

Grouping of musical instruments

Recommended grade: 6

Purpose of activity: Grouping of musical instruments into groups based on the manner of playing.

Target language: Names of musical instruments and groups thereof

Aids: Cards with pictures of musical instruments, CD player with musical samples, blackboard

Time allowed: 10–15 minutes

- We initially familiarize the students with the terms *brass instruments*, *percussion instruments*, and *string instruments* and introduce several examples, using the blackboard to illustrate them.
- Each student receives a card with a picture of a musical instrument. We explain that students shall form groups according to the class of instrument.
- We turn on the music and let the children move to its rhythm: "*Listen to the music and dance.*"
- We turn the music off and call out: "*Brass instruments!*" Students with a card showing a wind instrument form a group. We check the results together. Each student points to the musical instrument on the picture and names it.
- We next proceed to percussion and string instruments.

Classroom language:

You will form make groups of instruments.

A group of brass instruments, percussion instruments, and string instruments.

Listen to the music and dance.

Brass instruments form a group, please!

Percussion instruments form a group, please!

String instruments form a group, please!

Budete tvořit skupiny nástrojů.

Skupina dechových nástrojů, bicích a strunných.

Poslouchejte hudbu a tančete.

Dechové nástroje, vytvořte skupinu, prosím!

Bicí nástroje, vytvořte skupinu, prosím!

Strunné nástroje, vytvořte skupinu, prosím!

Rudolph the red-nosed reindeer

Recommended grade: 6.–7.

Purpose of activity: Connection of connect sentence fragments, arrangement thereof correctly by lyrics

Target language: Christmas theme

Cross-curricular relationships: Civics

Aids: CD player, Internet, worksheet, CD playback

Time allowed: 20 minutes

- We copy the worksheet and cut it up into individual sentence strips.
- We give each student in the class at least one strip, depending on the number of students. We number the strips containing the beginnings of sentences.
- The students walk round the class and look for the second part of the sentence. They must read their text each time and listen to their classmate's text. They then decide if their sentences fit together or otherwise. We do not help this at this stage, they must decide themselves.
- When they are satisfied with their results, they return to their places. Those who have not yet found the corresponding text, look among the remaining ones. We emphasize that they must be certain that they found the correct part before they sit down. Each student shall keep his/her text.
- We call out: "Number 1!" /Číslo 1!" The student with the n° 1 written on the strip with the beginning of the sentence then reads the text and the second student reads the end of the sentence. The others listen carefully and decide if it is correct or not. We do the same with the other sentences. We jointly correct the any wrong answers.
- The students then arrange themselves in the order of the sentences as they appear in the song. They verify it by listening.

Classroom language:

Circle the classroom and find the corresponding part of the sentence.

If you are satisfied with your answer, go back to your seat.

Is it right or wrong?

Line up in the same order as the sentences in the song.

Chodíte po třídě a najděte odpovídající část věty.

Pokud jste spokojeni se svou odpovědí, vraťte se na své místo.

Je to správně, nebo špatně?

Seřadíte se podle pořadí vět v písničce.

Note: The song and lyrics about Rudolph the reindeer can be found at:

<http://www.youtube.com/watch?v=55j7rLp8ilY>.

Correct answers:

Rudolph, the red-nosed reindeer had a very shiny nose.

And if you ever saw it, you would say that it glowed.

All other reindeer used to laugh and call him names.

They never let poor Rudolph join in any reindeer games.

Then, one foggy Christmas Eve, Santa came to say:

"Rudolph with your nose so bright, won't you guide my sleigh tonight?"

Then all the reindeer loved him, as they shouted out with glee,

Rudolph the red-nosed reindeer, you'll go down in history!

Full lyrics:

Rudolph, the red-nosed reindeer
had a very shiny nose.
And if you ever saw it,
you would even say it glows.

All of the other reindeer
used to laugh and call him names.
They never let poor Rudolph
join in any reindeer games.

Then one foggy Christmas Eve
Santa came to say:
"Rudolph with your nose so bright,
won't you guide my sleigh tonight?"
Then all the reindeer loved him,
as they shouted out with glee,
Rudolph the red-nosed reindeer,
you'll go down in history!

Wolfgang Amadeus Mozart – composer of the classicist period

Recommended grade: 7.

Purpose of activity: Completion of missing information

Target language: Simple past tense; synonyms

Cross-curricular relationships: History

Aids: worksheet, Mozart's music on CD, dictionary, CD player

Time allowed: 15 minutes

- Pairs of students receive the text about Mozart with missing information; but each student missing different information.
- Pairs of students take turns on asking questions with the object of acquiring the missing information from their classmate, which they will then fill into their text. We check to make sure that they do not look at each other's text and that they ask the questions in English only.

Note: While the students work on the assignment, we can play Mozart's music in the background, preferably his less known works.

- After filling in all missing information, pairs of students shall have identical text.
- We emphasize certain words in the text. If the students do not know them, they try to discover their meaning from the context and they can provide synonyms, Czech equivalents, etc. (see below). The use of a dictionary, either a unilateral or bilateral one is allowed. It may be assigned as a complementary task, or as homework, as necessary.
- For illustration, it would be a good idea to draw a timeline on the blackboard and to place the figure of Mozart dressed in his period clothes, including a wider historical context, e.g. what occurred, what began, and what other famous figure lived during his time, before, and after him.

Wolfgang Amadeus Mozart

Wolfgang Amadeus Mozart was born in Salzburg in Austria, on January 27, 1756 and died in Vienna, on December 5, 1791 and was a great composer. Mozart composed some of the most beautiful music ever written.

Mozart's Early Life:

Mozart's father Leopold, was a musician. Wolfgang was a child prodigy; at the age of five he composed a minuet, and played both the harpsichord and the violin. He performed for the Vienna Court when he was six years old. From the age of 7 until 10, Wolfgang and his elder sister toured Europe, playing for kings, emperors, and other royalty. Mozart composed his first symphony at the age of nine.

A Life of Composing:

During his short but very productive life, Mozart wrote over 600 works including symphonies, sonatas, concertos, operas, dance music, and masses. Some of his most famous pieces are *Eine Kleine Nachtmusik* (*A Little Night Music*, 1787) and the operas *Nozze di Figaro* (*The Marriage of Figaro*, 1786), *Don Giovanni* (1787) and *Die Zauberflöte* (*The Magic Flute*, 1791).

Mozart married Constanze Weber in 1781; they had six children, but only two survived to adulthood. Mozart's popularity with the public fluctuated and he had continual financial problems.

Mozart's Death:

Mozart was only 35 when he died on December 5, 1791. He had been ill for some time, often with rheumatic fever. Because he was penniless when he died, Mozart was buried in a pauper's grave in Vienna.

Vocabulary

<i>piece</i>	<i>composition, work</i>	skladba
<i>child prodigy</i>	<i>genius, talented child</i>	génius
<i>minuet</i>	<i>a piece of music in triple meter</i>	menuet
<i>harpsichord</i>	<i>cembalo, spinet</i>	cembalo
<i>royal court</i>	<i>the family and people around a king</i>	královský dvůr
<i>emperor</i>	<i>king, monarch, prince</i>	vládce, císař
<i>tour (v)</i>	<i>travel</i>	mít turné
<i>mass</i>	<i>a piece of music that is written for the church</i>	mše
<i>survive</i>	<i>continue to live</i>	přežít
<i>rheumatic fever</i>	<i>a serious disease</i>	revmatická horečka
<i>penniless</i>	<i>without money</i>	bez peněz
<i>pauper</i>	<i>poor person</i>	chudák, žebrák

Supplementary activity:

The students' task is to match the word with its definition or a synonym.

piece	the family and people of a king
child prodigy	king, monarch, prince
minuet	travel
harpsichord	without money
royal court	composition, work
emperor	genius, talented child
tour (v)	a piece of music in triple meter
mass	poor person
survive	a serious disease
rheumatic fever	continue to live
penniless	cembalo, spinet
pauper	a piece of music that is written for the church

Correct wording of questions:

Student A

Where was Mozart born?

When did he die?

What did Mozart's father do?

Who did he and his sister play for?

How many pieces of music did he write?

How many children did they have?

Correct wording of questions:

Student B

When was Mozart born?

Where did he die?

What musical instruments did he play when he was 5?

How old was he when he wrote his first symphony?

Whom did he marry?

How old was he when he died?

When did he die?

Where was he buried?

Johann Sebastian Bach – baroque composer

Recommended grade: 8.

Purpose of activity: To answer to the question in the text rapidly

Target language: Simple past tense

Cross-curricular relationships: History

Aids: Worksheet with text about Bach, J.S. Bach music recordings,

CD player

Time allowed: 15 minutes

- We divide the students into teams and give each of the text about J.S. Bach. There will be enough copies for every student to see them and so that he/she can search for the answers.
- We explain that we will read one question after another. The students must rapidly find the correct answer. The first student to call out the correct answer is awarded a point.
- We first read the text aloud to the students. We can let them read it on their own; they need to understand every word in this type of exercise, they need to be able to find their bearings in the text.
- It is helpful to illustrate an example of a timeline on the blackboard and to place a figure of J.S. Bach dressed in the clothes of his period, accompanied by a broad historical context.

Teacher's questions:

1. *In what year was Bach born?*
2. *In which country did Bach spend his entire life?*
3. *Bach was best known for his performances on which musical instrument?*
4. *How many children did Bach have?*
5. *How many times was Bach married?*
6. *Was Bach a composer of the Middle Ages, the Renaissance, or the Baroque period?*
7. *Did Bach compose the Goldberg Variations during his early career or later in life?*
8. *What was Bach's last major composition?*
9. *In which German city did Bach live towards the end of his life?*
10. *Which of Bach's pieces was performed in 1829, which started a world-wide interest in his work?*

Supplementary activity:

The students compare the life, works, and period of Mozart and Bach.

Blues, jazz, and rock & roll on the Mississippi river

Recommended grade: 8.–9.

Purpose of activity: Familiarization with important historical and cultural aspects of music in America

Cross-curricular relationships: Geography, civics, ICT

Aids: Music samples on CD, map, Internet source, CD player

Time allowed: 90 minutes

- We ask the students to name songs and musicians associated with jazz, blues, and rock & roll: *"Name songs or musicians associated with jazz, blues, or rock and roll."* Previous knowledge and an idea about the context of terms are required.
- We ask if any of the examples are associated with a specific place: *"Are any of these examples closely identified with a place?"*
- We then focus on musical instruments able to be heard in various styles of music. E.g. the clarinet and trumpet are characteristic of New Orleans and jazz, the electric guitar for Memphis and blues; the piano for Elvis Presley and Chuck Berry for Memphis and rock and roll.

Note: We can consider the role of (for instance) the horn played in baroque style and its role in jazz.

- We let the students listen to short clips of jazz, blues, and rock and roll with musicians such as Louis Armstrong, B.B.King, Scott Joplin, or Jonny Lang. We choose musicians that are somehow associated with the Mississippi river. We find it on the map.
- We ask if they can identify the style of music of each selection: *"Can you identify the style of each music selection?"* And if the given style is bound to a specific place: *"Is the style associated with any particular city?"*
- We can use the *Basin Street Blues* from Louis Armstrong as an example. We ask the students what instruments they hear: *"What instruments can you hear?"* Then we ask, where Basin Street is: *"Where is Basin Street located?"*
- We divide the students into groups of four. If we have books, magazines and other printed materials about the history of American music, jazz, rock, and blues, we give it to the students as well as Internet access, if available.
- Groups of students look for various cities along the Mississippi river in the search engine, along with music and musicians associated with these cities: *"Look for River cities and for styles of music and musicians who are identified with jazz, blues, or rock and roll."* The groups shall record the results of their search.
- We ask the students what musicians and what connections between the style, musicians, and cities they discovered: *"Which musicians did you discover? What are the connections between music styles, musicians, and cities?"*

Supplementary activity:

As homework or during English class, the students shall (on the instructions of the English instructors) to write a report about how the Mississippi river influenced American music.

History of Afro-American music

Recommended grade: 8.–9.

Purpose of activity: Familiarization with Afro-American music (from slavery to modern rap and hip hop) and with its leading figures

Target language: *Work song, jazz, blues, spiritual, funk, soul, hip hop*

Aids: Music demonstrations, CD player, cards with symbols (instructor creates them), Internet source

Cross-curricular relationships: Civics, history

Cross-disciplinary topic: Multicultural education

Time allowed: 45 minutes

- The students shall always listen to one music sample. We then ask the questions regarding their personal preferences and ability to characterize a specific piece; their final task is to distinguish common traits that pass through the history of Afro-American music.
- We can associate each music sample with a symbol, or draw it on individual cards. We prepare eight compositions; we thus make eight cards with symbols. The students that arrange the cards according to the period of origin.
- If conditions allow, the students may dance during the last pieces.

Note: The compositions are only suggestions; the instructor may use his/her own songs representing individual musical styles and genres.

Selection of compositions (webpage for listening, is included with every composition):

1. Work Song – *Pickin' Cotton All Day Long* (Creola And Ceola Smith)
<http://www.amazon.com/Pickin-Cotton-All-Day-Long/dp/B0011UOD24>)
2. Spiritual – *Kum Ba Ya / Take My Hand, Precious Lord* (Lynda Randle)
http://www.youtube.com/watch?v=7wHHpDIGY_U
3. Blues – *Nobody Loves Me, But My Mother* (B. B. King)
<http://www.youtube.com/watch?v=n1KOcM2aT9U>
4. Jazz – *Don't Worry 'Bout Me* (Frank Sinatra)
<http://www.youtube.com/watch?v=sxXfN4XqtsY>
5. Rhythm and Blues – *Let the Good Times Roll* (Ray Charles)
<http://www.youtube.com/watch?v=wjELrev9TU0>
6. Funk/Soul – *Papa's Got a Brand New Bag* (James Brown)
<http://www.youtube.com/watch?v=vq0m0FLz4Jc>
7. Hip Hop (early) – *Hip Hop Be Bop* (Man Parrish)
<http://www.youtube.com/watch?v=yZNfsgXCQ0I>
8. Rap/Hip Hop (contemporary) – *God Gave Me Style* (50 Cent)
<http://www.youtube.com/watch?v=ud3rxsSjFQo>

All the compositions can be downloaded on <http://www.apple.com/itunes/>.

Video clip

Recommended grade: 8.–9.

Purpose of activity: Guessing the content of lyrics based on the video clip

Aids: Video clip on DVD, DVD player, Internet source

Time allowed: 20 minutes

- We bring a video clip of a song to class; we adjust the selection according to the taste and interests of students in the class. The clip should have a plot. Materials may be found, e.g. at: <http://new.music.yahoo.com/videos/>.
- We play the video with muted sound. The students describe what is happening. We help by asking questions.
- We summarize together what happened in the video clip; the students express their impressions about what the song is about. They can try to write its text and then compare it with the original.
- We turn on the sound and replay the entire clip.
- The students shall try to understand the text, thereby finding the purpose of the song. If the students have difficulty in understanding, we provide copied lyrics. We try to avoid this, however, when first selecting the compositions.

Alternative:

The students may bring their own video clips. They are thus able to familiarize themselves with new artists, which also has a positive influence on relationships in class and on self-awareness.

Metallica – Nothing Else Matters

Recommended grade: 8.–9.

Purpose of activity: Completion of missing words in the lyrics

Cross-curricular relationships: Civics

Aids: The song Nothing Else Matters on CD, worksheet with lyrics, CD player

Time allowed: 20 minutes

- We ask the students what they know about the band Metallica, if they listen to their music, which style of music they represent, etc.: *"Do you know Metallica? Do you like their songs? What style of music do they play?"* More detailed information about the band is available at: <http://www.metallica.cz/> and <http://www.metallica.com/>.
- The students listen to the piece and complete the missing words in the lyrics: *"Please listen to the song and fill in the missing words."* If necessary, we replay the song several times.
- We read the lyrics together.
- Finally, we ask the students to explain briefly what the song is about: *"Explain in a few words what the song is about."*

Complete lyrics for the teacher:

So close, no matter how far
Couldn't be much more from the heart
Forever trusting who we are
And nothing else matters

Never opened myself this way
Life is ours, we live it our way
All these words I don't just say
And nothing else matters

Trust I seek and I find in you
Every day for us something new
Open mind for a different view
And nothing else matters

Never cared for what they do
Never cared for what they know
And I know

So close, no matter how far
Couldn't be much more from the heart
Forever trusting who we are
And nothing else matters

Never cared for what they do
Never cared for what they know
And I know

Never opened myself this way

Life is ours, we live it our way
All these words I don't just say
And nothing else matters

Trust I seek and I find in you
Every day for us something new
Open mind for a different view
And nothing else matters

Never cared for things they say
Never cared for games they play
Never cared for what they do
Never cared for what they know
And I know, yeah yeah

So close, no matter how far
Couldn't be much more from the heart
Forever trusting who we are
No, nothing else matters

Note: Audio e.g. available at: <http://www.youtube.com/watch?v=NcbAibPA2yY>.

Write a rap song

Recommended grade: 9.

Purpose of activity: One's own rap song

Aids: Writing supplies and paper, rap rules, Internet source

Time: allowed: Determined by instructor

- We ask the students to tell us what rap is and if they listen to this style of music: *"What's rap? Do you listen to this style of music?" – "Rap songs are spoken songs. They are not sung; they are spoken. They have a very strong beat and a lot of rhyme."*
- We tell the students that they can try and write their own rap and explain to them the basic rules for writing lyrics (see below). They can create their own accompaniment to the lyrics or "borrow" it from a different writer.
- The students must first choose a topic and know enough about it to be able to write rap lyrics. The class either works together on it or in groups. If someone wants to work independently, we let him/her.

Note: It can be given as a small class project, where the students work several weeks on the lyrics in cooperation with English and music teachers. In the end, a concert can be organized for the entire school, where the composers present their results.

Rules of rap:

1. Choose a suitable topic.
2. Sketch the basic plot of the story.
3. Write "supporting" lyrics with quality verses so that it doesn't leave a cheap impression.
4. We begin the lyrics with a very that not only opens our topic but also serves as a basis for building on additional rhymes and development of the rhythm, which can change during the course of the composition; however, we do not recommend that beginners change this.
5. Rap lyrics rhyme, usually every two verses (the length is roughly equal to 6 tracks/beats and more). The first verse rhymes with the second, the third with the fourth, etc. The lyrics sometimes also include a refrain and chorus.
6. Choose appropriate music that creates an interesting base for the rap itself.
7. Manage the technique of rapping. Perfect knowledge of the language in which it is written is a component. We pay particular attention to the melody of the lyrics, placing an emphasis on pauses and the overall tempo. We pay attention to the length of the vocals and on accenting individual syllables. We mustn't forget our breathing.
8. Samples from Czech and Slovak rappers can be used as an aid for beginners.

All about rap is available at: <http://www.rapmusic.com/rapmusic/category/artists/>.

Origin and history of the musical instrument

Recommended grade: 9.

Purpose of activity: Collection of information about the origin and history of the musical instrument

Target language: Grammatical tenses

Cross-curricular relationships: History

Aids: Recordings of instrumental sounds, pictures of the progressive development of the musical instrument, Internet source, CD player

Time allowed: Variable

- We assign the students the task of preparing a presentation in English on the topic of the origin and history of the musical instrument that they select themselves. Basic facts about the origin of drums may, e.g. be found at <http://penz4.tripod.com/historyofdrums.html>, facts on the origin of the guitar at [http://www.associatedcontent.com/article/372599/how it all began the origin of the.html](http://www.associatedcontent.com/article/372599/how_it_all_began_the_origin_of_the.html).
- We give students freedom to search for information on Internet.

Rhythmic tongue-twisters

Recommended grade: 6.–9.

Purpose of activity: Practice of pronunciation using English tongue-twisters with rhythmic elements

Target language: English tongue-twisters

Aids: Worksheet with tongue-twisters, metronome or tympanum

Time allowed: 10 minutes

- Students probably know tongue twisters from Czech or foreign language classes. We can ask them to provide an example in any language. Afterwards, we hand out worksheets to them with tongue twisters.
- The instructor first reads the tongue twister slowly and aloud.
- We ask the students to read with us, slowly, and to repeat the passage several times.
- The students then read individually.
- If reading at a slower speed does not present problems and the students articulate with confidence, we gradually increase the speed. Again, the instructor reads consecutively three times as fast as possible.
- The students do the same, first as a group, then individually. This will be a lot of fun. The students can also pair up with a partner of the opposite sex. They repeat the tongue twister until one of them botches it. Meanwhile, we measure their times.
- We can make the tongue twister reading more interesting, for example by setting the tempo on a metronome or by tapping the rhythm at which the students recite it. We can also modify our voice. We read the tongue twister at a whisper, at a low or high pitch (we can also use a male or falsetto voice). We can even sing it to the melody of a different composition or song.

Note: Tongue twisters represent words, word combinations, and sentences that are difficult to pronounce. They are used for training pronunciation and are useful for those that need to maintain or enhance their rhetorical skills; while livening up classes in both the mother tongue and foreign languages and making them fun. A list of tongue twisters is available at: <http://thinks.com/words/tonguetwisters.htm>.

Bee, Beetle, Bee, Beetle

Recommended grade: 6.–9.

Purpose of activity: Development of a sense of rhythm using words of varying numbers of syllables

Target language: Names of drinks or groceries

Aids: Table, worksheet

Time allowed: 15 minutes

- We slowly clap out four beats (provide the tempo) while we count: „1, 2, 3, 4.“
- We repeat it, but this time replace the counting with the word *Bee*: „*Bee, Bee, Bee, Bee.*“
- We now clap eight beats at twice the speed than before, and again count: „1, 2, 3, 4, 5, 6, 7, 8.“
- Each pair of beats (1 and 2, 3 and 4, ...) are replaced by the word *Beetle* so that we say each syllable separately: „*Bee-tle, Bee-tle, Bee-tle, Bee-tle, Bee-tle.*“
- We divide the class into two groups. One group claps and says *BEE*, the other *BEETLE*; both groups clap out their rhythms at once.
- When both groups have mastered it, we switch.
- Afterwards we can devise more difficult variations on clapping and pronunciation, e.g.:

„*Bee, Bee, Beetle, Beetle,
Bee, Beetle, Bee, Beetle,
Bee, Bee, Bee, Beetle,
Beetle, Beetle, Beetle.*“

- The students can offer their own ideas.
- We then again divide the students into groups, so that each group claps and the other says a different pattern.

Note: We can use the table as an aid in writing down these patterns, where in place of *Tea* we write only **B** and instead of *Beetle* only **E**:

B	E	B	E
E	E	B	B
E	B	E	B
B	B	E	E

- The students that clap out and pronounce according to the table; they read from left to right and from top to bottom. Then we read the order in a different direction, from bottom to top, right to left, diagonally. Each group may also clap out a different row and alternate.

Supplementary activity 1:

The students replace the letters in the table with notes.

Supplementary activity 2:

We give each student a worksheet; we clap out the rhythm from our table and the students will draw it in the table on their worksheet. We check the students' answers and repeat the exercise using a different rhythm. The students can also be asked to invent their own rhythm, to perform it before the others, and to write it in their tables on the worksheet.

B	E	E	B
E	E	E	E
B	B	B	B
E	B	E	E

Note: After a certain period and experience, the students are able to record the rhythm of Beethoven's work using the *Bee Beetle* concept.

Alternative:

We use additional words: *Salt, Pe-pper* (same as *Bee, Beetle*), *Choc-olate, Bread* (same as *Beetle, Bee*), *juice or-ange* (same as *Beetle, Beetle*).

Listening to music

Recommended grade: 6.-7.

Purpose of activity: Careful listening to and hearing music, expression of ideas by illustrations

Target language: Musical instruments, adjectives (*happy, pleasant, scary, etc.*).

Cross-curricular relationships: Art class

Aids: Music paper, pencil, crayons

Time allowed: 15 minutes

- We explain to the students that we will listen to a passage from a musical recording.
- We ask the students to listen to the recording carefully, because they will have three tasks, namely to try and describe the music in words, whether it is happy, scary, boring, etc. One adjective is enough, but obviously the more that students express in words, the better. The second task is to name musical instruments they hear and finally to draw/sketch any image which comes to their mind when they listen and what picture the music evokes.
- We play the recording (half a minute is enough) and we give the students time and space to work on the tasks. The students may compare their answers in pairs or groups. We go among desks and encourage them to talk about it in English.
- Finally, we ask the entire class questions and the students together share their observations from listening.

Classroom language:

We're going to listen to music/a song.

You have three tasks.

First describe the music.

Is it a happy song, a scary song...?

What musical instruments can you hear?

Draw a picture.

What have you drawn?

What's in your picture?

Poslechneme si hudbu.

Máte tři úkoly.

Nejdříve popište hudbu.

Je šťastná, strašidelná...?

Jaké hudební nástroje slyšíte?

Nakreslete obrázek.

Co jsi nakreslil/a?

Co je na tvém obrázku?

Alternative:

We select three various recordings. The students may then compare, discuss, which of the recordings they liked them most and why.

Musical instruments - hangman

Recommended grade: 6.-7.

Purpose of activity: Guessing the musical instrument

Target language: Musical instrument (*harp, drum, flute, violin, recorder, xylophone, trumpet, trombone, cymbals*), spelling out the letters of the English alphabet

Aids: Blackboard, worksheet, pencil, supplementary musical samples are useful

Time allowed: 15 minutes

- The students divide themselves into groups.
- Each group receives a certain number of points, e.g. 20.
- They write on the blackboard the name of the musical instrument with several missing letters (see worksheet).
- The purpose of the game is to guess the word before we hang the man (same as the hangman).
- The students reveal the word by progressively guessing the missing letters.
- The first group shall begin. If they choose the correct letter, they may guess the next letter. If they choose the wrong letter, they lose a point from the 20 point total and a part of the hangman is built. The second group then gets a chance.
- The group that has the least amount of points and has the largest part of the hangman is eliminated.
- Follow the same pattern for the additional words.
- In the end, the students fill in the worksheet.

Classroom language:

What letters are missing?

Jaká písmena chybějí?

Alternative:

The words only contain the first letter, the first and last, or none.

The students may play in pairs.

The body as a musical instrument

Recommended grade: 6.

Purpose of activity: Association of sound with body movement

Target language: Parts of the human body, interjections

Aids: None

Time allowed: 10 minutes

- We explain to the students that we will make music using various parts of their body and that we will play as an orchestra: „*We are going to use different parts of our body to make music and pretend we are an orchestra*“.
- We begin with the head – we bend our head forwards and backward and say: “BOING, BOING”. We mustn’t forget to give and change the tempo and rhythm. We always produce the sounds individually, one after another.
- We then add a new sound each time while always repeating previous sounds so that they follow in tandem.
- We squeeze our nose between our thumb and index finger and say: “HONK, HONK.”
- We pull our ears and say: “DING, DONG.”
- We clap and say: CLAP, CLAP.“
- We slap our knees and say: TAP, TAP.“
- We stamp and say: “STAMP, STAMP.“
- If the children are standing, they can wiggle their behinds and say: WIGGLE, WIGGLE.“
- We join all the motions and sounds and we have our orchestra!
- Finally, we can rearrange the order of sounds – we begin with the feet.

Classroom language:

We are going to use different parts of our body to make music and pretend we are an orchestra.

Touch your nose with your finger and say "Honk"

Pull on one ear lobe then the other and say "Ding Dong"

Clap your hands and say "Clap, Clap"

Tap your knees and say "Tap, Tap"

Stamp your feet and say "Stamp, Stamp"

Wiggle your bottom and say "Wiggle, Wiggle"

Put them all together and we have our own orchestra!

Let’s do it backwards, starting with your feet.

Pomocí různých částí našeho těla vyprodukujeme hudbu a budeme si hrát na orchestr.

Přitlačte prstem nos a *Honk*, řekněte... "*Honk, Honk*"

Zatahejte za jedno ucho, pak druhé a řekněte ...

Tleskněte a řekněte...

Plácněte se do kolen a řekněte...

Zadupejte a řekněte...

Zakruťte zadnici a řekněte ...

Spojte je a máme náš vlastní orchestr.

Udělejme to pozpátku- začneme s nohama.

Supplementary activity:

We say and the students add in the corresponding sound or vice-versa.

Draw and compare a musical instrument

Recommended grade: 6.-9.

Purpose of activity: Drawing two musical instruments and comparing them

Target language: Grading adjectives, description of instruments

Cross-curricular relationships: Art class

Aids: Paper or worksheet

Time allowed: 20 minutes

- We name instruments alongside the whole class which the students know in English. If necessary, we add others. When naming them we can use picture cards or photographs, so that the students get an idea of size ratios between various musical instruments.
- We ask if any of them play a musical instrument and how long: "*Who plays a musical instrument? How long have you been playing?*"
- We ask the students to choose two instruments they will draw (they will either use blank paper, or the worksheet). We limit the time of drawing, so that the exercise does not take too long.
- The students then describe their instruments according to their knowledge and ability (what class of instruments they belong to, what they are made of, how they are played, etc.) and compare their descriptions. The questions on the worksheet can serve as an aid (we can add others).

Classroom language:

Name some musical instruments in English.

Please choose two instruments and draw them.

Describe your instruments.

What type of instrument is it? String, brass or percussion?

What material is it made of?

How do you play it?

Compare your instruments.

Which one is bigger?

Which one is louder?

Which one is easier to play?

Which one would you like to have and play?

Vyjmenujte anglicky několik hudebních nástrojů.

Prosím vyberte si dva nástroje a nakreslete je.

Popiš své nástroje.

jaký typ nástroje to je? Strunný,

dechový nebo bicí?

Z čeho je vyroben?

Jak se na něj hraje?

Porovnej své nástroje.

Který je větší?

Který je hlasitější?

Na který je jednodušší hrát?

Který bys chtěl/a mít a na něj hrát?

Sting: An Englishman in New York

Recommended grade: 8.

Purpose of activity: Completion of missing words in the text

Target language: General

Cross-curricular relationships: Civics

Aids: CD/DVD player or PC with internet connection, worksheet with song lyrics

Time allowed: 20 minutes

- Initially we talk about Sting; we find out what is known about him, his music, and his songs (<http://www.last.fm/music/Sting>).
- We then play the composition and the student complete the missing words in the lyrics: *"Listen and complete the blanks / missing words."*
- After checking to ensure the students have filled in the text correctly, we examine the message of the song more closely and analyze certain moments. Questions and topics for discussion may be as follows:
 1. *What does the title of the song suggest?*
 2. *What do these words have in common?*
 - **modesty**
 - **propriety**
 - **sobriety**
 - **gentleness**
 3. *Which of these two sayings do you agree with more and why?*
 - *"Be yourself no matter what they say".*
 - *"When in Rome, do as the Romans do"*
 4. *According to the song, the singer is "An Englishman in New York". What would you be if you were the singer? For example "A Japanese man in New York"?
A Japanese man in New York? Why?*
 5. *Would you like to live abroad, e.g. in New York, as a Czech?*

Complete the lyrics for the teacher:

An Englishman in New York *By Sting*

I don't drink coffee I take tea my dear
I like my toast done on one side
And you can hear it in my accent when I talk
I'm an Englishman in New York

See me walking down Fifth Avenue
A walking cane here at my side
I take it everywhere I walk
I'm an Englishman in New York

I'm an alien, I'm a legal alien
I'm an Englishman in New York
I'm an alien, I'm a legal alien
I'm an Englishman in New York

If "manners maketh man" as someone said
Then he's the hero of the day
It takes a man to suffer ignorance and smile
Be yourself no matter what they say

I'm an alien, I'm a legal alien
I'm an Englishman in New York
I'm an alien, I'm a legal alien
I'm an Englishman in New York

Modesty, propriety can lead to notoriety
You could end up as the only one
Gentleness, sobriety are rare in this society
At night a candle's brighter than the sun

Takes more than combat gear to make a man
Takes more than a license for a gun
Confront your enemies, avoid them when you can
A gentleman will walk but never run

If "manners maketh man" as someone said
Then he's the hero of the day
It takes a man to suffer ignorance and smile
Be yourself no matter what they say

I'm an alien, I'm a legal alien
I'm an Englishman in New York
I'm an alien, I'm a legal alien
I'm an Englishman in New York

Musical instruments - pantomime

Recommended grade: 6.

Purpose of activity: Recognition of the musical instrument in the pantomime

Target language: Names of musical instruments

Aids: Cards with pictures and names of musical instruments

Cross-curricular relationships: Drama class

Time allowed: 10 minutes

- Divide students into teams.
- Cut out pictures of musical instruments and place them in a bag.
- One team member shall always come forward and pull out a card; he/she will demonstrate how to play the given musical instrument. The team naming the instrument first gains a point.

Classroom language:

Take one card out of the bag.

Please show how to play the instrument.

What musical instrument is it?

Vytáhni z pytle jednu kartičku.

Prosím předved', jak se na nástroj hraje.

Jaký je to hudební nástroj?

Tub thumping (I Get Knocked Down): Chambawamba

([http://uk.ask.com/web?q=chambawamba&what=Business+or+Service&where=City %2C+State+or+Zip&search=&qsrc=0&o=0&l=dir&siteid=](http://uk.ask.com/web?q=chambawamba&what=Business+or+Service&where=City+%2C+State+or+Zip&search=&qsrc=0&o=0&l=dir&siteid=))

Recommended grade: 8.-9.

Purpose of activity: Completion of missing words in the lyrics

Target language: Simple present tense

Aids: CD player, worksheet

Cross-curricular relationships: Civics

Time allowed: 20 minutes

- We ask the students if they know the band, Chambawamba and their music. If no one from the class know them, we tell them a few thing about them ourselves (<http://uk.ask.com/music/artist/Chumbawamba/26283>, <http://cs.wikipedia.org/wiki/Chumbawamba>). If the listening sample is popular with students, we can ask them to write a brief biography on the group in English as homework.
- Before we play the recording and the students begin filling the missing words into the lyrics, we can discuss drinking habits and types of beverages (alcoholic, non-alcoholic, which belong in each group, etc.)
- The students shall complete missing words while listening. Those are: *be/cry/drink/get/remind/sing*.
- We can check the answers together as a class, by reading the text aloud or let the students check their own answers (we provide the complete lyrics).
- We then emphasize certain expressions in the text (it depends on the teacher's language ability, optional): *to go on the piss* (slang expression) = *to go drinking until drunk* = spít se do němoty (the word *piss* is very vulgar); *gonna* = *going to*
- The students' assignment is to find out what the word *tub-thumper* means (in the dictionary) and why the song is named that. They try to explain the word in English.
- Depending on time constraints and language abilities, we can continue in the discussion: types of violence often caused by drinking alcohol, alcohol and teenagers (underage drinking), what other factors can lead to violence.

Full lyrics:

SPOKEN: Truth is, I thought it mattered. I thought that music mattered. But does it? Bollocks! Not compared to how people matter.....

We'll be singing when we're winning
We'll be singing

Chorus (x 4)
I get knocked down, but I get up again
You're never gonna keep me down

Woman's voice: Pissing the night away (x 2)

Verse (Man's Voice)

He drinks a whisky drink; he drinks a vodka drink.
He drinks a lager drink; he drinks a cider drink.
He sings the songs that remind him of the good times;
He sings the songs that remind him of the better times.

Woman's voice: Oh, Danny Boy (x 3)

Repeat Chorus (x 4)

Woman's voice: Pissing the night away (x 2)

Repeat Verse (Man's Voice)

Woman's voice: Don't cry for me next-door neighbour

Repeat Chorus (x 4)

Instrumental (trumpet)

Repeat Chorus (x 15)

We'll be singing; we'll be winning
We'll be pissing the night away

Alternative:

We cut the text up into lines and give it to pairs of students. While they listen to the song, they arrange individual verses in the correct order.

Business: Eminem

(<http://www.youtube.com/watch?v=ox8w1LNYwi8>)

Recommended grade: 9.

Purpose of activity: Arrangement of lyrics in the correct order by listening

Aids: CD player, worksheet

Cross-curricular relationships: Civics

Time allowed: 20 minutes

- We cut the text up into lines/verses and give it to pairs of students.
- While they listen to the song, they arrange individual verses in the correct order.
- We explain the use of vulgar expressions in the text, e.g. the word *fucking* has a greater number of meanings depending on the situation: Andre, you're fucking right (very) nebo but we ain't fucking around round here, yo Dre. . (playing).
- We then write on the blackboard: gotta = got to, in' = ing, ain't = am not

Full lyrics:

Business sung by Eminem

The Eminem Show

(Intro)

Dre: Marshall...sounds like an S.O.S

Eminem: Holy wack, unlyrical lyrics

Andre, you're fucking right

Dre: To the rapmobile...Let's go

Marshall! Marshall!

Eminem: Bitches and gentlemen,

It's showtime! Hurry hurry, step right up

Introducing the star of our show...his name is...Marshall!

Eminem: You would not want to be anywhere else in the world right now

So without further ado, I bring to you Marshall!

Verse 1

You 'bout to witness hip hop in its most purest, more rawest form,

flow almost flawless, most hardest, most honest known artist,

chip off the old block, but old Doc is BACK

Looks like Batman brought his own Robin.

Oh god, Saddam's got his own Laden

wit' his own private plane, his own pilot,

set to blow college dorm rooms doors off **their** hinges

oranges, peach, pears, plums syringes.

Vnnnn vnnnn, yeah here I come,

I'm inches away from you, dear fear none,

hip hop is in a state of nine-one-one so...

Chorus x2

Lets get down to business.

I don't got no time to play around what is this

Must be a circus in town,

lets shut the shit down on these clowns.

Can I get a witness? HELL YEAH!

Verse 2

Quick gotta move fast,

gotta perform miracles.

Gee willikers, Dre, holy bat syllables

look at all the bullshit that goes on in Gotham when I'm gone.

Time to get rid of these rap criminals

So skip to your lou while I do what I do best.

You ain't even impressed no more, you're used to it

Flows too wet, nobody close to it,

nobody says it, but still everybody knows the shit

the most hated on out of all those

who say they get hated on in eighty songs and exaggerate it all

So much, they make it all up,

there's no such thing, like a female with good looks,
who cooks and cleans

it just means so much more to so much more people

when you're rappin' and you know what for

the show must go on. so I'd like to welcome y'all

to Marshall and Andre's carnival,

C'mon! Now...

(Chorus x2)

Verse 3

Its just like old times, the dynamic duo,

two old friends, why panic,

you already know who's fully capable,

the two caped heroes,

dial straight down the center eight-zero-zero

you can even call collect,

the most feared duet,

since me and Elton played career Russian Roulette

and never even see me blink

or get to bustin' a sweat,

people steppin' over people

just to rush to the set

just to get to see an MC

who breathes so freely,

ease over these beats and be so breezy

Jesus how can shit be so easy,

how can one Chandra be so Levy?

Turn on these beats, MC's don't see me.
Believe me BET and MTV are gonna grieve
when we leave, dog, fo' sheezy.
Can't leave rap alone, the game needs me
Till we grow beards, get weird,
and disappear into the mountains.
Nothin' but clowns down here
but we ain't fucking around round here, yo Dre. . .
What's up? Can I get a Hell? Hell Yeah! Now
(Chorus x2)

Da Da Da Da Da Da Da Da Marshall!

Da Da Da Da Da Da Da Marshall!

Outro
So there you have it folks,
Marshall has come to save the day
Back with his friend Andre,
and to remind you that bullshit does not pay
Because Marshall and Andre are here to stay
and never go away until our dying day
until we're old and grey
Marshall! So until next time friends,
same blonde hair, same rap channel,
Good night everyone,
Thank you for coming
Your host for the evening. . . Marshall! Oh...

Jingle Bells

http://www.carols.org.uk/jing1e_bells.htm

Recommended grade: 6.-7.

Purpose of activity: Completion of the missing prepositions in the lyrics

Target language: The prepositions *by, in, into, on, over, through, to*

Aids: CD player/internet connection, worksheet

Time allowed: 15 minutes

- The students listen to the song and fill the missing prepositions into the blanks.

Alternative:

The students first fill in the prepositions *by, in, into, on, over, through, to* and only afterwards listen to the song. Alternatively, we can write the prepositions on pieces of paper and the students arrange them correctly during the listening exercise.

Supplementary activity:

Conversation on the topic of winter pastimes, what dangers snow may present or winter sports.

Correct answers:

Dashing **through** the snow

In a one horse open sleigh

O'er the fields we go

Laughing all the way

Bells **on** bob tails ring

Making spirits bright

What fun it is **to** laugh and sing

A sleighing song tonight

Chorus (x2)

Oh, jingle bells, jingle bells

Jingle all the way

Oh, what fun it is **to** ride

In a one horse open sleigh

A day or two ago

I thought I'd take a ride

And soon Miss Fanny Bright

Was seated **by** my side

The horse was lean and lank

Misfortune seemed his lot

We got **into** a drifted bank

And then we got upset

A Design for Life: Manic street preachers

<http://www.youtube.com/watch?v=wieGRnViOmM>

Recommended grade: 9.

Purpose of activity: Rearrangement of the text in the correct order

Aids: CD player/internet connection, worksheet

Time allowed: 15 minutes

- We distribute the cut out lyrics to the students, and they spread them out on their desktops. Students work in pairs.
- The assignment is to correctly arrange the cut up lyrics during the listening exercise. We play the song as many times as necessary.

Supplementary activity:

We ask the students to search for some information about this band on Internet such as names and ages of band members, the city that they are from, how they put the band together, their background, who inspired them, etc. (*Names & ages of group members?, Origins: Which town did they come from?, How did they meet?, How were they first introduced to music?, Who were they inspired by?, What sort of background did each band member have? difficult? poor? rich? good?, Who disappeared? Why?*) For illustration and better overview, a world atlas should be available to the students. The questions arising are Who among you would listen to them?, Did you like the song?, Would you go to their concert?, Would your father go to their concert?, etc.

Full lyrics:

A DESIGN FOR LIFE

Manic Street Preachers

<>(<>)

Libraries gave us power (In what way?)

Then work came and made us free (How?)

What price now for a shallow piece of dignity (What does he mean?)

<>(<>)

I wish I had a bottle

Right here in my dirty face to wear the scars

To show from where I came

(What does he want people to know?)

<>(<>)

We don't talk about love, (When?)

We only want to get drunk (Who does he mean by 'we'?)

And we are not allowed to spend (What?)

As we are told that this is the end (Of what?)

<>()<>

A design for life (x4)

<>()<>

I wish I had a bottle

Right here in my pretty face to wear the scars

To show from where I came (What does he mean?)

<>()<>

We don't talk about love, (When?)

We only want to get drunk (Who does he mean by 'we'?)

And we are not allowed to spend (What?)

As we are told that this is the end (Of what?)

<>()<>

A design for life (x4)

<>()<>

We don't talk about love, (When?)

We only want to get drunk (Who does he mean by 'we'?)

And we are not allowed to spend (What?)

As we are told that this is the end (Of what?)

A design for life (x4)

Find the differences

Recommended grade: 6.-7.

Purpose of activity: Location and description of differences in the pictures

Target language: *There is, there are*, simple continuous tense

Aids: Worksheet

Time allowed: 10 minutes

- Each student is given a worksheet with pictures that appear to be identical; the differences can be seen on careful examination.
- The students' assignment is to find the ten differences and to compare the pictures.
- We set a time limit for finding the differences between the pictures. The person finding all the differences in the allotted time, wins.
- Finally, the students compare the pictures.

Classroom language:

There are 10 differences between these two pictures. Mezi těmito dvěma obrázky je 10 rozdílů.

Find and circle the differences.

Najděte a zakroužkujte rozdíly.

You have 1 minute to do this.

Máte na to 1 minutu.

Compare the pictures.

Porovnejte obrázky.

Describe the differences.

Popište rozdíly.

Ancient ritual

Recommended grade: 8.

Purpose of activity: Development of a sense of rhythm, cooperation, and a sense of humour

Target language: Ancient rituals

Cross-curricular relationships: History

Aids: Orff instruments, cards listing assignments to act out an ancient ritual

Time allowed: 45 minutes (2 x 45 minutes)

- The students divide into groups of four or five.
- Group representatives take a card with a written assignment to act out an ancient ritual. There is a different ritual on each card, namely, sacrifice to the Gods, praying for rain, praying for good hunting, praying for cure from a disease, a wedding, a burial of the dead, etc.
- The students are then be given time to become creative within the group. They can use Orff instruments, make music using their bodies, furniture, their neighbour's body.
- Following group creativity, the students perform "their ritual" before the other students.

Supplementary activity:

The students can make necessary props in art class.

Dubbing

Recommended grade: 8.-9.

Purpose of activity: *Development of musicianship, empathy, cooperation, and a sense of rhythm*

Target language: Song

Aids: None

Time allowed: 15 to 20 minutes

- The students divide into pairs in which they will decide on a song in English they both know (one verse and a refrain are enough). If there is an odd number of students in the class, the instructor participates. It would be good to have mixed pairs, i.e. boy-girl (they can draw).
- One of the actors will stand in front of the audience and “lip sync” the agreed song (only opening his/her mouth). A team mate sits on a chair, or squats in front of him/her and actually sings. The object is to achieve maximum teamwork. Afterwards they can exchange roles.

Classroom language:

Please make boy-girl pairs.

Together, agree on an English song you both know.

Open only your mouth.

Sit opposite him/her.

Sing the song.

Prosím vytvořte dvojice chlapec-dívka.

Domluvte si písničku, kterou oba znáte.

Jen otvírej ústa.

Sedni si naproti němu/ní.

Zpívej písničku.

Alternative:

We ask the students to bring a musical recording into class and to perform a playback. The student plays the recorded music and tries to “convince” the audience that he/she is the performer.

Musical twins

Recommended grade: 6.

Purpose of activity: Comparison of the sounds of miniature objects in small boxes, to find the classmate with the same small box

Target language: Adjectives, musical dictionary expressions and general dictionary words

Aids: Small opaque plastic boxes (at least one for every student), e.g. from Hubba Bubba Glop chewing gum, with rice, paper, metal objects, seeds, pebbles, etc.

Time allowed: 15 minutes

- We begin to play with the small plastic box containing one seed and ask if there is anything inside: *"Is there anything inside?"*
- We play with a small empty box and ask the same.
- We show another small box and ask first if the students think it will make a sound or not: *"Do you think it makes a sound?"*
- We ask one of the students to play with the small box: *"Try it."* The small box does not make a sound.
- The students must now find something small to put inside of the box: *"Please give me something which I can put inside the box."* The teacher also has coffee beans, rice, lentils, grain, etc.
- We place the same object into two small boxes and compare the sound that the boxes make when we play with them. The students guess if one object will sound similar to another, whether it will make a high or low-pitched sound, and they will test their hypotheses: *"Do you think that both things will make the same sound or not? Does it make high or low-pitched sounds?"*
- When we have at least one small full box for each student, we can mix them all up in a basket.
- Each student shall take one small box and find the classmate that has the small-box – twin; they shall then form a pair: *"Take one box and find the classmate who has a box that sounds like yours – your twin. Do not look inside the box. Then pair up."* The students must thus carefully listen to the sound that the small boxes make when they move.
- The students shall then convert the sounds into language, describe the sound and its colour, thereby learning new terms and expressions. We ask them what the sound reminds them of: *"Describe the sound, please. What can you hear? What does the sound remind you of?"*

Face writing

Recommended grade: 6.

Purpose of activity: Use of linear writing; drawing of a head and parts of the face

Target language: Description and nomenclature of parts of the face

Cross-curricular relationships: Civics, biology

Aids: A4 block paper, pencil, markers

Time allowed: 45 minutes

- We repeat the training in drawing a head and facial parts (design, proportions, and details).
- The students lightly mark the shape of the head on paper, and gradually fill in the detail (eyes, mouth, nose, eyebrows, ears, etc.).
- They write the names of facial parts in the corresponding areas of the face in various colours, e.g., they write the word *eyebrow* in black marker in the area of the face where eyebrows are actually located, using large capital letters.
- The students describe the facial parts in English, including the colour of hair, eyes, etc.

City

Recommended grade: 6.

Purpose of activity: Drawing of a city plan and description of the buildings

Target language: Names of retailers, sports, cultural, and educational institutions

Cross-curricular relationships: Civics

Aids: A3 block paper, pen, colour drawing ink or crayons

Time allowed: 90 minutes

- We talk to the students about the city in which they live, about areas of the city they visit.
- The students sketch the location of houses, retailers, playgrounds, swimming baths, theatres, schools, etc using a pencil. (simple plan). It can also be a futuristic city.
- Using black drawing ink, they then draw specific buildings and other objects.
- When the ink has dried, they colour in the objects, using coloured drawing ink or crayons.
- The final task is to write the names of individual objects in pen and their English names in drawing ink.
- Lastly, they introduce their city to us in English (what is in their city, where they go and why, major attractions, etc.).

Blow-drawing

Recommended grade: 6.

Purpose of activity: The theory of colour, development of imagination; faces of people and animals

Target language: Nomenclature of colours, facial parts, internal and external characteristics of people and animals, or possibly the names of fairytale characters

Cross-curricular relationships: Biology

Aids: Discretionary paper, water colours, straw, rag, fine tip brush, jackstraw, drawing ink

Time allowed: 90 minutes

- Initially we explain the object of the class to the students, namely, the selection of a pair of colours and the drawing of a face, as desired.
- We distribute instruments to the students.
- The students select two colours (e.g. blue and green, red and orange, red and purple) and dilute them heavily with water. They then pour the colours next to one another on paper, draw a straw, and blow the colours outwards from the centre, creating sharp burrs in various directions. If any paint remains in the centre, it is absorbed with a cloth, resulting in a "bi-coloured blotch" outline of a face in the centre.
- When the paper has dried, the students draw the eyes, nose, lips and ears on the face using a jackstraw and drawing ink; parts of the face may become randomly deformed, e.g. curves of the nose or pointed ears may come to resemble famous characters from fairy tales and other popular stories (witches, fairies, snow queen, etc.)
- The blotches may also be used to illustrate various animals (e.g. fish fins are represented by the blown spurs).
- Finally, students present their creations to us. They name them (we can let them think up quaint names), they describe their appearance, their nature, and lifestyle.
- The students use the remaining time to draw a comic strip with the character they drew. They provide descriptions in English.

Classroom language:

What's his/her/its name?

Describe his/her/its face, please.

What is he/she/it like?

Is he/she/it good or bad?

What does he/she/it do?

Does he/she/it sleep all day and haunt at night?

What does he/she/it like?

Jak se jmenuje?

Popiš jeho/její obličej, prosím.

Jaký/á/é je?

Je hodný/á/é nebo zlý/á/é?

Co dělá?

Spí celý den a straší v noci?

Co má rád/a/o?

Fairy

Snow Queen

Clown

Nymph

Witch

Wizard

Giant

divoženka

Sněhová královna

šášek

víla

čarodějnice

čaroděj

obr

Devil
Elf
Ghost

čert
skřítek
duch

Fairy tale illustration

Recommended grade: 6.

Purpose of activity: Illustration of a story, to be told in one's own words in the target language

Target language: Verbal description of the plot and main characters

Cross-curricular relationships: Literature

Aids: A3 block paper, water colours, paintbrush, data projector, short story text internet source

Time allowed: 90 minutes

- Initially we nominate alongside the students several fairy tales and their authors. We ask them if they also know fairy tales written by British authors (O. Wilde's *The Nightingale and the Rose*, *Sad Prince*; L. Carroll's *Alice's Adventures in Wonderland and Through the Looking Glass*, and others) and which fairy tales they liked when they were little, and which ones they like now.
- We read a short fairy tale in English. We adapt it according to the language ability of the students. If necessary, we read the text twice. Whilst reading we use gestures and mimicry for illustration. We make certain that the students understand the story. Another option is the use of an internet source, e.g. www.helpforenglish.cz, where there are fairy-tales recorded in English alongside their modified texts. Initially students only listen; they should then be given the printed text or it should be displayed via a projector. If necessary, we translate the fairytale together. There should still be enough time for the art assignment.
- We ask the students to display only the scene from the story they choose themselves (it does not matter if the some of the students draw the same scene).
- When everyone has finished, they take turns to show their pictures to the rest. Either he/she describes it, or others do so. In that way they simultaneously ensure that it is actually the particular scene from the fairy tale.
- We ask if anyone drew the same scene as their classmate and if so, we can compare the pictures.
- If certain crucial moments of the story are not illustrated, the students fill them in verbally.
- We then arrange the pictures in chronological order, display them in the classroom and the students retell the story based on the pictures in their own words.

Classroom language:

What fairytale did you like as a little child?

What fairytale do you like nowadays?

Listen to the story.

Do you understand it?

Please, paint a scene from the story.

Show us the picture and describe it, please.

Who else has painted the same scene?

What scenes are missing?

Put the pictures in order.

Tell the story.

Kterou pohádku jsi měl rád / měla ráda jako malé dítě?

Kterou pohádku máš rád/a teď?

Poslouchejte příběh.

Rozumíte?

Prosím, namalujte scénu z příběhu.

Ukaž nám obrázek a popiš ho, prosím.

Kdo ještě namaloval stejnou scénu?

Které scény chybějí?

Seřadte obrázky.

Vyprávějte ten příběh.

What hatched from the egg

Recommended grade: 6.

Purpose of activity: Coloured collage

Target language: Nomenclature of animals and spring themes

Cross-curricular relationships: Civics, biology

Aids: scissors, glue, colour paper, A4 block paper, black marker or drawing ink with ink stick

Time allowed: 90 minutes

- We talk to the students about the spring, e.g. the period of the birth of offspring (we can use the opportunity to recall the names of offspring and adults in English), Easter celebrations (traditions), etc.
- We provide the students with aids and introduce the object of the class.
- The students cut out eggs in various condition (cracked, broken, coloured....) from the coloured paper which they assemble and stick onto one other. They fold the paper into a composition and then glue it on white quarto.
- They draw in the hatching chicks (as well as already hatched ones) into the eggs in black, because a black drawing is more easily seen on a coloured collage composition.
- When the work is finished, the students discuss what is taking place in their pictures.

Alphabet

Recommended grade: 6.

Purpose of activity: Production for younger students in an English class of cards with letters and pictures; association of words and pictures

Target language: Letters of the English alphabet and their pronunciation, words beginning with a particular letter

Aids: Quarto cards (A6), coloured drawing ink, markers, pencil, brush

Time allowed: 45 minutes

- We familiarize the students with the object of the class, namely, the creation of an aid for the younger students for use in an English class.
- The students prepare the aids.
- Each student prepares five quarto cards. He/she sketches a letter and picture on each card in pencil, the letter being large and wide. The picture will contain the object whose name begins with the letter in question. The students write under the picture the name in English, using linear font letters (H – HOUSE).
- Students outline the capital letter using a marker or drawing ink, again using linear font.
- When the work is finished, the students present their work, pronounce the letter, and read the selected word.

Names of animals

Recommended grade: 6.

Purpose of activity: Written communication

Target language: Nomenclature of an animal and its description

Cross-curricular relationships: Biology

Aids: Markers, strips of paper, crayons

Time allowed: 45 minutes

- We talk about animals, describe their appearance, e.g. colour of their fur, but also their typical locomotion. We can describe everything in special and linear writing, using colour and dynamic lines.
- Students prepare aids.
- Students write the English names of animals on the strips of paper using a marker or crayons. They choose the type of letter, either handwritten or typed according to the nature of the animal; for example a giraffe can be written in yellow-brown in tall letters, a snake in winding letters, a kangaroo in jumping letters, a wolf in a sharp type of lettering, a lamb in handwritten crimped lettering, a spider in thin linear letters.....
- The paper format and length of the strip are modified by cutting according to the length of the name of the animal. This will help them to appreciate the importance of placing a letter into format.
- Finally, the students assess their work with the help of the instructor who checks all aspects of accuracy (capturing the nature of the animal by the selection of lettering, etc.).

Dialogue

Recommended grade: 7.–8.

Purpose of activity: Illustration of a dialogue, using lines and colours

Target language: Discretionary topic of discussion

Cross-curricular relationships: Civics

Aids: pencil, drawing ink, market, A2 paper, pen, film sample, DVD player, glue, tacks

Time allowed: 90 minutes

- We invite the students to work; for example, an emotional speech may be expressed using a line. We can differentiate between a declaration of love and dispute by the use of a different line thickness, colour, and different dynamics. The students themselves provide examples (love by smooth flowing line, argument by strong dynamic line, purple colour). We inspire the students by showing them a clip from J. Švankmajer's film, *Possibilities of dialogue*.
- Students work in pairs., tracing one another's heads on papers, with the result of two heads facing one another.
- They then outline these heads in various colours based on the nature of the dialogue. One pair illustrates an argument, another a friendly conversation, etc.
- The students then draw lines between the heads leading from the mouths, "as the speech flows." They alter the means of expression based on the nature of the sentences in the dialogue, e.g. during a friendly conversation the line will be thin, orange or yellow and nearly straight, whereas in an argument, the line will be purple or green, dynamic, sharp and thick.
- Combining various materials should be encouraged; in a heated dialogue, we can add tacks. We try to avoid using established symbols and signs.
- When the class has ended, the students convert the dialogue on paper into reality.

Ageing

Recommended grade: 7.–8.

Purpose of activity: Three-dimensional work from successively completed and enlarged profiles

Target language: Internal characteristics of a person

Cross-curricular relationships: Biology

Aids: Coloured paper, scissors, glue, stapler, black marker

Time allowed: 45 minutes

- Discussion of the topic of work and a short discussion about ageing Considering whether even a pretty girl can become a witch. Designing questions (How, when, whether she is wicked, boisterous, jealous, selfish). and answers (Ageing wisely is an art; the same cannot be said of being born. We begin ageing the moment we are born).
- The students draw a profile of a girl or boy on coloured paper; using a classmate as a model. They select the colour of the paper based on age and nature; pink and orange representing youth. The basic profile is a pink profile, which is also the smallest profile. The students should create up to five profiles reflecting age, i.e. from the youngest to the oldest.
- The students draw an ear, a mouth, an eye and hair into the cut out profile.
- They depict ageing based on character traits, for example frowning, resulting in uglier appearance. The use of colours ranges from green and blue to purple; lastly, they choose brown and gray. The contour of the profile can be rugged, with an enlarged nose, a protruding chin, etc. depending on the students' imagination, not forgetting that the higher the age, the larger the profile cutout.
- The students may staple or glue individual "ageing" profiles together to form a three-dimensional work (an open-book analogy).
- At the end of the class, the students discuss character traits and changes in facial appearance during ageing.

Classroom language:

<i>get old</i>	stárnout
<i>wart</i>	bradavice
<i>wrinkle</i>	vráska
<i>wrinkled skin</i>	vrásčitá kůže
<i>mole</i>	pigmentová skvrna
<i>face-lift</i>	plastická operace
<i>grey hair</i>	šedivé vlasy
<i>wise</i>	moudrý
<i>experienced</i>	zkušený

Landscape of words

Recommended grade: 7.–8.

Purpose of activity: Decorative task using written or linear type lettering

Target language: Description of landscapes and their features in English

Cross-curricular relationships: Biology

Aids: A4 paper, alcohol-based felt-tip pen, pencil

Time allowed: 45 minutes

- We familiarize the students with the object of the class, namely, the drawing of a landscape, which assemble from words.
- The students sketch a landscape on quarto, using a pencil (trees, houses, the sun or the moon, a river, mountains).
- They will fill in all the objects in the picture, using words, for instance the sun is drawn by writing the word *sun* within its contour.
- At the end of the class, the students describe their pictures.

Note: Using this method, grade 9 students can make still life pictures using coloured drawing ink or markers (vase with flowers, bowl of fruit, etc.).

Indigenous art

Recommended grade: 7.–9.

Purpose of activity: X-ray style of original Australian inhabitants, dotting technique

Target language: Storytelling, naming animals

Cross-curricular relationships: Biology, geometry

Cross-disciplinary topic: Multicultural education

Aids: brown paper, pencil, crayons or water colours (dark red, black, white, brown, yellow, gray, ochre), brushes

Time allowed: 45 minutes

- We introduce the style which the students will use (see note below).
- The students must first consider what they want to draw, for example a fish, a kangaroo, a salamander, a person, these being the traditional motifs.
- The students decide which colours they want to use in their picture and how they wish to draw the lines. They can either mark the location of bones, or draw the lines at their discretion.
- The students sketch the motif they selected on brown paper using a pencil. They then mark the geometric lines and colour them in.
- Sometimes the dotting technique (line of dots) is used to emphasize the lines or open spaces on the picture.
- If desired, they may even colour in the background.
- The students name their picture and write its name on it.
- Lastly, they invent a short story in English to accompany their picture, which is submitted as written homework.

Note: This artistic style is called *X-ray style* and originates from the aboriginal inhabitants of Australia. It originated thousands of years ago (roughly 2000 B.C.). This type of cave painting was discovered on the territory of Arnhem Land in Northern Australia and characteristically shows the outline of a person or an animal, the arrangement of bones and of certain internal organs.

The brain

Recommended grade: 8.

Purpose of activity: Drawing of a brain, development of imagination; application of the knowledge of the brain

Target language: Names of the senses and their organs, brain centres

Cross-curricular relationships: Biology

Aids: Encyclopaedias and textbooks (nervous system), markers, A4 paper data projector

Time allowed: 90 minutes

- We initially motivate the students to discuss the mystery and function of the brain, for instance memory is associated with six senses; a child has a vocabulary of up to 6000 words by the age of six, the average adult 14 000 words; information in long-term memory is stored in neurons of the brain cortex, etc. We can show pictures.
- We hand out instruments to the students.
- The students draw the right and left brain hemisphere including the cerebral sulci, using a black marker.
- The students decide individually what function of the brain they consider the most important. The five senses can be represented by five elves (hearing, smell, taste, sight, touch); senses are expressed in the image of elves, for example, as a goblin with large ears (hearing) or with a big nose (smell). The student draw the specialized function of the brain in the cerebral sulci.
- The students write their name and class near the drawing of the brain.
- Lastly, each student presents his/her drawing. The other students can guess what the illustration in a drawing of the brain represent.
- We ask a student why he/she considers it important to know what purpose the function serves, or perhaps how it works and what it does (it depends on the aptitude and knowledge of the students).

Note: Picture of both hemispheres with English labels:

http://cwx.prenhall.com/bookbind/pubbooks/morris5/medialib/images/F02_11.jpg.

Classroom language:

<i>hearing</i>	sluch
<i>smell</i>	čich
<i>taste</i>	chut'
<i>sight</i>	zrak
<i>touch</i>	hmat

The ear

Recommended grade: 8.

Purpose of activity: Linear drawing to record sounds by colour and line thickness

Target language: Description of sounds based on listening

Cross-curricular relationships: Biology, physics

Aids: Encyclopaedia, markers, crayons, pencil, A4 paper

Time allowed: 45 minutes

- We talk to the students about the importance of hearing, about the structure of the ear (we use a picture from the encyclopaedia), about pleasant and unpleasant sounds and about the sources of sounds.
- The students draw a model of the ear, using their classmate as a model. They impart shape to the ear by means of shading.
- The lines record the sounds that flow into the ear. The source (drum, singing, a skylark, poetry, etc.) is recorded by the colour, thickness, and dynamics of the lines, which are variously coloured, of varying shape and thickness. We either demonstrate various sounds in the class and the students record them, or we draw lines without listening and the others try to guess what (e.g. pleasant or unpleasant) sounds a particular line represents.
- In the final discussion, the students disclose the source and character of the sound they recorded. We compare various records of how the same sound was perceived.

Living up blotches

Recommended grade: 8.-9.

Purpose of activity: Development of imagination; livening up of inkspots, insects

Target language: Description and naming of insects, simple present tense

Cross-curricular relationships: Biology

Aids: Sponge, brush, watercolour paper, fountain pen, ink, marker or drawing ink, blackboard

Time allowed: 45 minutes

- We begin by explaining the object of the lesson to the students, namely, the to creation of imaginary insects from ink blotches.
- We hand out instruments to the students.
- The students wet the watercolour paper with a sponge or a brush and gradually apply drops of ink (e.g. red).
- After the paper has dried, they fill in the blotches with a pen; e.g. they draw eyes, feet, shoes, membranous wings (animating the insects – comic appearance).
- The students name their insects on the basis of their imagination.
- After they have finished their work, the students shall present their pictures to us in English, describing individual parts of the body, spelling out the names of the insects (one of the students may write the names of the insects on the board); they will tell us what their creature is capable of, where it lives, etc. depending on their abilities). We help them with supplementary questions, e.g.: *"What is it?, What does it look like?, How big is it?, Where does it live?, What can it do?"*

Classroom language:

What is it?

What's its name?

What does it look like?

How big is it in reality?

Where does it live?

What can it do?

It's an extinct species.

Antenna

Wing

Thorax

Abdomen

Body

Leg

Co je to?

Jak se jmenuje?

Jak vypadá?

Jak je to veliké ve skutečnosti?

Kde žije?

Co umí?

Je to vyhynulý druh.

tykadlo

křídlo

hrudník

břicho, zadeček (u hmyzu)

tělo

noha

Stump creatures

Recommended grade: 8.–9.

Purpose of the activity: Spatial work, broadening of the imagination; appreciation of nature, manual skills

Target language: Naming and description of the creation

Cross-curricular relationships: Literature, biology

Cross-disciplinary topic: Environmental studies

Aids: Coloured paper and other recyclable material (newspaper, plastic bags, clean small boxes from groceries, etc.), scissors, glue, books about elves (e.g. V. Klimtova's lexicon)

Time allowed: 90 minutes

- We can identify the object of the lesson from a discussion with the students about environmental protection and fairytale characters (using examples from V. Klimtova's lexicon). The theme of the work is *“Forest elves are good tree sprites.”*
- We hand out instruments to the students.
- The students first roll up the large brown paper into a cylinder or a truncated cone to serve as the base of the character the students shall liven up.
- The students cut out parts of the body from the coloured paper and glue them on a prepared geometric body made from brown paper (tracing their own hands and feet).
- They glue on the eyes, hair (they curl the strips of paper using a pencil), mouth and nose. They can even cut out accessories, e.g. glasses, a beard, a top hat, or hat.
- The students glue on the hat and other clothing a leaf from the coloured paper, modelled from a tree of their choice, e.g. oak, maple, and linden (they can find the English equivalent in a dictionary).
- The students name their sprite in Czech and/or English, e.g. Modřínek Přísný – *Strict Bruise*.
- Each student writes a story about their sprite and tells it in English (what type of tree he is from, what forest, what he does, etc.).

Classroom language:

forest sprite lesní skřítek

tree spirit

duch stromů

oak

dub

beech

buk

maple

javor

birch

bříza

lime

lípa

pine

borovice

spruce

smrk

What can your Stump-creatures do?

Co vaši pařezníci umí?

What's your Stump-creature's name?

Jak se jmenuje?

Does it protect or does it do harm?

Chrání něco nebo škodí?

What does it eat?

Čím se živí?

How old is it?

Kolik mu je?

What does it usually do?

Co obvykle dělá?

What does it like?

Co má rád?

What is it like?

Jaký je?

*Has it got any magical powers?
How does it reproduce?
How often does it reproduce?
Is it important for the forest?
Does it live in symbiosis with any
other organisms?
Describe it, please.
Make up a short story about it, please.*

Umí čarovat?
Jak se rozmnožuje?
Jak často se množí?
Je pro les důležitý?
Žije v symbióze s nějakým
organismem?
Popište ho, prosím.
Vymyslete o něm nějaký krátký
příběh, prosím.

Calendar

Recommended grade: 8.–9.

Purpose of activity: Sketching collage; association between writing and motif

Target language: Names of months

Cross-curricular relationships: Biology

Aids: Picture cut-outs, glue, poster colours, flat brush, pencil, A3 paper, marker or drawing ink, pen

Time allowed: 45 minutes

- At the beginning of the class, we discuss with students which motifs would be suitable for individual months, what characterizes individual months (if possible, we speak in English).
- The students prepare pictures and decide the name of the month the picture applies to. Each student picks one picture.
- The student places the picture appropriately on the paper and glues it on (cut-out tree, spring flower, etc.).
- He/she then writes the name of the month under the picture using a flat brush (e.g. *November*) concentrating on spaces between letters. He/she may highlight the borders of the letters using a marker or drawing ink.
- When the work is finished, each student speaks about the month he/she has illustrated, why he/she likes this month, what he/she does during this month, etc.

Classroom language:

Please, name the months of the year in English.

Prosím, jmenujte měsíce v angličtině.

When I say (May), what can you imagine?

Když řeknu (květen), co si představíte?

Choose a picture and match it to a month.

Vyberte si obrázek a přiřaďte ho k měsíci.

Glue the picture onto the paper.

Nalepte obrázek na papír.

Write down the name of the month.

Napište název měsíce.

Which month do you like the most? Why?

Který měsíc máš nejraději? Proč?

What do you usually do in this month?

Co obvykle tento měsíc děláš?

Supplementary activity:

We will discuss who was born in which month. How and where they celebrate their birthday.

Fairytale characters

Recommended grade: 8.–9.

Purpose of activity: Creation of two-dimensional marionettes for a fairytale presentation

Target language: Descriptions and names of fairytale characters

Cross-curricular relationships: Literature

Aids: A5 paper, skewers, scissors, poster colours, markers, glue

Time allowed: 90 minutes

- We begin by explaining the object of the class to the students, namely, to make fairytale characters for a theatrical presentation they will perform for their younger schoolmates.
- We review character proportions with the students (length of arms and legs, head size and foot size). We can use the picture from Leonardo da Vinci (see website <http://www.abc-people.com/data/leonardov/vitruvian-man.jpg>). We also review how a character appears in motion.
- The students draw figures which they colour in and draw in the details using a marker.
- After the drawing has dried, the students cut out the figures and glue them on a skewer.
- The students talk about the figures they created and give them names.

Alternative:

Instead of using colours, the marionettes can be created as in a shadow theatre. Emphasis is then placed on cutting, working with a cutout.

Supplementary activity:

The students and the English instructor, write a simple screenplay for the fairytale, in which their created fairytale characters will appear. They act out the fairytale for their younger schoolmates. Whilst the task is more time-intensive, the pleasure from its production and subsequent success is rewarding for both the instructor and the students. It can also be performed as a contest between classes for the best screenplay, stage design, performance, etc.

Parts of the ecosystem

Recommended grade: 9.

Purpose of activity: Creation of a poster, graphics design basics, use of letters and specific symbols

Target language: *Ecosystem, species, population, community, individual, environment, animate and inanimate parts*

Cross-curricular relationships: Biology

Cross-disciplinary topic: Environmental studies

Aids: Scissors, journals, crayons, glue, markers, blackboard

Time allowed: 45–60 minutes

- We draw four columns on the blackboard headed *Individual, Population, Community* and *Ecosystem*. We can review alongside the students how individuals form a population, which then form a community, and how these create an ecosystem.
- The students list several examples of each of the four terms.
- We ask the students to think about a specific ecosystem that they wish to illustrate via these relationships. We divide the students into groups and give them the necessary aids.
- The students illustrate the relationships, beginning with individuals and ending with the ecosystem using posters, either using their own drawings or cutouts from magazines. We let the students work freely. They can emphasize the relationships using arrows.
- When the students have finished, they stand in front of the class and explain their ecosystem in English.
- We display the posters in the class.

Note: We can work in cooperation with the biology instructor who deals with the students' topic to combine this artistic activity.

My favourite device

Recommended grade: 9.

Purpose of activity: Drawing a technical device; its overall and detailed schematic, writing

Target language: Naming a device and its description, explaining its utility

Cross-curricular relationships: Physics

Aids: Own device, marker, A3 paper, pencil

Time allowed: 90 minutes

- Students bring in their favourite device, e.g. CD player, mobile telephone, MP3/MP4 player.
- We conduct a discussion on the use, the nature, and the utility of the device. The students describe both generally and in detail the utility of the specifics, and how they service the device.
- We hand out instruments to the students.
- The students begin by drawing the overall schematic of the device, followed by its specific details.
- We illustrate how the device is serviced by drawing our hands, which we shade in with a pencil. This part of the task focuses on capturing the volume of the hand, i.e. on practising a three-dimensional drawing.
- They record the sounds or words the device produces in capital letters.
- At the end of the lesson, the students discuss their work, why they chose this device, how it works, what it does for them, why they like it, etc.

Classroom language:

Why did you choose this device?

How does it work?

Is it user friendly?

What do you use it for?

How often do you use it?

Why do you like it?

Could you live without it?

Proč sis vybral/a tento přístroj?

Jak funguje?

Je uživatelsky příjemný?

Na co ho používáš?

Jak často ho používáš?

Proč se ti líbí?

Mohl/a bys bez toho žít?

Travelling

Recommended grade: 9.

Purpose of activity: Drawing and painting; drawing continents

Target language: Topic of travelling, landscape, countries and continents, seas;
simple past tense, pre-present tense

Cross-curricular relationships: Geography

Aids: A3 paper, maps, drawing ink, coloured chalk, fountain pen

Time allowed: 90 minutes

- We start up the students' activity with a discussion of travel; we draw on our own and the students' personal experience. The students describe in English a trip to a country they visited (means of transport, nature of the country, interesting sites).
- We ask the students to draw an outline of a continent they have chosen (use the map as a model).
- They plot the route of their trip in the map (point of start to the point of destination). They use drawing ink and a pen. Their trip does not have to be real, they can make it up.
- They use the coloured chalk to illustrate the earth's surface and the seas, then they draw in important rivers, mountains, and deserts and describe them.
- They mark the direction of routes in their "map" with lines, draw modes of transport they used (ship on the ocean, an automobile on land, footprints on a hiking trail, etc.).
- After they have finished their work, the students describe their trip, their adventures and meetings (their imagination should be unlimited).

Alternative:

Simpler execution.

The students cut out a continent or country from an old atlas (they do not need to draw them) and continue as set out above.

Book cover

Recommended grade: 9.

Purpose of activity: Presentation of their favourite book, suggestion of a re-design of the book cover, graphics basics

Target language: Relation of a story, principal idea of the book

Cross-curricular relationships: Czech and world literature

Aids: A5 paper, various materials, spec. colours, markers, drawing ink

Time allowed: 45 minutes

- After introducing the purpose of the lesson, namely, the presentation of a favourite book we talk to the students about their favourite book. What do they know about its author, whether there is another more famous author or his/her book (it will help us later on to differentiate between text sizes, titles and authors; the name of a famous author will be in larger typeface than the title of the book and vice-versa).
- We emphasize the importance of selecting an appropriate picture which characterizes the plot, and of selecting an appropriate typeface (flat/linear, handwritten) and of placing the letters and the picture.
- After the work has been finished, the students discuss the plot of the book.

Alternative:

The students can make up their own plot for the book, design their own cover, and list themselves as the author.

Note: A typesetting technique would be appropriate (time requirement of 90 minutes).

Waterfall of letters and words

Recommended grade: 9.

Purpose of activity: Development of the sense of composition, collage; the use of letters of various sizes and colours to express natural phenomena, teamwork

Target language: Practice of the letters of the English alphabet, names of natural formations

Cross-curricular relationships: Geography, biology

Aids: Strip of large format packaging paper, poster colours, flat brush, large cut out letters, glue, markers, or perhaps self-adhesive foils.

Time allowed: 45 minutes

- We discuss the meaning of writing and its use for describing natural phenomena (e.g. flowing water in a stream, waterfall, river). We use the students' own ideas during the performance of the task, e.g. how do you place letters for a waterfall, randomly in one "flow" and in various colours?.
- We divide the students into groups of four to five.
- The students initially glue the letters at random. They have the option of arranging them into English words; placement becomes more difficult as the number of glued-on letters increases. The students draw additional letters or words adjoining them. They draw or shade in some of the letters, leaving others white.
- Lastly, the students draw in lines between the words (e.g. using a marker) to illustrate the flow of water.
- At the end of the class, the students discuss what the water covered (what it told us).

Comic strip

Recommended grade: 6.–9.

Purpose of activity: Development of imagination, drawing a figure or coloured drawing; the function of writing

Target language: Description of a story and of its protagonists, direct speech

Aids: A5 paper, drawing ink and pen (markers or coloured drawing ink may be used), comics (newspapers, magazines, books)

Time allowed: 90 minutes

- The students think up a story at home and its main characters; they work in pairs (certain students tend to participate minimally when the teams have more members). They also decide in advance who will draw what situation in the story.
- We motivate the students by showing them samples of comics (the students may bring in their own). We familiarize them with the authors and use comics in a film.
- We again review character proportions with the students.
- They draw in characters in A5 format using black drawing ink, or a black marker and write the English text into speech “bubbles”.
- Lastly, they colour the illustration.
- The students describe the main characters in English and tell their stories.

Crowd of people

Recommended grade: 6.–9.

Purpose of activity: Expression of a character in a painting; using warm and cold tones

Target language: Naming of human characteristics and facial expressions

Cross-curricular relationships: Civics

Aids: brush, A3 paper, watercolours

Time allowed: 45 minutes

- We ask the students if they notice faces of people they meet, e.g. when they go to school, shopping, etc. The character or momentary mood of people met at random can be read from their facial expressions.
- The students draw heads on A3 paper. They select the colours based on the notion of the character. Using warm and cold tones, the students express the character traits and mood of the person.
- After the drawing has dried, they fill in the facial expressions using a thin brush.
- At the end of the class, the students describe the people from their picture, what they are like, what they do, how they behave towards others, etc. (they use the vocabulary that they know).

Mask

Recommended grade: 6.-9.

Purpose of activity: Development of imagination, expression of a character using colour; facial parts

Target language: Dialogue

Aids: A4 paper, scissors, water-colours or poster colours, or crayons if needed.

Time allowed: 45 minutes

- In a motivated dialogue we lead the students to imagine what they would like to be reincarnated as.

Note: We will be reincarnated into living organisms, not into inanimate objects.

- Based on joint discussions, the students select a mask they wish to create. They first cut out the basic shape and then the openings for eyes, mouth, and nose.
- The students colour the mask according to the character (warm or cold colours are selected according to the character) and draw in the details.
- After the mask is finished, we ask the students why, for example, they wish to be reincarnated as a spider.
- The students shall use their creations for a discussion in pairs or in a group. They imagine, discuss their way of life or they can perform a theatrical presentation together.

Picture description

Recommended grade: 6.–9.

Purpose of activity: Description of a work of art; expression of one's opinion and feelings

Target language: Description of a picture, expression of one's feelings and opinions, artistic directions

Cross-curricular relationships: Civics, history

Aids: Photographs of pictures, or real pictures the students may bring into the class, internet source or English textbook, computer

Time allowed: 45 minutes

- We bring to the lesson photographs of pictures, cut out for instance from gallery brochures, postcards, and so on. The students can also bring materials; we must mention this to them in advance.
- We first ask the students if they go to exhibitions and if they have been to one recently.
- We spread out the pictures across the table and each student selects one he/she likes. If several students like one picture, it does not matter; each student may like it for a different reason and this can be compared later.
- A discussion follows. Each student describes the picture and explains why he/she chose it, what feelings it produces in him/her, etc. We can then classify the pictures according to a particular direction, e.g. impressionism, realism, post-modernism, a painter, a period, an artistic technique, e.g. linocut, painting, pastel/drawing ink picture, collage (see vocabulary for terms).

Classroom language:

Do you go to exhibitions or galleries?

Have you ever been to an art gallery?

Choose one you like?

Can you describe it?

Why did you choose it?

How does it make you feel?

Who is the artist? Do you know his work?

What period does the picture come from?

What art technique was used?

Chodíte na výstavy nebo do galerie?

Byli jste někdy v galerii?

Vyberte si ten, který se vám líbí.

Můžeš ho popsat?

Proč sis ho vybral/a?

Jaké pocity v tobě vyvolává?

Kdo je autorem? Znáš jeho tvorbu?

Z jaké doby obraz pochází?

Co je to za výtvarnou techniku?

Supplementary activity 1:

Students work in pairs. Each student in a pair has a picture he/she describes, and one student asks the other about the details of the picture, the object being to find as many differences between these two pictures as possible. Information can be found, e.g. on http://www.saatchi-gallery.co.uk/artists/li_qing.htm or in an English textbook, specifically *Inspiration. 3 Student's Book*. Oxford 2006, pgs. 106, 116.

Supplementary activity 2:

The students may send an email postcard with an artistic theme from certain web pages with electronic postcards, e.g.

<http://www.czecharts.com/galerie/>.

Alternative:

Another possibility is for the students to bring a picture they like and talk about it to the others. Why they like it, who was the artist, what they know about the artist's life

and works, where they saw the picture, if they have it at home, where they acquired it, etc. They search for information about the artistic direction, period, artist and his/her artistic technique.

Shirt design

Recommended grade: 6.–9.

Purpose of activity: Design of a picture with text

Aids: Single colour, unlabelled T-shirt, markers or textile colours, hard paper/hard sheets, Internet source, computer

Time allowed: 45 minutes

- Each student brings a single colour T-shirt or an unlabelled sweatshirt.
- In the beginning we can talk to the students about the purpose of an advertisement and what types of advertisement exist. Togetehr, we translate certain famous advertising slogans into English. We ask the students to create a design on the T-shirt they had brought, working alone.
- We ask them to think about what text and accompanying picture they want to have on their T-shirt (we guide their ideas)., e.g. a picture of a large strawberry with the internal label *I like juicy red strawberries*. The students record the ideas on paper. The instructor checks the grammar and spelling.
- For a motive, we can look alongside the students on www.t-shock.eu/cs/tvoric, where they will find various labels for t-shirts.
- The students sketch a design on a piece of paper. If we have a computer in the classroom, we can create the print design in electronic form.
- Before drawing, the students spread out the shirt on a desk, insert a piece of hard paper or sheet so that the colour should not penetrate. They apply the colours based on the design on the t-shirt. If they also have a motif on their backs, they must wait until the picture on the front has dried.

Me

Recommended grade: 6.–9.

Purpose of activity: Drawing of a profile using arbitrary writing

Target language: Names of family members, names of hobbies, vocations, external description

Cross-curricular relationships: Civics

Aids: A3 paper, pencil, markers

Time allowed: 90 minutes

- We talk to the students about ourselves and about our family relationship, our relationship with our relatives. We talk about what we all like, what we would like to be, and what we enjoy/do not enjoy (can be done in English, the students are familiar with the topic).
- We hand out instruments to the students.
- The student rests his/her head on paper and the classmate traces the profile of his/her head, using a pencil.
- Each student then draws himself/herself from memory into the profile, he/she can also recall the features by touch. They draw the facial details, hair, neck, part of the attire up to the shoulders in colour.
- The student writes about the self-portrait in English that which cannot be deduced from facial expression (what he/she wants to become, what he/she likes, what they inherited from their parents and grandparents, e.g. thick hair). The student selects the legend he/she has chosen, handwriting or typeface.
- Lastly, we talk about the creations and the students read out what they wrote in the drawing.

Classroom language:

Please, write in English around the picture of your head.

What you like, what you don't like, what you would like to be, what you are like, who you take after.

Napište, prosím, anglicky kolem své hlavy.

Co máte rádi, co nemáte rádi, čím byste chtěli být, jací jste, po kom jste, komu jste podobní.

Flower of feelings

Recommended grade: 6.–9.

Purpose of activity: Expression of one's feelings and thoughts

Target language: See *worksheet*

Cross-curricular relationships: Civics

Aids: Student photographs, worksheets, crayons

Time allowed: 45 minutes

- We ask the students in advance to bring in their own photograph in a 3.5 x 4.5 cm format by a certain date.
- We distribute the worksheets to the students.
- Together we read the sentences on flower petals and make certain that the students understand: *"Please read the sentences on the petals."*
- We give them time to fill in the sentences with their own ideas: *"Finish the sentences with your own ideas."* To illustrate this better, we can first talk about ourselves, so that the students know exactly what is expected of them.
- We ask several students at random to read their sentences.
- Everyone glues his/her their photograph into the centre of the flower (they can round off the edges of the picture with scissors). *"Glue your photograph in the centre of the flower."*
- Lastly, the students colour in the individual petals. That can use various colours, e.g. based on the colour they associate with a particular feeling. We tell them: *"Colour each petal with a different colour."*
- They can ask the instructor to check the grammar and spelling of their sentences in English class (should be consulted).

Classroom language:

Please read the sentences on the petals.

Přečtěte si věty na okvětních lístcích, prosím.

Finish the sentences with your own ideas.

Dokončete věty vlastními slovy.

Glue your photo to the centre of the flower.

Nalepte svou fotografii doprostřed květiny.

Colour each petal with a different colour.

Vybarvěte každý okvětní lístek odlišnou barvou.

Supplementary activity:

The students cut out the flower, glue it to the quarto paper and finish the stem and leaves. They can decorate the classroom with the flowers.