tr>
<tr>
<td>--------------</td>
<td>--------------------------</td>
</tr>
<tr>
<td>nutmeg</td>
<td>bread and butter</td>
</tr>
<tr>
<td>pepper</td>
<td>vegetable soup</td>
</tr>
<tr>
<td>marjoram</td>
<td>mashed potatoes</td>
</tr>
<tr>
<td>allspice</td>
<td>Mexican beans</td>
</tr>
<tr>
<td>curry</td>
<td>mulled wine</td>
</tr>
<tr>
<td>chilli</td>
<td>gherkins</td>
</tr>
<tr>
<td>thyme</td>
<td>lamb</td>
</tr>
<tr>
<td>basil</td>
<td>tomato and mozzarella salad</td>
</tr>
</tbody>
</table>
English Queens I
Recommended grade: 8.
Purpose of activity: Comparison of the lives of the two most famous English monarchs
Target language: Comparing and grading adjectives, description of persons
Aids: Texts and pictures with the Queen, blackboard, internet resource
Time allowed: 20 minutes

- We divide the students into pairs.
- Each pair receives a text about one of the Queens. Read it.
- In the text, each student will underline information about the birth, spouse, and number of children, how many languages the queen spoke and her education, including important State acts. We also write this on the blackboard.
- Both students in the pair shall progressively read it, i.e. they will first discuss where the Queens were born, who their husbands were, etc.
- Each student writes a comparative sentence under the text that they are able to form from the information read. E.g. Queen Elizabeth I is older than Queen Victoria, and Queen Victoria is younger than Queen Elizabeth II.
- After exchanging the information with one other, each student should have at least five sentences written under the text.
- Lastly, they shall also compare the portraits of both Queens and write at least an additional two sentences.
- The pair shall present their results to the class.

Classroom language:
Read the text, and underline the facts that are written on the board.
Read the underlined facts to each other in pairs and compare the lives of both queens.
Write down at least five sentences
Write down two sentences comparing pictures of the queens.

Portraits of Elizabeth I can be found on: http://www.elizabethi.org/posters/queenelizabethi.html
Portraits of Victoria are available on: http://www.who2.com/photos/Queen-Victoria/Queen-Victoria_0001.html.
Publicity

Recommended grade: 9.

Purpose of activity: Familiarisation with first Republic companies and their logos

Target language: Creation of a publicity slogan

Cross-curricular relationships: Civics

Cross-disciplinary topic: Media studies

Aids: Cards with company logos and cards with designations

Time allowed: 15 minutes

- Distribute cards with company names and logos to the class.
- The students try to pair up and prepare some information about their company for others (what it produced, what the logo looked like).
- This is followed by a company presentation. We simultaneously check the accuracy of the statements.
- Working in pairs, students prepare an advertising slogan, a sentence for their company.
- They present the slogan to the class.
- We choose the best slogan.

Classroom language:

Find your partner and create your company name and logo.  
Najdi svého partnera/ku a vytvořte dvojici název a logo firmy.

What did your company produce?  
Co tvá firma vyráběla?

What does its logo look like?  
Jak vypadá její logo?

Make an advertising slogan for your company.  
Vymysli reklamní slogan pro svou firmu.
Czechoslovak banknotes
Recommended grade: 9.
Purpose of activity: Identification of forgers of Czechoslovakia banknotes
Target language: Description of a banknote
Cross-curricular relationships: Civics
Aids: Copies of Czechoslovakian banknotes
Time allowed: 15 minutes

- We distribute coloured copies of various banknotes to small groups.
- The groups shall describe their banknotes in the smallest detail to prevent forgeries.
- We then collect the bank notes and make the students sit in a circle.
- We place the banknotes in the middle, so that everyone can see them.
- The groups describe and the others guess which banknote is involved.

Classroom language:
Describe your banknote in detail. Popište detailně svou bankovku.
Sit down in a circle. Sedněte si do kroužku.
Read your description. Přečtěte své popisy.
Which banknote is it? Jaká je to bankovka?
Expulsions of Germans in 1945-46
Recommended grade: 9.
Purpose of activity: Familiarisation with the fate of an expelled German woman.
Target language: Creation of pictures
Aids: Copied text, cards for questions
Time allowed: 15 minutes

- Students will receive a passage of text.
- Each student will write at least three questions based on the text.
- The students will write questions on small paper cards that we collect.
- We make the students sit in a circle. The students take turns to draw a question and to answer it. The others check their answers.

Classroom language:
Read the text and create at least three questions.
Sit down in the circle.
Take one of the questions and answer it.

Přečti si text a utvoř alespoň tři otázky.
Sedněte si do kroužku.
Vezmi si jednu z otázek a zodpověz ji.
Famous quotations
Recommended grade: 9.
Purpose of activity: Working with two world-famous quotes, storytelling based on a synopsis
Target language: See worksheet
Aids: Worksheets
Time allowed: 20 minutes

- We divide the class into several equal groups of three or four students.
- Each group receives a worksheet with a quotation from J. F. Kennedy or M. L. King and a short synopsis.
- Based on this information, they shall try to create a short story describing the situation in which the quote was used.
- The groups shall then read their stories to one other and repeat the basic words common to both quotations.

Classroom language:
Read the quotation and the sentences below.
Make a short description of the situation based on the given information.
Vytvořte krátký popis situace založený na daných informacích.
Testing classmates
Recommended grade: 9.
Purpose of activity: Creation of a short test for classmates based on the military history of Czechoslovakia
Target language: Creation of pictures
Aids: Passwords for designing a test, blank sheets of paper, blackboard
Time allowed: 15–20 minutes

- We divide the class into smaller groups of three to four students.
- We write the terms required for creating the test questions on the blackboard.
- We give the students the task of creating a test for their classmates using the passwords on the blackboard.
- We collect the tests with questions and give them to another group that tries to answer them.
- We collect the tests again and give them to the original group to correct.

Classroom language:
Prepare a test with six questions. Preparete test s šesti otázkami.
Use the terms on the board. Použijte termíny z tabule.
Answer the questions in the test. Odpovězte na otázky v testu.
Correct the completed test. Opravte vyplněný test.

Terms on the board:
Dates: 15. 3. 1939, 29.–30. 9. 1938, 17. 11. 1939, 27. 5. 1942
Terms: Munich Agreement, occupation, protectorate, closure of universities, martial law (stanné právo), attempted assassination (pokus o atentát), Prague uprising, “vlasovci”, demarcation line, ticket system, black market, Gestapo, Sudetenland, government in exile in London
Places: Lidice, Ležáky, Prague-Libeň, Pilsen, Munich
Thermopylae

Recommended grade: 6.

Purpose of activity: Memorisation of an unknown text, pronunciation and reproduction of text

Target language: Arrow, hoof/hoofs, pilgrim

Aids: Paper cards with text

Time allowed: 10 minutes

- We divide the class into groups of four or five.
- Each group will receive a paper card with text facing down.
- The group task is that of memorising the text in the shortest possible time without a mistake.
- Everyone begins to learn the text at the same time.
- As soon the group reports that they know the text, they will present it to the class.
- The text must not have even a single mistake, otherwise the first group to raise their hand will continue.
- The group which presents their text without a single mistake, wins.

Classroom language:

Learn the text by heart. Naučte se text nazpaměť.

Put your hands up once you think you know the text. Přihlaste se, jakmile si myslíte, že text znáte.

Present the text. Řekněte svůj text.

We died under the cloud of thousands of arrows and the hoofs of many horses. Go, pilgrim and tell the Lacedaemonians that we lie here dead, obedient to our country's laws.

Note: This modified text was carved on a stone near Thermopylae, where the brave Spartans were buried.
Maria Theresa

Recommended grade: 8.

Purpose of activity: Drawing of a picture based on a description

Target language: Description, prepositions next to, between, under, above, in front of, behind, in/at

Cross-curricular relationships: Art school

Aids: Pictures of Maria Theresa and her family, paper, pencil

Time allowed: 15 minutes

- Students work in pairs.
- Each pair is given a picture of Maria Theresa. They must not show it to one other.
- One student from the pair begins to describe his/her picture, so that the partner can draw the picture according to the text. They focus on the placement of persons and objects.
- Afterwards, the pair switch roles.
- In the end, they compare their pictures with their originals and tell each other where the differences are.
- We walk around the classroom during the implementation of the task and help or check progress.
- We can display the best pictures in the class.

Classroom language:

Don’t show your picture. Neukazuj svůj obrázek.

Describe the picture. Popiš svůj obrázek.

Draw what is being described. Kresli to, co slyšíš.

Exchange roles. Vyměňte si role.

Alternative:

We divide pairs into actors and painters. Painters have a picture in front of them or give the actors directions on where they should stand to form a live portrait of the picture. After the roles have been reversed, a new group of “painters” will compose their own live copy based on a different picture.
Crops imported from America
Recommended grade: 7.
Purpose of activity: Identification from among agricultural crops of those, which were imported by seamen from the American continent
Target language: Names of farm/agricultural products – tomatoes, potatoes, maize/corn, tobacco, pepper, cocoa, marrow etc.; names of continents
Cross-curricular relationships: Geography, natural science
Aids: Computer with internet access, interactive SMART board with SMART notebook programme (may be replaced by printed pictures on a magnetic board)
Time allowed: 15 minutes

- Displayed on the board are pictures of various agricultural crops; in total, at least one picture for each pair of students.
- Each pair of students will write the English name of the crop underneath the picture.
- Students will select the crops that originate on the American continent (if in doubt, the information is provided on the internet). On the table they gradually separate American crops from crops from different continents; they fill in the English names of continents. E.g. under sugar cane, the name Asia, under coffee tree, Africa.

SMART Notebook application sample sheet

Classroom language:
Name the plants in the pictures.
Write down the names of the plants under the pictures.
Select the plants that come from America.
Write down the name of the continent that the plant belongs to below the other pictures.

Pojmenujte rostliny na obrázcích.
Napište názvy rostlin pod obrázky.
Vyberte rostliny pocházející z Ameriky.
Pod ostatní obrázky napište název kontinentu, do kterého rostlina patří.
Repetition of terms from the Czech medieval period

Recommended grade: 7.

Purpose of activity: Examination of pictures dating from the Czech medieval period, in order to characterize them from an historical perspective.

Target language: Historic names dating from the medieval period (king, church, bridge, emblem...)

Aids: Interactive SMART board with SMART Notebook programme (may be supplemented with printed pictures on a magnetic board)

Time allowed: 20–25 minutes

- Students divide themselves into three groups.
- Pictures with a Czech medieval theme will appear on the board for approximately nine seconds. The students' task is that of remembering them as well as possible.
- After the time allowance has expired, the boxes are covered (using the SMART Notebook programme function).
- Students in the group will be given five minutes to remember the location of individual pictures and to come to an agreement on a brief historical characterization (e.g. Charles IV – 14th century Czech king and Holy Roman Emperor from the Luxembourg family).

- Individual groups, by means of their “team captain,” progressively ask other groups what lies covered under certain fields (A1, C3,..).
- We check the answers by uncovering the fields; members of the group questioned must briefly characterize the history of the picture.
The activity may be performed as a competition for points between groups. E.g. one point for correctly locating the picture, another two points for the corresponding characterization, i.e. two or three specific facts.

Classroom language:

Discuss it in groups.
Ask the other groups.
Describe who or what is in the picture.

Poradte se ve skupinách.
Ptejte se ostatních skupin.
Popište, kdo nebo co je na obrázku.
Material for building a half-buried dwelling

**Recommended grade:** 7.

**Purpose of activity:** Selection of the correct material for building a Slavonic half-buried dwelling

**Target language:** Material for building the dwelling (*wood*, *bricks*, *clay*, *nails*, *glass*, *concrete*, *leather*, *metal plate*, *stones*, …)

**Aids:** Interactive SMART board table with SMART Notebook programme (may be supplemented with a printed picture on a magnetic board)

**Time allowed:** 10 minutes

- A picture of a Slavonic half-buried dwelling will appear on the board, followed by various building materials. It would be good to also have illustrations of building materials so that the students would understand all the names (at least pictures of the least known terms), without having to look them up in the dictionary. We can even do it as a game of matching terms and pictures.

**Translation of words in the picture:**


- Individual students should decide what materials might have been used for the structure; they progressively eliminate unsuitable materials and they justify their decisions vocally by explaining where and when they might have been used earlier or later.
Lastly, the students will be asked to consider what life in such a home was like for the people (privacy, hygiene, cooking over an open fire without a chimney).

**Classroom language:**

*Choose materials you think were used to build this kind of Slavonic house.*

*Delete unsuitable materials.*

*How would you live in such a house?*
A-Z quiz: The Great French Revolution and the Napoleonic wars

Recommended grade: 8.

Purpose of activity: Repetition of study material from the period of the GFR and the Napoleonic wars

Target language: Basic historical terms (battle, king, queen, republic, …)

Aids: Computer with data projector, list of questions

Time allowed: 30 minutes

- The students will divide into two halves, each group will elect its captain.
- Explain the rules of the competition. Each letter of the pyramid represents one historical question on the topic GFR and the Napoleonic wars. The goal of the game is to join all three sides of the pyramid. After correctly answering the question, the captain may mark a frame in the pyramid with the team’s colour (Tin can function; the captain chooses the colour to be used throughout the game in advance). If the answer is wrong, the frame is marked with a grey colour (the frames may be competed for later, see questions YES/NO). The captain determines the strategy; he/she chooses who will answer for the group, he/she check to make sure all members take turns in answering). The time limit for answering questions is ten seconds; only the student selected by the captain may answer, the others may not give hints. If the student fails to answer the question correctly, the captain of the competing team may give the question to his/her own team (again, only the student selected may answer, the others may not help). The questions are both in Czech and English. It is up to the teach to decide the language.

- We display the picture with pyramid (open the program Paint, a component of the Windows XP operating system, and the screen picture of a pyramid in the attachment); the captain stands by the pyramid and marks the frames after the answers are given.

- In the event of a draw (blocking of all paths), the number of occupied frames shall decide the winner.
- After the contest is over, we go back to the selected questions as a group, and analyze them in detail. Together, we translate the selected terms into English.
Draft questions:

A – První Napoleonova manželka. (Josefína)
  Napoleon’s first wife (Josephine).

B – Druhá Napoleonova manželka. (Marie Louisa)
  Napoleon’s second wife. (Marie Louise)

C – Napoleonův syn. (Orlík)
  Napoleon’s son (Aiglon).

Č – Letopočet bitvy u Waterloo. (1815)
  Date of the battle of Waterloo (1815).

D – Letopočet Napoleonova tažení do Ruska. (1812)
  The date of Napoleon’s invasion of Russia (1612).

E – Letopočet bitvy u Lipska. (1813)
  The year of the battle of Leipzig (1813).

F – Vůdce jakobínů. (Maximilien Robespierre)
  Leader of the Jacobins (Maximilien Robespierre).

G – Popravený král. (Ludvík XVI.)
  Executed king. (Louis XVI)

H – Popravená královna. (Marie Antoinette)
  Executed queen (Marie Antoinette).

  The date of attack on the Bastille (1789).

I – Letopočet králový popravy. (1793)
  Date of the King’s execution (1793).

J – Letopočet vyhlášení republiky. (1792)
  Date of the proclamation of the republic (1792).

K – Letopočet termidorského převratu. (1794)
  Date of the Thermidor upheaval (1794).

L – Předrevoluční privilegované stavy. (šlechta a duchovenstvo)
  Pre-revolutionary privileged estates (nobility and clergy).

M – Předrevoluční neprivilegovaný stav. (Tretí Stav)
  Pre-revolutionary disadvantaged (Third Estate).

N – Letopočet bitvy u Slavkova. (1805)
  Date of the battle of Austerlitz (1805).

O – Letopočet bitvy u Trafalgaru. (1805)
  Date of the battle of Trafalgar (1805).

P – Britský admirál, který padl v bitvě u Trafalgaru. (Horatio Nelson)
  The British admiral who fell in the battle of Trafalgar (Horatio Nelson).

R – Místo Napoleonova úmrtí. (Svatá Helena)
  Place of Napoleon’s death (Saint-Helena).

Ř – Letopočet Napoleonova úmrtí. (1821)
  Date of Napoleon’s death (1821).

S – Revolucionář zavražděný ve vaně. (Jean Paul Marat)
  Revolutionary murdered in his bath. (Jean-Paul Marat)

Š – Francouzská hymna. (Marseillaisa – Zpěv Rýna)
  French National Anthem (Song of the Rhine).

T – Ruský car u Slavkova. (Alexandr I.)
  Russian Emperor at Austerlitz.

U – Rakouský císař u Slavkova. (Ferdinand I.)
  Austrian Emperor at Austerlitz.

V – Napoleonův zákonník. (Code civil)
  Code Napoleon (Code Civil).
W – Letopočet Napoleonovy císařské korunovace. (1804)
   Date of Napoleon's imperial coronation (1804).

Z – Napoleonův rodný ostrov. (Corsica)
   Napoleon's native island (Corsica).

Ž – Ostrov, kam byl Napoleon deportován roku 1814. (Elba)
   The island where Napoleon was exiled in 1814 (Elba).

YES/NO questions (battle for the grey fields)
- Did Marie Antoinette come from Italy? (No)
- Did Napoleon invade Saint Petersburg? (No)
- Did Napoleon fight on the territory of the modern Czech Republic? (Yes)
- Was Danton executed? (Yes)
- Was La Fayette executed? (No)

Classroom language:
Choose your captain. Zvolte si kapitána.
The captains choose questions. Kapitáni vybírají otázky.
Repetition of historical terms via a linguistic game

Recommended grade: 9.

Purpose of activity: Identification of “coded” historical terms and their encoding using the same principle of random personal terms

Target language: Historical terms discussed in all families

Aids: Blackboard

Amount of time: 20 minutes

- We write several historical terms on the blackboard that are coded using the principle of Czech and English synonyms. For example: NAROLETEN = NAPOLEON, JEHOTORIE = HISTORIE, NEHLASUJNULATVÍ = NEVOLNICTVÍ, NOVOSTAŘI = NOVOVĚK, OTYEAR = OTROK, HVĚZDAOVĚK = STAROVĚK.
- The students must crack the code themselves.
- Each student must similarly code a random historical term; he/she will write on the blackboard and the others will decipher it.
- The students in the end will characterize all of the terms.

Classroom language:

Decode the historical terms. Rozkóduj historické termíny.
What is the rule for the code? Jaké je pravidlo zakódování?
Code another term like this. Zakóduj takto další termín.
Explain the terms. Charakterizuj termíny.
Crossword puzzle
Recommended grade: 6.–9.

Purpose of activity: Fill in the English equivalents of basic historical terms, formulate questions on historical subjects

Target language: Simple historical terms

Cross-curricular relationships: Geography

Aids: Interactive SMART board table with SMART Notebook program

Time allowed: 20 minutes

- A prepared crossword puzzle of an historical nature will appear on the board, pictures and letters of the English alphabet (using the function Infinite cloning).

- The students move the correct letters into the crossword puzzle fields which form words. For example: HORSE, KING, CASTLE, TOWN, SOLDIER, PYRAMID, ITALY, EGYPT, and the mystery word HISTORY is revealed.

- Each student shall formulate at least one history question for the complementary terms, naturally depending on the date and material covered. For example: „What's the name of the biggest pyramid?, Who was the first Czech king?, When were horses domesticated?”

- The students shall pose prepared questions to each other.

Classroom language:

Name the pictures and complete the crossword.
Pojmenujte obrázky a vyplňte křížovku.

Prepare questions.
Připravte si otázky.

Ask your questions to the others.
Ptejte se ostatních.

What's the name of the biggest pyramid?
Jak se jmenuje největší pyramida?

Who was the first Czech king?
Kdo se stal prvním českým králem?

When were horses domesticated?
Kdy došlo k domestikaci koně?
Materials for producing prehistoric objects
Recommended grade: 6.
Purpose of activity: Determination of materials prehistoric man could use to make tools
Target language: materials – iron, wood, aluminium, stone, plastic material, bone, bronze, leather, names of objects
Aids: Interactive SMART board table with SMART Notebook program (may be supplemented with printed pictures on a magnetic board)
Time allowed: 15 minutes

- Various prehistoric objects and contemporary objects will appear on the board.
- Individual students should decide which objects a prehistoric person could use and what materials they could have been made from; contemporaneously, they shall gradually erase the contemporary objects.
- They shall consider, as a group, the environmental friendliness of prehistoric materials, and their availability.
- The students should not the difference in the design of prehistoric and contemporary objects.

Classroom language:
Name the objects in the pictures. Pojmenujte předměty na obrázcích.
What materials are they made of? Z jakého materiálu jsou vyrobeny?
Find the prehistoric objects. Vyberte pravé předměty.
Discoveries and inventions of the technical-scientific revolution

Recommended grade: 8.

Purpose of the activity: to match the innovations of the technical-scientific revolution with their inventors

Target language: inventions – automobile, light bulb, X-ray, fingerprint data, telegraph, engine, tire, Morse code, phone, cinema, dynamite, typewriter, chemistry, biology, physics

Cross-curricular relationships: physics, chemistry, biology

Aids: interactive SMART board table with SMART Notebook program (may be supplemented with printed pictures on a magnetic board)

Amount of time: 20 minutes

- The students shall divide themselves into pairs; they shall review the board and try to name the objects displayed on the board.

- The students match the names to the innovations.
According to language skill, the students may name the function of the inventions or means of operation in either Czech or English.

Classroom language:
*What can you see in the picture?*  
*Co vidíte na obrázku?*  
*Explain how the object works.*  
*Vysvětlete, jak věc funguje.*
English revolution – word search puzzle
Recommended grade: 8.
Purpose of activity: Location in the word search puzzle of terms relating to the 17th century English revolution
Target language: Terms relating to the revolution in England (revolution, republic, parliament, puritan, execution, civil war, protector, monarchy)
Aids: Pre-typed word search puzzle (using the WordSearch freeware programme), computer, electronic board
Time allowed: 15 minutes

- The teacher hands out papers to the students with a previously prepared word search puzzle prepared using the WordSearch program.
- Programme control (programme attached) – double-click on the file Wordsearch → My Own Puzzle → English Revolution (if an entirely new Wordsearch puzzle appears, the procedure is different: double-click on the file Wordsearch → close the window Word Search Game → Tools → Create My Own Puzzle; a window appears where words are filled in without diacritical markings).

- After printing it out, we can hand out a word search puzzle to the students with the given words (in the right columns); a more challenging puzzle does not list the given words.
- After all the words have been found and crossed out, the students and the teacher insert individual terms into a 17th century English history context.
- The crossword puzzle may also be solved on a computer or on an electronic table by dragging the mouse; the program has a large database of completed English word search puzzles on various topics.
Civil war in the USA
Recommended grade: 8.
Purpose of activity: Repetition of study material concerning the American civil war
Target language: English given names
Aids: Computer, interactive SMART board table with SMART Notebook program including Activity Toolkit 2.0
Time allowed: 15 minutes

- The instructor will prepare questions in advance on the US Civil War: president of the Confederacy – Davis, president of the Union – Lincoln, Southern commander – Lee, Union commander – Grant, Capital of the South – Richmond, place of the Southern surrender – Appomattox; uses an activity from the Lesson Activity Toolkit 2.0 menu.
- Students divide into small groups.

After opening the application, a question with time limit appears on the screen.
A member of the group selects letters by the board, the others advise him from their desks; the group must stay within the time limit (as set).
• Lastly, each group prepares additional information to their term.

Classroom language:

Find letters for your answer. Hledejte písmena pro svou odpověď.
What do you know about your word? Co víte o svém slově?
Artistic terms – linguistic football game

Recommended grade: 9.

Purpose of activity: Repetition of material concerning inter-War Czechoslovak culture

Target language: Basic terms relating to art and culture

Cross-curricular relationships: Music classes, art school

Aids: Computer, interactive SMART board table with SMART Notebook programme including Lesson Activity Toolkit 2.0

Time allowed: 15 minutes

- Using Lesson Activity Toolkit 2.0, the teacher prepares a game of “linguistic football” using the terms movie, theatre, music, architecture, painting.
- Students divide into small groups.

Each group selects letters at the board; they create an English expression for a concept from the field of art and culture, a correct guess = “scored goal,” a wrong guess = “missed goal.”
• After disclosing the general term, the group supplements additional specific information from the period of the inter-War Czechoslovakia.

Classroom language:
*Find letters for your answer.*
*Talk about Czechoslovak film, theatre, architecture, music, fine art.*

*Hledejte písmena pro svou odpověď.*
*Hovořte o československém filmu, divadle, architektuře, hudbě, malířství.*
Second world war – chronological arrangement of events
Recommended grade: 9.
Purpose of activity: Creation of a chronological sequence of events during the Second World War.
Target language: Terms relating to the Second World War – attack, battle, operation, offensive, uprising
Aids: Computer, interactive SMART board table with SMART Notebook programme including Lesson Activity Toolkit 2.0
Time allowed: 15 minutes

- Using the Lesson Activity Toolkit 2.0, the teacher prepares a table with events of the Second World War, e.g. MOLOTOV-RIBBENTROP PACT, GERMAN ATTACK ON NORWAY, BATTLE OF BRITAIN, OPERATION BARBAROSSA, BATTLE OF STALINGRAD, OPERATION OVERLORD, WINTER OFFENSIVE IN THE ARDENNES, PRAGUE UPRISING.

- The students’ assignment is to arrange the events in chronological order; either students will take turns at the board.
The other students will be able to give their opinions concerning the proposed solutions.

After checking the correct answers, all students shall have to add 8 additional events during the Second World War from among the given events in correct chronological order.
Classroom language:  
*Put the events in chronological order.*

*Complete with eight more events of World War II.*
**The Czech nation up to the 12th century**

**Recommended grade:** 7.

**Purpose of activity:** Allocation of historical events to a particular century

**Target language:** Chronological terms

**Aids:** Computer, interactive SMART board table with SMART Notebook programme including Lesson Activity Toolkit 2.0

**Time allowed:** 20 minutes

- Using Lesson Activity Toolkit 2.0, we prepare three columns for the 10th, 11th, and 12th centuries and subsequently allocate historical figures to their respective centuries. 10. century – Wenceslaus, Boleslav I., Drahomíra, Boleslav the Pious, Radim Slavnikovec, Detmar; 11. století – Boleslav the Red, Božena, Jitka, Vladivoj, Jaromír, Břetislav I., Vratislav II., Gregory; 12. century – Sobeslav I., Vladislav II. (some figures lived in two centuries – lifespan in the given century shall be decisive).

- Students shall divide into three groups based on the number of periods, i.e. the 10th, 11th, and 12th century.

- Each group must match the person in question to its century.
• After checking the correct answers, students will be given another task, i.e. they must propose another three figures from the early 12th century.
• Lastly, each group must briefly describe its historical figures.

Classroom language:
*Find some famous figures of your century.*   *Najděte osobnosti svého století.*
*Who else belongs to the 12th century?*   *Kdo dále patří do 12. století?*
*What do you know about your figures?*   *Co víte o svých osobnostech?*
Czechoslovak presidents

Recommended grade: 9.

Purpose of activity: Enumeration of all Czechoslovak presidents and their chronological order.

Target language: Czechoslovak presidents

Aids: Computer, interactive SMART board table with SMART Notebook programme including Lesson Activity Toolkit 2.0

Time allowed: 15 minutes

- Using the Lesson Activity Toolkit 2.0, we prepare a table with photographs of Czechoslovak presidents.

- The students’ task is that of their naming and arranging in chronological order.
Lastly, the students shall supplement the most important information about each president.

Classroom language:
Who is in each picture? Kdo je na obrázcích?
Put the presidents in chronological order. Seřaďte prezidenty v chronologickém pořad
What do you know about these presidents? Co víte o těchto prezidentech?
Elizabethan England – anagrams
Recommended grade: 7.
Purpose of activity: Characterisation of figures of Elizabethan England
Target language: Personal names
Aids: Computer, interactive SMART board table with SMART Notebook programme including Lesson Activity Toolkit 2.0
Time allowed: 15 minutes

- Using Lesson Activity Toolkit 2.0, we prepare anagrams of personal names from the period of Elizabethan England: Elizabeth, James, Shakespeare, Mary, Drake.

- The students divide themselves into five groups; each group will decode one anagram within the time limit.

- Finally, each group will briefly describe their historical figure.
Classroom language:

Unscramble the anagram.

What do you know about your historical personage?
Prehistoric times
Recommended grade: 6.
Purpose of activity: Reiteration of prehistoric periods, incentive being provided at the beginning of the class
Target language: Serial numbers
Aids: Computer, interactive SMART board table
Time allowed: 15 minutes

- Appearing on the table are periods of European prehistory

Translation of words on the screen:

- The students arrange individual periods of the prehistoric period in chronological order and verbally designate each period with a serial number.
- We can supplement the activity with the legend: “You are a time traveller who got lost in the labyrinth of time. Find the way through prehistory up to the Migration Period.”
- The students prepare a short legend to each period, typical instruments, important discoveries, community.
- The students will present their individual periods.

Classroom language:
You are a time traveller who got lost in the labyrinth of time.
Find the way through prehistory up to the Migration Period.
Make a journey through prehistory.
What do you know about the different periods? Co víte o jednotlivých obdobích?
Introduction to information on Wenceslaus IV.

Recommended grade: 7.

Purpose of activity: Incentive to study material on Wenceslaus IV. linked to study material on the Premyslid dynasty

Target language: Serial numbers

Aids: Computer, interactive SMART board table

Time allowed: 10 minutes

- The students shall carefully review the text on the board and discuss the revision of the text in pairs so that it is factually accurate.

<table>
<thead>
<tr>
<th>Sv. Václav</th>
</tr>
</thead>
<tbody>
<tr>
<td>Český a říšský král, jehož vláda byla poznamenána rozepřemi se šlechtou a počátky reformního hnutí</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Václav I.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Český král, v děství vězněný na Bezdězu, za jeho vlády došlo k rozsáhlé kolonizaci pohraničí, k ménové reformě a otevření dolů v Kutné Hoře, získal korunu českou a polskou</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Václav II.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Český kníže a světec, považován za hlavního patrona českých zemí, zavražděn na příkaz vlastního bratra</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Václav IV.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Syn Přemysla Otakara I. a bratr sv. Anežky, zvaný též jednokny, upevnil moc českých zemí, za jeho vlády do Čech přišel gotický styl a rytířská kultura</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Václav III.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Český král, korunován na českého, polského a uherského krále, zavražděn v Olomouci</td>
</tr>
</tbody>
</table>

- The student called shall go to the board and move the description of the monarch to his correct name. He shall pronounce his name in its English version, using the correct serial number.
The class shall review individual monarchs together and supplement further information on their reign.

The instructor shall continue with a lecture on Wenceslaus IV.

Classroom language:

Match the monarchs with their features.

What else do you know about these monarchs?
Map of ancient Egypt -- puzzle
Recommended grade: 6.
Purpose of activity: Finding bearings on a map
Target language: North, south, west, east, the Mediterranean Sea, the Red Sea, river, desert, oasis
Cross-curriculum relationships: Geography
Aids: Computer, interactive table
Time allowed: 15 minutes

- We use the Picture Puzzle program (attached) to prepare a puzzle of the map of ancient Egypt.
- The students’ task is that of making an appropriate map using 15 fields. Correctly placed fields are automatically outlined in yellow.

- Individual students will take turns at the board. After the last field is placed, the outline will disappear.
- The students shall mark the following geographical terms using an electronic pen, such as north, south, west, east, the Red Sea, the Mediterranean Sea, river, desert, oasis.

Classroom language:
*Put together the map of ancient Egypt.*
*Mark the following on the map:*
Biblical figures
Recommended grade: 6.
Purpose of activity: Description of biblical figures
Target language: Serial numbers; Jewish king, liberator, leader, Israel
Aids: Computer, interactive SMART board table with SMART Notebook programme
including Lesson Activity Toolkit 2.0
Time allowed: 15 minutes

- Using Lesson Activity Toolkit 2.0, we prepare a description of biblical figures.

![Word Description Table]

Note: Israeli = This word is an adjective (Jewish) Comp. part patriarch of Israel/the Israeli a liberator of Israel/ the Israeli.

- The students must match them to specific names.
After checking the correct answers, the students shall describe individual figures in further detail.

**Classroom language:**

*Match the information to the names.*

*What else do you know about these key figures/people?*