

## Can x Can't

Recommended grade: 6.

Object of activity: Comparison of various types of hardware from the viewpoint of their utilisation

Target language: Comparisons; modal verb *can*

Aids: Worksheet

Time allowed: 10–20 minutes

- The students work singly, or in pairs.
- We hand out the worksheets and jointly name individual devices.
- The students then say what the individual devices can do, what they are capable of. They create sentences using *can* and *can't* and compare individual devices. "A Bluetooth dongle can transfer the data from a mobile phone. I can take pictures with a camera but I can't take pictures with a printer. "

Classroom language:

*Name the pictures.*

*What can you do with a camera/printer/scanner/webcam?*

*Enter into the table.*

*Make sentences about what you can do with one thing but can't do with the other.*

*What can a scanner do?*

*transfer data from a mobile phone*

*upload photos from a camera*

*play a DVD*

*save the data*

*control by touch*

*control a PC*

*print out*

*scan*

*capture/take a video*

Pojmenujte obrázky.

Co můžete dělat s fotoaparátem/tiskárnou/skenerem/webkamerou?

Zapište do tabulky.

Tvořte věty, co můžete dělat s jednou věcí, ale nemůžete s druhou.

Co umí skener?

přenést data z mobilního telefonu

načíst fotografie z fotoaparátu

přehrát DVD

uložit data

ovládat dotykem

ovládat počítač

tisknout

skenovat

nahrát video

## Painting

Recommended grade: 6.

Object of activity: Review of the instrument panel in the programme *Paint*, graphics design basics (shapes, colours)

Target language: Instrument panel terms; shapes, colours and words that are easy to draw (flower, leaf, cloud, caterpillar, spider...)

Cross-curricular relationships: Art class

Aids: Computer, *Paint* programme, instrument panel picture and cards with names of instruments

Time allowed: 15–20 minutes

- We introduce the *Paint* program to the students.
- We print out the instrument panel (*printscreen*) for the students in the *Paint* programme available and the cut-up list of individual instruments.
- The task is the correct matching of the names of instruments to individual icons.
- We let the students name individual parts of the program, e.g. *tools, colours, pen, shapes, text*.
- Then we allot easy tasks: "Make a square, colour it light blue." We can practise various shapes (see Classroom language), colour and words that are easy to draw.
- The students work individually according to the instructor's instructions.
- Lastly, the students receive independent task, e.g. to create a certain picture, to create a business card or the logo of an imaginary firm.

### Classroom language:

*Name the parts of this menu.*

*Make a square, colour it light blue.*

*Spray three red circles.*

*Design your own business card.*

Jmenujte části tohoto menu.

Nakreslete čtverec a vybarvěte jej světle modrou.

Nasprejujte tři červené kruhy.

Navrhněte svou vlastní vizitku.

## **Bus / train schedules**

Recommended grade: 6.

Object of activity: Location of an appropriate transport connection between two destinations on Internet

Target language: Time data, bus / train schedules

Aids: Computer, Internet source, worksheet with table

Time allowed: 10 minutes

- The students use the server <http://jizdnirady.idnes.cz/vlakyautobusy/spojeni/> to find connections between two cities. The students work alone, or in pairs.
- They record the best connection in the prepared table in English.
- We can check the answers by selecting the EN language setting on the server <http://jizdnirady.idnes.cz/vlakyautobusy/spojeni/>. We subsequently pose questions to the students, which they answer on the basis of information found.

### Classroom language:

*Search for train/bus connections between...*

Najděte vlakové/autobusové spojení mezi...

*What time does the train/bus from/for... leave/arrive?*

V kolik hodin odjíždí/přijíždí vlak/autobus z/do...?

*How long does the bus take from... to...?*

Jak dlouho jede autobus z... do...?

*How long does it take to get from... to...?*

Jak dlouho trvá dostat se z... do...?

*How far is it?*

Jak je to daleko?

*Which connection is faster/the fastest?*

Který spoj je rychlejší/nejrychlejší?

*Which connection is easier/the easiest?*

Který spoj je pohodlnější/nejpohodlnější?

*Is it necessary to change trams/buses?*

Je nutné přestupovat?

## **Menu**

Recommended grade: 6.

Object of activity: Graphic modification of the the school cafeteria menu for the current week

Target language: Names of dishes

Aids: Computer, text editor, school cafeteria menu, dictionary

Time allowed: 15 minutes

- We write or if necessary copy the current menu from the school cafeteria and cancel all formatting.
- We copy the file into the students' folders.
- The students graphically edit and specifically change the colour, size, typeface etc., and insert pictures of dishes. They try to translate the menu into English using the online dictionary.
- They allot superior terms to individual meals such as vegetarian meals, desserts, side-dishes, types of meat, etc., or perhaps rate individual dishes.

Classroom language:

*Change the colour/size of the text.*

*Align the text to the centre.*

*Add pictures to the meals.*

Změňte barvu/velikost textu.

Zarovnejte text na střed.

Přidejte obrázky jídel.

*vegetarian meal*

*dessert*

*starter*

*side-dish*

*main course*

bezmasé jídlo

dezert

předkrm

příloha

hlavní jídlo

Supplementary activity:

The students create their own menus.and then discuss them.

## **Computer hardware**

Recommended grade: 6.–7.

Object of activity: Repetition of the names of computer parts

Target language: *Motherboard, hard drive, CD/DVD drive, processor, memory card drive, case, printer, scanner, keyboard, modem, monitor, screen, mouse, mouse mat, button, switch button, headphones, USB connector, cable...*

Aids: Adhesive labels with names of components, a computer without a cover, a scarf

Time allowed: 10 minutes

- Students work in groups, each group possessing a computer and with a set of adhesive labels with English names of components available to them.
- The group's task is the placing of the adhesive labels correctly on the components as fast as possible.
- The first group to finish, wins.
- Lastly, we jointly name the individual computer parts and correct any mistakes.

Classroom language:

*Stick a name card on the correct component.* Umístěte lepík na správný komponent.

Version 1:

We cover the students' eyes with a scarf and they identify individual components by touch. We pay attention to safety and indicate the correct answer by a given signal.

Version 2:

The students receive blank adhesive labels on which they write the name of components and subsequently glue them on.

## Emoticons

Recommended grade: 6.–7.

Object of activity: Determination of the meaning of various emoticons

Target language: Meaning of emoticons; verbs

Cross-curricular relationships: Civics

Aids: Cards with selected emoticons

Time allowed: 5–15 minutes

- We explain to the students that we have a deck of cards containing various emoticons and that there are at least two or more cards of each type of emoticon, according to the number of students in the class.
- Each student draws a card with an emoticon. He/she must then begin to grimace like the emoticon in the picture. Based on the facial expression of the others, they mutually search for emoticons of their type and form a group, without showing their cards to one another.
- After they have formed emoticon groups, the students compare their cards and determine whether they formed the correct group.
- Each group then presents its emoticon to the others and explains when and in what circumstance it is used.

Note: A list of emoticons is available on [http://en.wikipedia.org/wiki/List\\_of\\_emoticons](http://en.wikipedia.org/wiki/List_of_emoticons).

### Classroom language:

*Take one card and make the same face as the emoticon on it.*

*Make a group with the other students who have the same emoticon.*

*What's the name of your emoticon?*

*In what situations is it used?*

Vezmi si jednu kartu a tvař se jako smajlík na ní.

Vytvořte skupinu se zbytkem stejných smajlíků.

Jak se jmenuje váš smajlík?

V jakých situacích ho používáme?

<b>:-( sad</b>	<b>:-(( very sad</b>	<b>:-D laughing</b>	<b>:-) joking, satisfied</b>
<b>&gt;:( devil</b>	<b>O:-) angel</b>	<b>:-  undecided</b>	<b>:-O surprised</b>
<b>:-@ angry</b>	<b>[ ] hug</b>	<b>:-* kiss</b>	<b>;-) wink</b>

## **Excel – class schedule**

Recommended grade: 7.

Object of activity: Creation of a class schedule in English, using the spreadsheet

Target language: Names of school subjects showing the time and the days in the week

Aids: Computer, *Excel*, class schedule, small ball

Time allowed: 10 minutes

- The students create a spreadsheet in *Excel*, based on their current class schedule. They work independently.
- They first write the names of individual subjects into the respective classes. Instead of numbering the hours they can provide specific times, so that we can ask when until what time they have mathematics, etc. They similarly write the days in English.
- They then edit the schedules graphically, especially the colour, typeface size, and text bordering.
- When they have finished the schedule, we ask them: *"What days do you have/have you got Czech lessons? What time on Mondays do you have mathematics?"* They students can pose the questions to one another.
- The activity can be livened up using a small ball. We toss it among the students and the student who catches it must ask a question and toss the ball to the classmate who will answer the question, etc.

### Classroom language:

*In English, write the names of subjects into the relevant cells.*

*Arrange the size/colour of letters.*

*Make a border around the cells.*

*Colour the background of the cells.*

*Align the text in cells to the centre.*

*Copy the timetable to the second sheet.*

Napište názvy předmětů do příslušných buněk, anglicky.

Upravte velikost/barvu písma.

Vytvořte ohraničení kolem buněk.

Vybarvěte pozadí buněk.

Zarovnejte text v buňkách na střed.

Zkopírujte rozvrh na druhý list.

Timetable:

*Monday, Tuesday, Wednesday, Thursday, Friday*

*Czech/English/German/French/Spanish lesson*

*maths/mathematics*

*geography*

*history*

*physics*

*biology*

*information and communication technology (ICT)*

*art*

*music*

*physical education (PE)*

*physical and social education (PSE)*

*social sciences*

*family education*

## Excel – sorting data

Recommended grade: 7.

Object of activity: Arrangement of the class list in the table editor according to the values provided

Target language: See Classroom language:

Aids: Computer, *Excel* or other spreadsheet editor

Time allowed: 15 minutes (depending on the size of the group)

- The students open *Excel* or another table editor and they write the list of students into columns in order of seating or possibly the class list and groups. They work independently.
- They determine and complete the characteristics of classmates in respect of individual names, e.g. height, mass, age, gender. We progressively ask the students to tell their value; the others shall record it in the table.
- The students allot the data according to individual characteristics, the instructions being given by the instructor.

### Classroom language:

*Write a list of pupil's/student's names.*

*How tall are you? / What do you weigh? /*

*/ How many kilos do you weigh? /*

*/ When's your birthday?*

*Sort the pupils alphabetically /*

*/ according to their height/weight/*

*/ date of birth...*

*Who is the tallest / the lightest /*

*/ the oldest?*

Napište seznam žáků.

Jak jsi vysoký? / Kolik vážíš? /

/ Kolik kilogramů vážíš? / Kdy jsi se narodil?

Srovnej žáky podle

abecedy/výšky/hmotnosti / data narození...

Kdo je nejvyšší/nejlehčí/ nejstarší?

### Example of the procedure:

#### 1. simple list

	A	B	C	D	E	F
1	Příjmení	Jméno	výška	hmotnost	rok naroz	pohlaví
2	Kalous	Tomáš				
3	Hrádková	Ivana				
4	Feiferová	Jana				
5	Baňas	Pavel				
6	Rýdlová	Karla				
7	Veselý	Jakub				
8	Stloukal	Michal				
9	Plucha	Jan				
10	Macola	Ivan				
11	Klouda	Pavel				
12	Karlovcová	Lucie				
13	Fojt	Petr				
14	Drahotová	Klára				
15	Kouřilová	Barbora				

#### 2. data supplemented

	A	B	C	D	E	F
1	Příjmení	Jméno	výška	hmotnost	rok narození	pohlaví
2	Kalous	Tomáš	152	40	1995	kluk
3	Hrádková	Ivana	163	45	1996	holka
4	Feiferová	Jana	145	51	1995	holka
5	Baňas	Pavel	148	64	1996	kluk
6	Rýdlová	Karla	169	52	1996	holka
7	Veselý	Jakub	184	60	1997	kluk
8	Stloukal	Michal	156	70	1997	kluk
9	Plucha	Jan	166	71	1996	kluk
10	Macola	Ivan	170	56	1997	kluk
11	Klouda	Pavel	155	74	1997	kluk
12	Karlovcová	Lucie	149	47	1996	holka
13	Fojt	Petr	176	80	1997	kluk
14	Drahotová	Klára	165	66	1997	holka
15	Kouřilová	Barbora	156	61	1996	holka

#### 3. compared alphabetical data

	A	B	C	D	E	F
1	Příjmení	Jméno	výška	hmotnost	rok naroz	pohlaví
2	Baňas	Pavel	148	64	1996	kluk
3	Drahotová	Klára	165	66	1997	holka
4	Feiferová	Jana	145	51	1995	holka
5	Fojt	Petr	176	80	1997	kluk
6	Hrádková	Ivana	163	45	1996	holka
7	Kalous	Tomáš	152	40	1995	kluk
8	Karlovcová	Lucie	149	47	1996	holka
9	Klouda	Pavel	155	74	1997	kluk
10	Kouřilová	Barbora	156	61	1996	holka
11	Macola	Ivan	170	56	1997	kluk
12	Plucha	Jan	166	71	1996	kluk
13	Rýdlová	Karla	169	52	1996	holka
14	Stloukal	Michal	156	70	1997	kluk
15	Veselý	Jakub	184	60	1997	kluk

#### 4. compared data according to height

	A	B	C	D	E	F
1	Příjmení	Jméno	výška	hmotnost	rok naroz	pohlaví
2	Veselý	Jakub	184	60	1997	kluk
3	Fojt	Petr	176	80	1997	kluk
4	Macola	Ivan	170	56	1997	kluk
5	Rýdlová	Karla	169	52	1996	holka
6	Plucha	Jan	166	71	1996	kluk
7	Drahotová	Klára	165	66	1997	holka
8	Hrádková	Ivana	163	45	1996	holka
9	Kouřilová	Barbora	156	61	1996	holka
10	Stloukal	Michal	156	70	1997	kluk
11	Klouda	Pavel	155	74	1997	kluk
12	Kalous	Tomáš	152	40	1995	kluk
13	Karlovcová	Lucie	149	47	1996	holka
14	Baňas	Pavel	148	64	1996	kluk
15	Feiferová	Jana	145	51	1995	holka

## E-shops

Recommended grade: 7.–9.

Object of activity: Identification of the appurtenances of legitimate Internet shopping

Target language: *Price, tax, delivery conditions, warranty, payment conditions...*

Cross-curricular relationships: Civics

Aids: Computers, Internet source (e-shops), cards with vocabulary, tables

Time allowed: 20 minutes

- We first ask the students what they buy, if any of them have ever bought anything online and what their experience was like: *"Do you shop online? Have you ever bought anything online? What's your experience of shopping online? Were you happy?"* Some may not enjoy buying online, so we can ask what drawbacks they see: *"Why don't you like online shopping? What are the disadvantages?"* We can use this to briefly compare purchasing in brick and mortar stores with online purchasing.
- We can also ask what they would not hesitate to buy online and what by contrast they would never buy online: *"What would you buy online? What would you not buy online?"*
- The students divide into pairs.
- We ask pairs of students to review some e-shops (Czech as well as English) and to identify basic parameters: *"What information should be included in a good e-shop?"*
- After the appointed time we verify the results of the students' research and draw up a list on the blackboard.
- Pairs of students are given a set of cards containing Czech and English e-shopping expressions. Their task is to match the equivalents.
- We supervise the students' activity while they are working.
- We then jointly check the results.

### Classroom language:

*Do you shop online?*

*Have you ever bought anything online?*

*What's your experience?*

*Were you happy?*

*Why don't you like online shopping?*

*What are the disadvantages?*

*What would you buy online?*

*What wouldn't you buy online?*

*What information should be*

*included in a good e-shop?*

*Match the Czech to the English equivalent.*

Nakupujete on-line?

Koupili jste někdy něco on-line?

Jakou máte zkušenost?

Byli jste spokojeni?

Proč nemáš rád/a nakupování on-line?

Jaké jsou nevýhody?

Co bys koupil/a on-line?

Co bys nekoupil/a on-line?

Jaké informace musí obsahovat

kvalitní e-shop?

Přiřaď český ekvivalent k anglickému.

## **Search engines**

Recommended grade: 8.–9.

Object of activity: Familiarization with various search engines and their comparison

Target language: Second grade of adjectives

Aids: computers, Internet source

Time allowed: 5–10 minutes

- We write on the blackboard the names of various Internet search engines, e.g. Google, Yahoo, Jyxo, Seznam, Centrum.

Note: Help is also available on [http://en.wikipedia.org/wiki/Web\\_search\\_engine](http://en.wikipedia.org/wiki/Web_search_engine).

- We ask the students what search engines are and what others they know.
- We divide the students into groups of four to five per group.
- Each group draws one of the search engines and finds its homepage.
- We enter arbitrary words and phrases the students enter in the search engine; the speed/number of links found, etc., can be used to decide.
- After several repetitions, the students compare individual search engines and record sentences such as *Google is faster than Seznam, Yahoo is as comprehensive as Jyxo*.

### Classroom language:

*What are search engines?*

*Take one card.*

*Make groups of 4 or 5.*

*Search for the keyword...*

*When ready, put your hand up.*

*Write sentences to compare different search engines.*

Co to jsou vyhledávače?

Vezměte si jednu kartu.

Udělejte skupiny po 4 nebo 5.

Vyhledejte klíčové slovo...

Až budete hotovi, zvedněte ruku.

Napište věty porovnávající různé vyhledávače.

## **ICT jokes**

Recommended grade: 8.–9.

Object of activity: Memorization of text and its dictation to a classmate

Aids: Cut-up text with ICT topic, paper

Time allowed: 15–20 minutes

- We cut up the texts according to instructions and hang them around the classroom. We either choose one of the texts, or both. Both are possible, but in that case one half of the class will work with the first and the other half of the class with the second.
- Students form pairs, one of a pair of students acting as a secretary, the other as runner/reader; they may decide on positions by playing “paper, rock, scissors.”
- The runner/reader must find the first part of the text (has no. 1), to remember it, and then to return to his/her partner and dictate it to him/her.
- When the pair has written the entire text, they raise their hands. The instructor checks the text.
- After the time allowed for the activity has expired, everyone shall sit in their place. We jointly read the texts and explain or ask the students certain questions, as necessary.
- We can perform the activity alongside the students again and this time the students exchange roles and we will exchange the text.

### Classroom language:

*You are the scribe, so you have to write.*

*You are the runner, so you have to read.*

*Find the first dictation sheet.*

*Remember the sentence.*

*Come back to your partner, and dictate what you remember to him/her.*

*When you finish, raise your hands.*

Ty jsi zapisovatel, takže musíš psát.

Ty jsi běžec, takže musíš číst.

Najdi první list diktátu.

Zapamatuj si větu.

Vrať se ke svému partnerovi a diktuj mu/jí, co si pamatuješ.

Až budete hotovi, zvedněte ruku.

## **Netiquette**

Recommended grade: 8.–9.

Object of activity: Familiarization of the students with the rules of cyberspace interaction, comparing them with standard good manners

Target language: Imperative, modal verbs

Cross-curricular relationships: Civics

Cross-disciplinary topic: Personality and social studies

Aids: List of netiquette rules on small cards, blackboard, data projector, internet source

Time allowed: 20-45 minutes (depending on the variation and if the reading was assigned as homework)

- In the introduction we can use brainstorming to ask the students what they think is and what is not permitted online.
- We prepare cards with netiquette rules in English and in Czech. Meanwhile, the students shall divide into groups. each group receiving a complete set of cards.
- The students in the group must match the rule in English with its equivalent in Czech.
- When all of them have finished, we can signal the time limit and jointly check the answers. A set of large format cards can be made and matched on the blackboard, or using the data projector.
- The students compare the netiquette rules in groups, from the most to the least important. The groups then compare their opinions and must not forget to justify their answers (why / why not).

### Classroom language:

*What is allowed/you should/shouldn't/ mustn't do online?* Co je dovoleno, co bys měl/a / neměl/a / / nesmíš dělat on-line?

*Match a rule in Czech to the rule in English.* K pravidlu v češtině přiřaď pravidlo v angličtině.

*What is the most/least serious? Why? / Why not?* Co je nejzávažnější / nejméně závažné. Proč? / Proč ne?

### Supplementary activity:

The students take cards with rules in English and rewrite them using the modal verb *can/cannot, should/should not, must/must not*, e.g. *respect for one another's privacy – You **should** respect one another's privacy.*

### Version 1:

Each student receives one card with rules and looks for the match to form a pair, i.e. the English rule is to be matched with its Czech equivalent.

### Version 2:

We give the students internet addresses, where they can find the rules of good manners and netiquette. They study the material as homework, so that they are read to the following class. If the source requires it, we tell them specifically what they should read, or create an abstract, as required.

Note: We can use the following as sources to facilitate work:  
<http://www.dtcc.edu/cs/rfc1855.html> (very detailed),  
<http://www.albion.com/netiquette/corerules.html>,  
<http://www.lupa.cz/clanky/netiketa/> (detailed and in Czech),  
and <http://www.ftvs.cuni.cz/vyuka/netiketa/desatero.htm>.

## **Garbled computer conversation**

Recommended grade: 8.–9.

Object of activity: Arranging individual sentences of the conversation in the correct order

Aids: Cards with a cut-up conversation

Time allowed: 10–15 minutes

- We cut up the individual sentences of the conversation.
- The students form groups of twelve, the dialogue being divided into the same number of parts. If the number of sentences does not coincide with the number of students in the class, we can cut up the conversation differently, either into fewer or more parts.
- Each group member receives one card, their task being to align them in order, as individual parts of the conversation follow.
- We can check the students' work regularly. A time limit should be set.
- When the time limit has expired, the groups read their conversation in the order they arranged it; this serves to verify its correctness. If the students are not standing in the correct order next to one another, they rearrange themselves correctly.
- Lastly, the students memorize the conversation and present it to the others.

### Classroom language:

*This is an example of a conversation about computers.*

Toto je vzorový rozhovor o počítačích.

*Put the parts of the conversation in the correct order.*

Dejte části konverzace do správného pořadí.

*Stand in a line, so the conversation can be read.*

Postavte se do řady, aby se konverzace dala přečíst.

*Role-play the conversation.*

Zahrajte rozhovor.

**Find somebody that. .**

Recommended grade: 8.–9.

Object of activity: Determination of the “computer habits” of classmates

Target language: Ascertainment of questions in simple past tense

Aids: Worksheet

Time allowed: 15 minutes

- We explain the principle of the activity to the students. The students' task asking questions of their classmates and finding at least one person answering “YES” to a question, writing their name in the worksheet. The names must not be repeated!
- We distribute worksheets to the students. The students walk round the classroom and ask their individual classmates: *“Do you do your homework on a computer every day?”* The student questioned answers: *“Yes, I do. / No, I don't.”*
- When the students have finished, we ask: *“Who does his/her homework on a computer every day?”* A student answers: *“(Jana/Jan) does her/his homework on a computer every day. (Jana) and (Ondra) do their homework on a computer every day.”*

Classroom language:

*Read the questions on your form, and try to find someone who answers YES.*

*Write his/her name on the form.*

*You can only have someone's name on the form once.*

Přečtěte si otázky ve formuláři a zkuste najít někoho, kdo odpoví na tyto otázky ANO.

Zapište její/jeho jméno do formuláře.

Každé jméno můžete mít ve formuláři pouze jednou.

## Computer “board game”

Recommended grade: 8.–9.

Object of activity: Communication on computer topics

Target language: Free conversation

Aids: Game board, figures, dice, stopwatch

Time allowed: 25–35 minutes

- We first familiarize the students with the basic rules of the “board game.” The players toss the dice and advance from the start towards the end according to the number on the dice. They must always complete the task on the square they land on.
- A component of the game board, aside from questions and topics, is also the following type of square: *go forward* (the player advances forward by the number of squares), *go backward* (the player moves backwards by the number of squares), *miss a turn* (the player misses one round), pictures of hardware and software (the player speaks about them for 20 seconds).
- The person arriving at the finish first or is farthest forward within the appointed time limit, wins.
- The students form groups of three to four and choose one member of the group to measure the time during which the teammates must speak on a given topic.
- We distribute the game boards, figures and dice, and explain the rules of the game.
- While the student play, we walk among them and observe if they are playing by the rules and if necessary, help them and answer questions.

### Classroom language:

*Roll the dice and move along the board  
(follow the numbers).*

*Do as you are instructed by the square you  
land on.*

*Talk about hardware and software for 20  
seconds.*

*Answer the question or talk about the topic  
for 20 seconds.*

*Watch the time.*

Házejte kostkou a pohybujte se podle  
čísels na hracím poli.

Následujte pokynů na polích.

Povídejte o daném hardwaru a  
softwaru po dobu 20 sekund.

Odpovězte na otázku nebo mluvte na  
dané téma po dobu 20 sekund.

Sledujte čas.

## **Cybercrime**

Recommended grade: 9.

Object of activity: Familiarization of the students with the most common events of cybercrime such as *phishing, defacing, hijacking, piggybacking, salami shaving*

Target language: See cards

Cross-curricular relationships: Civics

Cross-disciplinary topic: Personality and social studies

Aids: Cards with names of events and their definitions, dictionary

Time allowed: 25 minutes

- Students work in pairs, or in groups.
- They first receive cards with names of events occurring in computer crime and, based on their language ability try to define and estimate what this expression covers and what type of activity is involved. If the activity is too difficult for them, we can allow them to use dictionaries. They should not rely on a literal translation, however. If the students have advanced language skills, then we can also ask them to guess the words from which the name is derived.
- We give the students questions and motivate them.
- The students then receive cards with definitions which they match to names based on their understanding and prior consideration.
- We walk among the students, and help them with the vocabulary specified in the definitions.

### Classroom language:

*What word do you know that is similar?*

*What do you think it means?*

*Why do you think so?*

*Read the first card.*

*Read the definitions.*

*Match the names to the definitions.*

Kterému slovu, které znáte, je toto podobné?

Co myslíte, že to znamená?

Proč myslíte?

Přečtěte první kartu.

Přečtěte si definice.

Přiřaďte názvy k definicím.

### Supplementary activity:

We can give students the task of sorting individual events based on gravity, of discussing their legal implications, etc. They can switch into their mother tongue.

## **Bingo**

Recommended grade: 6.–9.

Object of activity: Repetition of the hardware and software vocabularies

Target language: See cards

Aids: Bingo cards, bag

Time allowed: 15–20 minutes

- We briefly explain the principle of Bingo. We read them from the so-called *Master Bingo Card*, the others looking on their cards for the picture corresponding to the word in question. If they have the corresponding picture, they cross it out. They continue in this manner, until all the pictures in a row or a column have been crossed out. The person with the whole card crossed out, received a “Big Bingo.”
- We insert the *Master Card* cut up into individual small cards into the bag.
- Each student receives a Bingo card; if there are more than eight students, the cards are repeated, or the students can play in pairs.
- We pull out the first card from the bag and read it aloud. If one of the students has an illustration on his/her Bingo card corresponding to the word, he/she must cross it out.
- We take out one word after another and the students cross out the pictures.
- The group having crossed out all the pictures on their Bingo card first, wins.

### Classroom language:

*We will play Bingo.*

*I'll say a word and you cross it out on your card (if it's there).*

*Once you have all the pictures in a row or column crossed out, shout out BINGO!*

*“Big Bingo” is when all the pictures on your card are crossed out.*

Budeme hrát Bingo.

Budu říkat slova a vy je budete vyškrtávat na své kartě (pokud na té vaší budou).

Jakmile budete mít všechny obrázky v řadě nebo ve sloupci vyškrtnuté, zakřičíte BINGO!

„Velké Bingo“ je, když máte vyškrtnuté všechny obrázky na vaší kartě.

## **SMS language**

Recommended grade: 6.–9.

Object of activity: Identification of words with the same pronunciation, identification of SMS language; substitution of letters/words/numbers

Target language: Abbreviated SMS expressions

Cross-curricular relationships: Civics

Aids: Blackboard or cards, worksheet, computer, personal email address

Time allowed: 5-25 minutes (suitable as a short activity at the beginning or end of the class)

- We write on the blackboard e.g. 4/for, U/you, 2/too, B/be etc. We can use cards placed around the classroom.
- We ask the students to pronounce the English verbs with the same form of sound.
- We distribute the worksheets with “verbal” (symbolic) associations. The students’ task is to decode the message into whole English sentences, singly or in pairs.
- In the second part of the worksheet, however, the students translate common English sentences and communications into SMS language and symbols.
- The third part of the worksheet is intended for personal communication in SMS language. The students are asked to write the longest possible, meaningful text. They can write it on a computer and send it to the instructor by email to be checked.
- The students compare their results and evaluate one another, specifically for “making sense.”

Classroom language:

*How do you pronounce these words?*

*What other words or letters can be pronounced the same way?*

*Read/write the message.*

*Translate the words and phrases.*

Jaká je výslovnost těchto slov?

Která další slova, písmena mohou být vyslovena stejně?

Přečtěte/napište zprávu.

Přeložte slova a fráze.

## **Vocabulary – SMS Language**

2	to/too	GD	good
4	for/four	GR8	great
4GV	forgive	GUD LUK	good luck
2MORO	tomorrow	HPE	hope
2NITE	tonight	HPY	happy
@	at	HVE	have
ASAP	as soon as possible	IC	I see
B	be	IDK	I do not know
B4	before	IL	I'll
BCK	back	JST	just
BDY	birthday	L8	late
C	see	L8R	later
CRZ	crazy	LK	like
DNR	dinner	LUV	love
DY	day	MCH	much

MOB	mobile	SN	soon
MRY XMAS	Merry Christmas	SPK	speak
MS	miss	SRY	sorry
MSG	message	SUM1	someone
MTNG	meeting	TEL	telephone
NCE	nice	THX	thanks
NE1	anyone	TLK	talk
NU	new	TME	time
NXT	next	U	you
PRTY	party	UR	you're
PLS	please	VRI	very
POSBL	possible	W8	wait
R	are	WKND	weekend
RMBR	remember	Y	why
SHOPN	shopping	YR	year/your

Correct solutions:

1. Merry Christmas; thanks; see you later; good luck; no one; I love you; great; How are you?; thanks for your message

2. DO U LUV ME?; HVE A NCE DY; SPK 2U L8R; TME 2 GO; IC; I'M IN A MTNG; SUM1; HPE 2 C U SN; SRY

### **When was .... founded?**

Recommended grade: 6.–9.

Object of activity: Arrangement of events in chronological order, search for information

Target language: Years, passive voice in the past tense

Cross-curricular relationships: History

Aids: Computers with corresponding programmes (Internet web browser, word processor), cards with years and names of applications, blackboard and timeline

Time allowed: 30 minutes

- The students form groups of three to four.
- We give to each group two sets of cards: cards with years and of cards with names of applications.
- We ask the students to try and match the name of the application and the date; the year will be the year in which the application was founded and they must then arrange everything in chronological order: *"Match a date to the name of an application and put them in chronological order."*
- The students check their answers on the servers, preferably on servers written in English.
- A joint control takes place, such that the students introduce the applications, from the oldest to the most recently searched. The sentences they then create are e.g. *"YouTube was founded in February 2005."*
- We write the answers on the blackboard. Lastly, we mark the data on the timeline.

#### Classroom language:

*Match a date to the name of an application and put them in chronological order.*

*YouTube was founded in February 2005.*

K datu přiřadte název aplikace a seřadte je chronologicky.

YouTube vzniklo v únoru 2005.

## **Boys, girls, and the computer**

Recommended grade: 6.–9.

Object of activity: existing difference in the approach towards computers between boys and girls

Target language: general

Cross-curricular relationships: civics, art class

Cross-disciplinary topic: Interpersonal and Social Studies

Aids: sheets of paper, crayons, markers, colours, bag with coloured strips, computers with corresponding software, bulletin board or class webpage

Amount of time: 30–45 minutes

- To begin, we ask the students to think about how often and for what purpose they use a computer. What software do they use, what do they search for on the internet, etc.: *"What do you use your computer for? How often do you use it?"*
- The students form a boy-girl pair. It would be good if they were paired randomly, e.g. we can cut coloured strips (two of each colour) that we place into two bags. The boys pull a strip from the first bag, the girls from the other. The boy and girl that have the same coloured strip shall form a pair.
- The task is to make a poster or graphics document that shall illustrate the use of the computer by the boy, as well as the girl. The pair tries principally TO illustrate what is common to both of them, what joins them. It should be in the centre of the poster; they can reference, in contrast, what divides them in their approach to a computer, or what they have a different opinion about, around the edges. The poster or document should be striking and informative. We must not forget to mention that the poster must also include some English writing.
- While the students work, the teacher monitors the situation and helps with challenging vocabulary.
- We display the posters and documents on the bulletin board or on the classroom webpage.

### Classroom language:

*What do you use your computer for?*

*How often do you use it?*

*What software do you use?*

*Get into pairs – a girl and a boy.*

*Make a poster/document to represent your use of a computer.*

Na co používáš počítač?

Jak často ho používáš?

Jaké programy používáš?

Vytvořte dvojice chlapec-dívka.

Vytvořte plakát/dokument představující vaše používání počítače.

### **Internet – word search**

Recommended grade: 6.–9.

Object of activity: Broadening of vocabulary on the subject of Internet

Target language: *Internet, firewall, browser, url, searching...*

Aids: Worksheet with word search, Internet source

Time allowed: 10 minutes

- We hand out identical word searches to the students.
- If some students have not yet done any searches, we explain to them how it is done. In the imaginary squares of the word search, the terms acquired from the written legend are successively crossed out in eight directions, i.e. vertically, horizontally, diagonally to the right and to the left in both directions.
- The students then need only to start. The first student to cross out all the words, wins.
- We can then practice spelling the words.

Note: Mystery word letters are not crossed out in this word search.

Classroom language:

*Search for the words that are below the word search.* Hledejte slova, která jsou pod osmisměrkou.

More ICT word searches available at: [http://www.teach-ict.com/quizzes/quiz\\_wordsearch.htm](http://www.teach-ict.com/quizzes/quiz_wordsearch.htm).

Also available: <http://puzzlemaker.discoveryeducation.com/WordSearchSetupForm.asp>. You can create a word search puzzle here using your own vocabulary.

### **Software – pexeso**

Recommended grade: 6.–9.

Object of activity: Repetition of the vocabulary relating to software

Target language: See worksheet

Aids: Mix-and-match (pexeso) cards

Time allowed: 20 minutes

- We start by dividing students into groups of three to four.
- We divide the cut in advance pexeso cards into groups and the students use them to find various software pictures and to match them to the English names.

- After explaining the principle of the game (rules are the same as classic pexeso), the students look for two matching cards: one picture and the corresponding English word) and the game can begin.
- We give the students 15 minutes per game and monitor the winners of the individual tournaments. During these 15 minutes the students may repeat the game several times. We encourage the students always to read the word on the card.
- At the end of the activity we assess the best pexeso players in individual groups and jointly review the English terms.

Note: The students can continuously supplement pexeso with newly learned words.

Classroom language:

*Scatter the cards on the desk face down.*

Rozložte kartičky na lavici lícem dolů.

*Take it in turns to turn over two cards.*

Střídejte se v otáčení dvou karet.

*Look for matching pairs (the picture and its name).*

Hledejte odpovídající dvojice (obrázek a jeho název).

*Put aside any matching pairs.*

Shodné kartičky odložte stranou.

*Continue until you have found the last pair.*

Pokračujte do poslední dvojice.

*Always read the word aloud.*

Vždy přečtěte slovo nahlas.

**Hardware – pexeso**

Recommended grade: 6.–9.

Object of activity: Repetition of the vocabulary relating to hardware

Target language: *Hard drive, notebook, printer, scanner, tablet, speakers...*

Aids: Mix-and-match (pexeso) cards

Time allowed: 20 minutes

- We start by dividing the students into groups of three to four.

- We divide the cut in advance pexeso cards into groups and the students use them to find various hardware pictures and to match them with English name.
- After explaining the principle of the game (the rules are the same as classic pexeso), the students look for two matching cards: one picture and corresponding English word and the game may begin.
- We give the students 15 minutes per game and monitor the winners of individual tournaments. During these 15 minutes, the students may repeat the game several times. We encourage the students to always read the word on the card.
- At the end of the activity, we assess the best players of pexeso in individual groups and jointly review the English terms.

Note: The students can continuously complement pexeso with newly learned words.

Classroom language:

*Scatter the cards on the desk face down.*

*Take it in turns to turn over two cards.*

*Look for matching pairs (picture and its name).*

*Put aside any matching pairs.*

*Continue until you have found the last pair.*

*Always read the word aloud.*

Rozložte kartičky na lavici lícem dolů.

Střídejte se v otáčení dvou karet.

Hledejte odpovídající dvojice (obrázek a jeho název).

Shodné kartičky odložte stranou.

Pokračujte do poslední dvojice.

Vždy přečtěte slovo nahlas.

**Web quest (example)**

Recommended grade level: 9.

Object of activity: Familiarization with foreign language webpage environments, search for specific information within text

Target language: City information

Cross-curricular relationships: Geography

Aids: Slide or worksheet

Time allowed: 60 minutes (the activity falls into two parts)

**Part 1 -- Test**

- We notify the topic to the students, e.g. *South Africa/Johannesburg* and ask them what they know about this country and city.
- The students then divide into pairs and depending on the ability of the class, they may work independently, or in larger groups.
- We hand out or project a test task.
- The students' task is to circle the correct answers based on what they know or guess.
- We familiarize the students with the specific web pages where they can check their test answers.
- The students compare their results.

## Part 2 – Trip plan

- We hand out the next task. This time the students work only in pairs.
- Based on the web page information, the students plan a trip across the South African Republic and a programme. They record everything in an itinerary.
- All documents are subsequently printed, presented, and discussed.

Note: This topic represents the principle of an activity able to be used to repeat knowledge of an arbitrary subject. Emphasis must be placed on the preparation itself, the quality of sources, and their currency. Available for Internet search is an entire array of *web quests*; but they are not always current and the students encounter outdated or incomplete pages.

### Classroom language:

*What do you know about South Africa and Johannesburg?*

*Choose the correct answer.*

*If you aren't sure, try to guess.*

*Go online to www...*

*Check your answers.*

*How many of your answers were correct?*

*You are travellers in South Africa.*

*Plan your trip and your itinerary.*

*Prepare your itinerary.*

*Print out your itinerary.*

Co víte o Jihoafrické republice a Johannesburgu?

Vyberte správnou odpověď.

Pokud si nejste jistí, zkuste hádat.

Jděte na stránku www...

Zkontrolujte své odpovědi.

Kolik máte správných odpovědí?

Jste cestovatelé po Jižní Africe.

Naplánujte vaši cestu a program.

Připravte cestovní deník vaší cesty.

Vytiskněte váš cestovní deník.

## Part 1:

### **JOHANNESBURG**

1. Which of these is a nickname for Johannesburg?

a) Johns'burg

b) the Big 'J'

c) Jo'burg

2. Johannesburg is built on:

a) gold mining

b) silver mining

c) copper mining

3. *The population of Johannesburg is:*  
a) 3.9 million                      b) 5 million                      c) over 10 million
4. *Johannesburg is the capital of South Africa.*  
a) true                                      b) false
5. *Johannesburg has been rebuilt:*  
a) 4 times                                  b) 6 times                                  c) never
6. *Johannesburg was established in:*  
a) 1786                                      b) 1886                                      c) 1986
7. *The average temperature in Johannesburg in the summer (degrees Celsius) is around:*  
a) 25.2                                      b) 30    c) 19.4
8. *The number of officially recognised languages in South Africa is:*  
a) 10    b) 14    c) 11

**Now check your answers on the following web page:**

<http://www.southafrica.net/sat/content/en/za/home>

Part 2:

*South Africa is a country for adventurous and active people. The following web page lists thirteen different activities from ostrich riding to bird watching. Look through the page and choose three activities you would like to participate in. Then, in groups of four or five select three activities your group would like to do.*

**Now check your answers using the following web page:**

<http://www.lonelyplanet.com/south-africa>,

### **Good and bad web pages**

Recommended grade : 6.–9.

Object of activity: Summary of criteria, based on which we assess the quality of a web page; comprehension of what makes a web page good and bad

Target language: Adjectives

Cross-curricular relationships: Civics

Aids: Blackboard, computer, internet resource, online dictionary

Time allowed: 15 minutes

- We write on the blackboard in capital letters *GOOD WEB PAGE DESIGN* and *BAD WEB PAGE DESIGN*.
- We ask the students what they like and dislike in the web pages they visit and why. We record their observations on the blackboard either under *GOOD WEB PAGE DESIGN* or *BAD WEB PAGE DESIGN*
- The students are divided into pairs or groups of three.
- We instruct them to write as many adjectives as possible, using the online dictionary describing good and bad web page design. We set a time limit.
- After the set time has elapsed, the students compare their respective lists.

Classroom language:

*What makes a web page good?*

Co dělá webovou stránku dobrou?

*What makes a web page bad?*

Co dělá webovou stránku špatnou?

*Use an online dictionary to look up adjectives that can be used to describe good and bad web page design.*

Vyhledejte v on-line slovníku přídavná jména popisující dobrý a špatný design webové stránky.

Alternative:

In grades 8 and 9, pairs of students form groups of four after the set time has elapsed and combine their lists. Their task is to agree on the choice five distinct pros and five distinctive cons. They then form a group of eight and repeat the task, until a list of five most distinctive pros and cons of web pages has been created.

**School network**

Recommended grade: 8 -9<sup>th</sup> grade

Object of activity: The design of a school network and the practical integration of knowledge of peripheral hardware with knowledge of school operations, or school facilities, a firm, etc., as applicable.

Target language: Peripheral hardware

Cross-curricular relationships: Civics, art class

Aids: Papers, pencils, crayons (variant: computer with presentation software)

Time allowed: 30-45 minutes (without the actual presentation)

- We set the students the task to design a school network, i.e. interconnecting computers, peripheral hardware (printer, copier, scanner, projector, server, card readers, ..), and to present and defend their idea.
- For a better idea, we present a similar network design to them. If necessary, we present the necessary vocabulary by brainstorming.
- The students work in a group and prepare the design and its presentation. We can choose from several alternatives when deciding how to make the design. a) the students draw it on paper, b) they work on presentation software, c) they have available previously prepared cards with names/pictures of network parts and need only to link them, arrange them in a space and create a kind of “map.”
- The students then present their work. The rest assess the pros and cons of individual versions and lastly vote for the best version.

Classroom language:

*Design a school hardware network.  
Decide who needs what hardware.*

Navrhněte školní hardwarovou síť.  
Rozhodněte, kdo potřebuje jaký hardware.

*What are the good and bad features of each design?*

Jaké jsou klady a zápory jednotlivých návrhů?

*Vote for the best idea.*

Hlasujte pro nejlepší nápad.

Alternative:

The students design school network software equipment (they do not plan the arrangement of hardware, but rather what software will be required on a given computer/machine and why – versions for a teacher/secretary/student study room/...)

## **Products**

Recommended grade: 7.–9.

Object of activity: Description and presentation of a “product” (picture)

Target language: *Salesman, customer, bargain, discount, exclusive offer, the best price, innovation, special offer price; work (v)*

Cross-curricular relationships: Civics

Aids: Pictures with funny products (see attachment), papers, pencils, or possibly computers with a presentation programme

Time allowed: 45 minutes

- The students divide into pairs or groups (no more than 4).
- Each pair/group selects one picture of a product from the offer, and prepares a sales presentation of the product. It would be a good idea to approach the task as if we were preparing an advertising brochure. We also adjust the vocabulary accordingly (event, novelty, best price, exclusive offer, etc.).
- The students prepare the presentation and present the product to others in the class during the next lesson. They focus on making their product appealing and on gaining as many customers as possible. They must explain how the product works.
- The class, representing the customers, assesses the presentation and awards points (production, persuasiveness, ...).

### Classroom language:

*Choose a picture.*

*You are a team of salesmen.*

*This is the product that you have to sell.*

*Prepare a presentation/leaflet.*

*Describe its parts/functions/...*

*Present your product.*

*Evaluate the presentations.*

*Would you buy it?*

*Vyberte si obrázek.*

*Jste tým obchodníků.*

*Toto je výrobek, který musíte prodat.*

*Připravte prezentaci/leták.*

*Popište díly/funkce ...*

*Prezentujte svůj výrobek.*

*Ohodnotte prezentaci.*

*Koupili byste si to?*

## Maps

Recommended grade: 6.–9.

Object of activity: Finding one's bearings on a map, looking for a place, planning of a route

Target language: *Basic, satellite, tourist, historical, photomap*; geographic names

Cross-curricular relationships: Geography

Aids: Computer, Internet source

Time allowed: 10 minutes or longer

- We refer the students to various servers<sup>1</sup> and give them time to become familiar with them. We advise them that there are various types of map, spec. basic, satellite, tourist, photomaps, and historical.
- We instruct them to find places on the map which they know well, such as their place of birth (including street and house), the place where their grandparents and friends live, where they were on vacation, the largest Czech cities, etc.
- They then look for places which are less known to them, or are completely unfamiliar.
- We can set them various tasks. We give them the name of a place and they must discover as quickly as possible where this place is located, how long a journey from point A to point B occupies, the distance between them, etc.
- Lastly, the students are set the task of planning a route from one place to another, based on certain requirements such as most economical, quickest, etc. route.

<sup>1</sup> The basis should be maps available at: <http://maps.google.com/>, further: <http://www.mapy.cz>, <http://www.maplandia.cz/evropa/> and <http://www.google.com/earth/index.html>.

### Classroom language:

*Go to...*

*Search for (Liberec, Prague...).*

*In which country(ies) is/are (Victoria Falls)?*

*How long does it take to get from... to...?*

*It takes 4 hours and 15 minutes.*

*What's the distance between...and...?*

*How far is...?*

*Plan a journey from... to...*

*Jděte na...*

*Vyhledejte (Liberec, Prahu...).*

*V které zemi je/jsou (Viktoriiny vodopády)?*

*Jak dlouho trvá dostat se z... do...?*

*Trvá to 4 hodiny a 15 minut.*

*Jaká je vzdálenost mezi...a...?*

*Jak daleko je...?*

*Naplánujte trasu z... do...*

## **Personal web page/blog**

Recommended grade: 6.–9.

Object of activity: Reflection and comment on personal day-to-day life, updating information on a personal blog/page

Target language: Everyday situations, opinions

Cross-curricular relationships: Civics

Aids: Computer with Internet

Time allowed: Long-term project

- The students establish their own web pages ([www.estranky.cz](http://www.estranky.cz)) or blogs ([www.blog.cz](http://www.blog.cz)) – English settings can also be selected, the students' knowledge and ability being taken into account.
- In the lessons to follow we set a task to be performed/modified, updated, etc. As soon as the students have fully mastered the servicing of the administrative environment, they are set homework.

Examples:

- creation of a graphic setting (selection, editing ...),
  - creation of a personal profile (who I am – name, city, school,... basic information),
  - completion of information with photos,
  - creation of a personal time schedule (what I do, when),
  - keeping of a journal for a week (school journal),
  - what I succeeded in doing this week and why,
  - what frustrated me most during the past week,
  - my future plans,
  - what my weekend was like,
  - ...
- We initially establish rules of which we regularly remind the students (we can penalize any non-compliance).  
Examples of rules:
    - the pages are only in English,
    - students comply with netiquette rules,
    - students carefully consider which data they make public and which not (suggestion: Familiarization of the students with rules of administration of personal data, etc.),
    - students may expand/perfect their pages in any manner outside of the scope of the set tasks.
  - We regularly visit, comment, or assess the pages (according to the set task).  
We do not modify the content of the pages.

Classroom language:

*Your long-term project will be to keep your own webpage/blog.  
Today's web/blog task is ...*

Vaším dlouhodobým projektem bude vést vlastní webovou stránku/blog.  
Vaším dnešním webovým/blogovým úkolem je ...

Alternative:

If students refuse to present themselves and personal information and that of their family on Internet (left to their own discretion), they create a fictitious individual to create the pages about.

## **Kim's game**

Recommended grade: 6.–9.

Object of activity: Repetition of vocabulary, memory training

Target language: *Hardware components, logos, telecommunication devices*

Aids: 5-10 objects with cards with pictures, projector

Time allowed: 5–10 minutes

- We start by explaining the rules to the students: they look for a period of 1-2 minutes on a set of pictures (hardware components, standard software windows, telecommunication devices, brands of mobile telephones, etc.). Their task is to remember all the pictures. They must not talk whilst viewing the pictures.

Note: The number of pictures and the time required depend on the age and knowledge of the students.

- We display the pictures via a projector.
- The students quietly look over the pictures during the set time.
- When the time limit has expired, we stop displaying the pictures.
- The students' task is to write down a description of the pictures.
- The student who writes down the highest number of words in the set time, wins.

### Classroom language:

*You have to remember 10 items of hardware in 2 minutes.* Musíte si zapamatovat si 10 hardware položek ve 2 minutách.

*You cannot talk while you're looking at the pictures.* Když se díváte na obrázky, nesmíte mluvit.

*Write down what you have seen.* Napište, co jste viděli.

## **Manuals**

Recommended grade: 8.–9.

Object of activity: Writing a manual for servicing a computer or specific software, resolving problems (troubleshooting)

Target language: Imperative, computer vocabulary

Aids: Computers with word processor

Time allowed: 15–20 minutes

- We write the topics on the blackboard using a PC/operating MS Word/Frozen computer...).
- The students divide into pairs or small groups.
- We set the task of writing a PC user manual or manual for specific software, online game, or troubleshooting instructions, e.g. problem connecting to the internet and we set a time limit.
- We observe how the students work and help them, if necessary.
- The students present their results.

### Classroom language:

*What steps do you have to take when you want to start a PC?*

*Write a manual for an online game.*

*What can you do when your computer gets stuck/freezes/crashes?*

Jaké kroky musíte udělat, když chcete spustit PC?

Napište manuál k online hře.

Co děláte, když se počítač zasekne?

### Alternative:

Students are set the task of preparing their manual graphically. They then print and post their manuals.

## **Word processor (MS Word)**

Recommended grade: 7.–9.

Object of activity: Connection of terms and definitions

Target language: Word processing vocabulary

Aids: Worksheet or cards

Time allowed: 10 minutes

- Using questions, we find the known terminology of Word processor tools (word processor, e.g. MS Word) and their functions.
- We distribute the worksheet. The students' task is to connect the tools and their functions and to write the Czech equivalents, working independently.
- Lastly, we jointly check the results. The students read the name of the tool, its function, number and letter (1H) and lastly the Czech translation.

Classroom language:

*What MS Word tools do you know?*

*What are their functions?*

*Match the tools to their functions.*

*What is the function of ...?*

*Jaké nástroje MS Wordu znáte?*

*Jaké jsou jejich funkce?*

*Spojte nástroje a jejich funkce.*

*Jaká je funkce ...?*

Version 1:

We prepare a set of cards to replace the worksheet. The students match three cards namely, the name of the tool, its function, and its Czech equivalent. They work in small groups. The group which correctly matches all cards first, wins.

Version 2:

We give a every student a card. The students then walk round the class and form the correct group of three: tool – function – Czech equivalent.

Correct answers:

1H – Close

2A – Copy

3K – Select

4E – Font

5B – Full screen

6J – Language

7G – Open

8L – Paragraph

9C – Insert

10M – Picture

11O – Print preview

12F – Save

13N – Save as

14D – Spelling and grammar

15I – Undo

## Typing with all ten fingers

Recommended: 8.–9.

Object of activity: Practice of the written form of words and of the ten finger technique

Target language: Arbitrary vocabulary, phrases

Aids: computer, *Keyboard finger chart*

Time allowed: 5 minutes +

- Be begin the exercise by asking the students how many fingers they use when they type on a keyboard
- We tell the students to practise typing on the keyboard using all ten fingers to write English words.
- We display the “*keyboard finger chart*” and “basic position of the hands” when typing on a keyboard.
- The students place their hands in the basic position and try to control the keys with their fingers.
- When all of them have acquired the required basic skills, we dictate and the students type.
- Throughout the exercise, the students should look at the “*keyboard finger chart*” and the “basic hand position” so as to be able to adjust and maintain their hands in the basic position.
- We start the dictation with easy words and gradually add more complex words and later phrases and sentences.

Note: We do not assess the students' performance. We recommend the use of online games for the exercise, e.g. the server [www.onlytypinggames.com](http://www.onlytypinggames.com)

Classroom language:

*We are going to type using all ten fingers.*

*Hold your hands in the basic position.*

*Try to type several letters using different fingers.*

*Follow the chart.*

*Type the words you hear.*

*Type as fast, but accurately, as you can.*

Budeme psát všemi deseti prsty.

Nastavte ruce do základní polohy.

Zkuste psát písmena jednotlivými prsty.

Dělejte to podle nákresu.

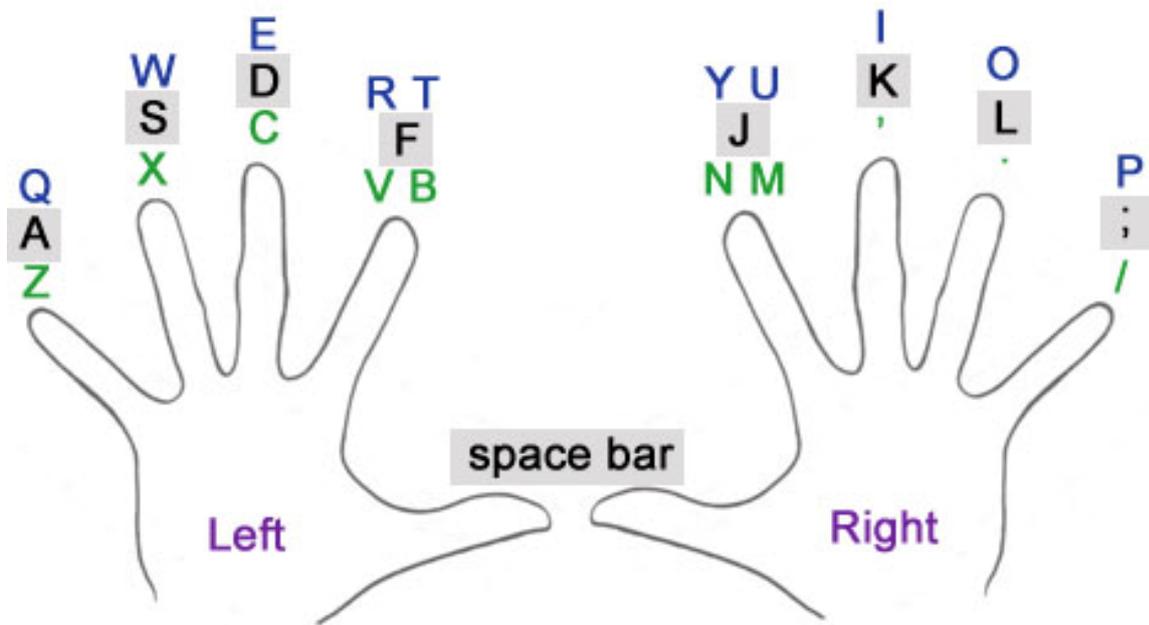
Pište slova, která slyšíte.

Pište tak rychle, ale přesně, jak to jde.

Alternative:

More advanced students or those with more experience can receive a dictation of coherent texts, which may assume the form of a contest of speed and precision.

# Keyboarding Finger Chart



Home Row Keys: A S D F

Home Row Keys: J K L ;

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## **E-mail, telephone, and post**

Recommended grade: 8.–9.

Object of activity: Comparison of pros and cons of various means of communication

Target language: Grading adjectives

Cross-curricular relationships: Civics, history

Cross-disciplinary topic: Inter-personal and social studies

Aids: Blackboard

Time allowed: 45 minutes

- We ask the students to say how people now communicate with one other: *“How do people now communicate with one other?”* We write the types of communication on the blackboard .
- We then find out what method of communication individual students prefer and why: *“What do you prefer to do when communicating with your friends? Why do you like (chatting)? What do you prefer to do when you communicate with your parents?”*
- We briefly discuss how people communicated in earlier times, how they relayed messages. We facilitate an overview by drawing a timeline on the blackboard, on which we mark years/eras (how prehistoric peoples communicated, what happened in antiquity, in mediaeval times and up to the present; we can find out in advance the exact dates of invention of the telephone, the telegraph, etc. and the names of their inventors). We discuss how long it took then for a message to arrive from one place to another and how long it takes now.
- We write down adjectives characterizing individual types of communication (we divide them into positive and negative characteristics) into the second and third column. Students can write their ideas on the blackboard (the student who has an idea will come to the blackboard and write the adjective).
- Lastly, we ask the students to write down as many sentences as possible in which they compare individual means of communication. If they do not manage to finish it during class, they can do so at home. We jointly read them aloud during the IT lesson to follow, or we have the sentences checked by the English instructor during the English lesson.

### Classroom language:

*How do people communicate with each other these days?*

Jak dnes lidé mezi sebou komunikují?

*Do you use different ways of communicating when talking to different people?*

Komunikuješ různě s různými lidmi?

*What do you prefer to do when communicating with your friends*

Jakou komunikaci preferuješ, když komunikuješ s přáteli?

*Why do you like (chatting)?*

Proč máš rád/a (chat)?

*What do you prefer to do when communicating with your parents?*

Jakou komunikaci preferuješ, když komunikuješ s rodiči?

*How did people communicate in Prehistoric times, Ancient times, Medieval times...today?*

Jak lidé komunikovali v pravěku, starověku, středověku...až dodnes?

*When was the telephone invented?*

Kdy byl vynalezen telefon?

*Who invented it?*

Kdo ho vynalezl?

*How long did it take to send*

Jak dlouho trvalo poslat

*a message in those days and today?  
List some words that characterise these  
forms of communication.  
Compare these forms of  
communication.*

zprávu tenkrát a dnes?  
Říkejte slova, která charakterizují  
tyto prostředky komunikace?  
Porovnejte tyto způsoby  
komunikace.

How do/did people communicate

Jak lidé komunikují/komunikovali

**verbal communication**

verbální komunikace

*face to face dialogue*

dialog tváří v tvář

*telephone (land line)*

telefon (pevná linka)

*mobile phone*

mobilní telefon

*Skype conversation*

rozhovor po skypu

*messenger*

posel

*email*

email

*sms message*

sms zpráva

*gestures*

gesta

*telegraph*

telegraf

*telegram*

telegram

*letter*

dopis

**non-verbal communication**

neverbální komunikace

*dance*

tanec

*gestures*

gesta

*body language*

řeč těla

*facial expressions*

výraz obličeje, mimika

*eye contact*

oční kontakt

*body contact / touching*

tělesný kontakt

*tone of voice and non-verbal*

tón hlasu a neverbální aspekty

*aspects of speech*

řeči

*external adjustment of a person*

vnější úprava osoby

Alternative:

Instead of writing on the blackboard, we can use cards which the students then place and move as required.

## File formats

Recommended grade: 6.–9.

Object of activity: Identification of file formats and their matching to the type of media

Target language: Format types, media types

Aids: Cards with formats (possible source [http://en.wikipedia.org/wiki/List\\_of\\_file\\_formats](http://en.wikipedia.org/wiki/List_of_file_formats)), table on the blackboard (slide, ideally an interactive table)

Amount of time: 10–15 minutes

- We place cards with various file formats face down on the floor (formats are recorded in the style **\*.jpg** – “asterisk – dot – format”).
- The students’ first task is to collect as many cards as possible in the shortest possible time. We ensure that every student receives a card.
- We display a table with the types of media and tell ask the students to match their cards to the corresponding media.
- The students match (write in, stick with adhesive tags) them in the table; if they are uncertain, they place the card in the appointed space where others, who have already received a card place them. The instructor only monitors the activity.
- When all the cards have been matched, we check the table, identify any incorrectly matched cards and the class makes a second attempt to match them. We repeat this, until all of the cards have been correctly matched.

### Classroom language:

*Collect as many cards as you can, as fast as possible.*

*Distribute the cards according to the media they represent.*

*Stick the card/write the file format in the correct place on the chart.*

Nasbírejte co nejvíce kartiček co nejrychleji.

Rozdělte kartičky podle typu média, které představují.

Přilepte kartičku/napište formát na správné místo v tabulce.

### Table suggestion:

<b>Text</b>	<b>Music</b>	<b>Video</b>	<b>Pictures</b>	<b>Web</b>
*.txt *.doc *.rtf	*.mp3 *.m3u *.wma	*.avi *.mpeg *.mov	*.bmp *.tiff *.psd	*.htm *.css *.php

### Version 1:

The students do not match the format to the type of media, but to a specific program.

### Version 2:

The students themselves check the table after first matching them on [http://en.wikipedia.org/wiki/List\\_of\\_file\\_formats](http://en.wikipedia.org/wiki/List_of_file_formats).

## Chatting

Recommended grade: 6.–9.

Object of activity: “Monitored” chatting

Target language: Practice of language on a given topic

Aids: Computers with internet access, cards

Time allowed: 5 minutes or more (depending on the topic and as required)

Note: It would be a good idea to review the rules of netiquette in the preceding lesson.

- The students register (if they have not already done so) an account on xchat, icq, or a similar application.
- The students divide into pairs and seat themselves in pairs, so that they do not see one another.
- We explain to them that they will chat in pairs on the given topic. Their task is the acquisition of as much information as possible and to save the chat history.
- The students select a topic from the deck of cards (face down, the topics may be repeated).

Note: We choose the topics according to the language skills, age, and interest of the students.

- The students chat, the instructor supervises and helps with difficult vocabulary. We can review the chat history at random and check to ensure that netiquette and English rules are observed (this can also be done retroactively).
- When the time allotted for chatting has elapsed, the students are asked to summarize the knowledge gained into a brief coherent text (this can be given as homework) or briefly to speak on the topic.

### Classroom language:

*Get into pairs and decide*

*who is A and who is B.*

*Log into xchat/icq...*

*Pick a card.*

*Find out as much information  
as possible about your partner  
and the topic you have picked.*

*Tell the class what you have found out.*

*Write a short text about what  
you have found out about each other.*

Vytvořte dvojice a rozhodněte,  
kdo je A a kdo B.

Přihlaste se na xchat/icq...

Vyberte si kartu.

Zjistěte co možná nejvíce informací  
o vašem partnerovi/partnerce  
a tématu, které jste si vybrali.

Řekni třídě, co jsi zjistil/a.

Napiš krátký text o tom, co  
jsi zjistil/a.

## Programming

Recommended grade: 8.–9.

Object of activity: Familiarization with processes, algorithms, and their recording

Target language: Recording of a process

Cross-curricular relationships: Mathematics (logic)

Aids: Prepared processes (problems, procedures) resolved using a flow diagram (possible source – [www.google.com](http://www.google.com) – pictures – “flowchart”)

Time allowed: 25–45 minutes

- We demonstrate a specific problem to the students, e.g. a light does not shine, what should be done? The students suggest solutions.
- We ask the students to name individual steps which should be adopted and to record them in the table, so that a flow chart can be created from the recorded information.
- We then familiarize the students with a key (see flowchart key).
- Students are asked to write additional solutions of other problems and other procedures in a similar manner.
- The students work individually or in pairs (according to ability); the instructor supervises and helps with difficult vocabulary.
- The class then jointly draws the corresponding flow chart on the blackboard (volunteers), the instructor comments and corrects.

### Classroom language:

*Is this a lamp? Is it working?*

*What should I do to find out what's wrong?*

*What steps did we take?*

*This is a flowchart of our problem.*

*Make a flowchart for another problem.*

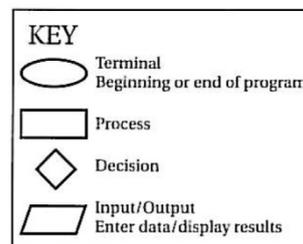
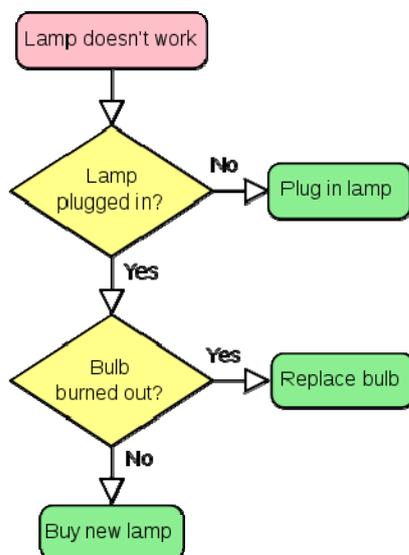
Toto je lampa? Funguje?

Co mám udělat, abych zjistil/a, co je špatně?

Jaké kroky jsme udělali?

Toto je blokový diagram našeho problému.

Vytvořte blokový diagram na jiný problém.



Variation:

The students can be asked to create their own problem which they wish to record using a flowchart.

### **Word processing**

Recommended grade: 8.–9.

Object of activity: Graphical editing of a text

Aids: Worksheet, *Word* program

Time allowed: 20 minutes

- Each student is sent a text with which to work in *Word*.
- The students start the *Word* application and complete their tasks on the worksheet according to instructions.
- Lastly, we jointly check the answers.

## History of computers

Recommended grade: 9.

Object of activity: Completion of events in the timeline

Target language: Simple past tense, passive voice in past tense; years, *timeline*, *breakdown*, *wire*, *punched card*, *binary code*, *sort data*...

Cross-curricular relationships: History

Aids: Worksheet with text and axis, blackboard, data projector

Time allowed: 20–25 minutes

- We ask the students whether they know something about the development of computers: *"Do you know anything about the development of computers over time?"*
- We hand out the worksheet with timeline. They may work individually or in pairs;, depending on their abilities.
- The students skim through the text, using the so-called *skimming* technique but they do not focus on detail and they need not understand it word-for-word. They complete the milestones in the development of computers into the timeline, including headings/brief notes about what occurred. For example: *1830's – Charles Babbage – Father of Computers*. Everyone can obviously make their own notes; students can underline the text, etc.
- After the allotted time has elapsed, we jointly check the task. We also draw the timeline on the blackboard.
- We encourage the students to talk about the events using full sentences, e.g.: *„In 1642 Blaise Pascal built an adding and subtraction machine.“* We can ask supplementary questions.
- If there is time, we jointly read the entire text aloud and explain any unknown words. This can also be left to the English instructor.

### Classroom language:

*Do you know anything about the development of computers through time?*

*Skim the text.*

*Complete the timeline with the important computer development milestones.*

*In 1642, Blaise Pascal built an adding and subtracting machine.*

Víte něco o vývoji počítačů?

Zběžně si přečtěte text.

Doplňte časovou osu o milníky ve vývoji počítačů.

V roce 1642 Blaise Pascal sestrojil stroj na sčítání a odečítání.

### Version 1:

The task can be implemented by the entire class (the timeline should be displayed on the blackboard using the data projector).

### Version 2:

We cut up the text, so that the students can match years and events.

## Word – How well do you write?

Recommended grade: 6.

Object of activity: Editing text (writing) in the word processor according to requirements

Target language: *Bold, italics, underlined, capital letters...*

Aids: PC, MS Word or other word processor

Time allowed: 10 minutes

- The students open the file with the prepared exercise.
- They edit individual sentences so that the sentence is written as their last words. We give the instructions in English.

### Classroom language:

*Edit the sentences according to the last word.*

Uprav věty dle posledního slova.

*How do you write words in bold/italics?*

Jak se píše tučně/kurzívou?

*How do you underline words?*

Jak se podtrhávají slova?

*How do you write capital letters with a hook?*

Jak se napíše velké písmeno s háčkem?

*Where are ů,ň on the keyboard?*

Kde najdeme na klávesnici ů, ň?

### Instructions:

The first sentence is written **in bold**.

The second sentence is underlined.

The third sentence is written with very small letters.

The fourth sentence is written with big letters .

The fifth sentence is written with CAPITAL LETTERS.

The sixth sentence is written with Snap ITC letters.

The seventh sentence is written in *italics*.

The eighth sentence is highlighted in **yellow**.

The words in the ninth sentence change colour, **blue**, **red**, **green**, and **purple**.

In the tenth sentence, put hooks, accents and capital letters in the right places:

Grade one is taught by the teacher, Sarka Bartunkova.

### Solution:

**The first sentence is written in bold lettering.**

The second sentence is underlined.

The third sentence appears in very small typeface.

The fourth sentence appears in large letters.

THE FIFTH SENTENCE APPEARS ENTIRELY IN LARGE LETTERS.

The sixth sentence appears entirely in Snap ITC lettering.

*The seventh sentence appears in italics (sloping letters).*

**The eighth sentence is underlined in yellow.**

The **ninth sentence has words in all colours** - **blue**, **red**, **green**, **violet**.

The first class is taught by Šárka Bartůňková.

## **Editing photos**

Recommended grade: 7.

Object of activity: Implementation of basic photograph editing in photo editor

Target language: See Classroom language

Aids: PC, Picasa, Zoner, Irfan, Gimp or other photo editor

Time allowed: 10 minutes

- We either create ourselves, or find some poor, unsuccessful photographs such as red eyes, poor arrangement, poor exposure, etc.
- The students edit the photographs to improve them.

Classroom language:

*Trim the photo.*

*Correct the red eye.*

*Increase/decrease the contrast  
of the photo.*

Ořízni fotografii.

Oprav červené oči.

Zvyš/sniž jas/kontrast snímku.

## **Types of computer**

Recommended grade: 6.

Object of activity: Matching names and the types of computers and their comparison

Target language: Comparison, adjectives, computer parameters

Aids: Cards with names, pictures and definitions of individual types of computers

Time allowed: 10 minutes

- The students divide into pairs.
- Each pair receives a deck of cards with pictures of computers. We determine their knowledge of names (we do not correct them) by asking questions.
- The students are asked to match the pictures of computers with their names.
- We the jointly check the answers.
- We write the parameters of the computer next to one another on the blackboard, including size, weight, power, hardware size, mobility, electricity consumption, etc.
- We ask the students, which of the computers is the largest, the smallest, the heaviest, the lightest, etc. We can use written adjectives on paper, or on the blackboard and point out the word in question to the class
- Lastly, the students compare individual types of computer and their parameters.

### Classroom language:

*What can you see in the pictures?*

*Match the computers to their names.*

*Which computer is the biggest?*

*Which computer is bigger,  
the mainframe or the PDA?*

Co vidíte na obrázcích?

Přiřaďte počítač k jeho názvu.

Který počítač je největší?

Který počítač je větší,  
mainframe nebo PDA?

### Alternative:

The students receive three sets of cards, namely, cards with pictures, cards with names and cards with a short definition of individual types of computer (describing their use, parameters) which they match and then compare individual computers. The students may draw cards and form groups of three.

## **Hardware versus software**

Recommended grade: 6.-9.

Object of activity: Drawing a distinction between software and hardware pictures

Target language: *Keyboard, web browser, PC case, processor, text editor*

Aids: Slide or cards with pictures

Time allowed: 5 to 10 minutes

- We prepare slides with various pictures which the students recognize, of hardware parts and software parts (always a single cut-out from a picture).
- The students form groups.
- While we display the pictures, the teams consult their members about what is on the picture and write it on down on paper. The other teams must not hear them. We give them time to consider each picture and to record their comments.
- After all the pictures have been displayed, we go through the answers of individual teams. We show the first picture and ask each team what they recorded. Only then do we mark the correct answer. The teams which answered correctly receive a point for every correctly guessed picture.
- When checking, we can show the students the full pictures instead of the cut-outs.

Classroom language:

*What is this?*

*This is ... a keyboard/a case*

*or a computer stack/an MS Word document/...*

*Co je to?*

*To je ... klávesnice/case/*

*dokument MS Word/...*

## Word processor – description of functions, menu

Recommended grade: 6.-9.

Object of activity: Naming word processor functions and appurtenances

Target language: Names of word processor functions and appurtenances (see picture)

Aids: Computers with MS Word//OO Writer, blackboard/interactive table

Time allowed: 15–20 minutes

- We allow the students to review the environment of a word processor (to familiarize themselves with it, to find specific functions, menus, etc.).
- We project the text editor window on the blackboard/interactive board, covering the correct names and encourage the students to think of names of individual components in English. We write their ideas on the blackboard. This exercise can prove quite entertaining for everyone. We allow them to use their imagination.
- We gradually disclose the correct answers.

### Classroom language:

*Open MS Word/OO Writer*

*What are the main functions and options?*

*What English names would you give them?*

*What is this?*

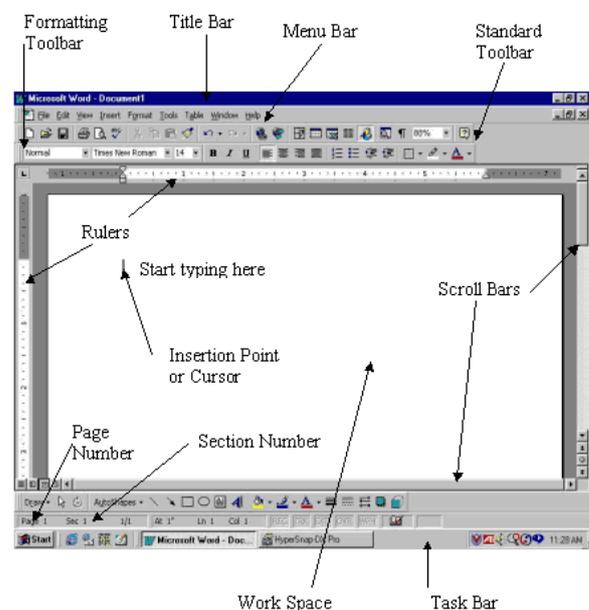
Otevřete si MS Word/OO Writer.

Jaké jsou hlavní funkce a možnosti?

Jaké anglické názvy byste jim dali?

Co je toto?

Supplemented picture  
(final product controlled together)



## **MS Word/OO Writer – alignment of text and pictures**

Recommended grade: 9.

Purpose of the activity: Practice of picture alignment, formatting of text, etc.

Target language: Instructions for using MS Office/Open office

Aids: Computers equipped with MS Office/Open office

Time allowed: 5 minutes or more (depending on difficulty of formatting)

- We first prepare files with source text and with target formatting. It will also be possible to prepare the resulting sample only; we allow the students to write the final text. They can create a diploma, a poster, a menu, an invitation to an event and so on.
- We give the students clean, unformatted text.
- We give instructions for formatting and the students revise the text according to the instructions (colour, size, lettering, downloading pictures from the internet, pasting, format editing, etc.).
- The degree of difficulty of the instructions is based on students' progress.
- Lastly, the students compare their result with the original.

### Classroom language:

*Format the paragraphs. Change the font size to 14.*

*Make the headline light blue.*

*Search for a picture of Prague Castle on the internet.*

*Download the picture.*

*Insert the picture into your document.*

*Format it correctly and give it a green frame.*

Formátujte odstavce. Velikost písma je 14.

Udělejte nadpis světle modrý.

Na internetu vyhledejte obrázek Pražského hradu.

Stáhněte obrázek.

Vložte obrázek do svého dokumentu.

Naformátujte jej doprava a dejte mu zelený rámeček.

## Spreadsheet editor – description of functions, menu

Recommended grade: 8.-9.

Object of activity: Naming the spreadsheet operations and appurtenances

Target language: *Spreadsheet, function, name box, formula bar, sheet tab, row and column...*

Aids: Computers with MS Excel/OO Calc, cards with terms, blackboard

Time allowed: 15–20 minutes

- We write the words on cards and place them on the blackboard.
- We first allow the students to review the environment of the spreadsheet editor (familiarization, the location of specific functions, menus, etc.).
- The students form groups of four.
- We project the window of a spreadsheet on the blackboard, initially without descriptions.
- The students decide as a group what the individual parts of the spreadsheet are called. The terms on the cards located on the blackboard can serve as hints. They make notes.
- When all groups have finished (we set a time limit), the group representative goes to the blackboard and places the terms on the projected spreadsheet as the group decided.
- We do not disclose the correct answers; but only count how many words they had placed correctly and award to each group a point for every correct answer. We do the same for each of the groups.
- Lastly, we disclose the correct solutions and jointly read the words. The group with the highest number of points wins.

### Classroom language:

*Open MS Excel/OO Calc*

*What are the main functions and options?*

*What are the names of the parts of a spreadsheet?*

*Use the hints on the cards.*

*Place the cards on the spreadsheet*

Otevřete si MS Excel/OO Calc.

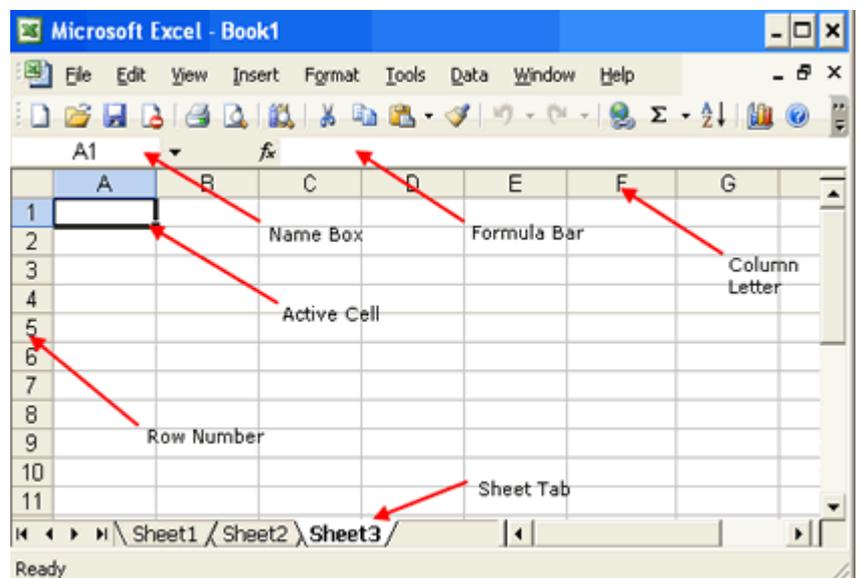
Jaké jsou hlavní funkce a možnosti?

Jaké jsou názvy částí tabulkového procesoru?

Použijte nápovědy na kartičkách.

Umístěte karty na tabulkový procesor.

Supplemented picture  
(final product controlled together)



## **MS Excel/OO Calc – functions**

Recommended grade: 9.

Object of activity: Practice of formatting and of writing simple functions

Target language: MS Office/Open office instructions for use

Aids: Computers equipped with MS Office/Open office, functions prepared in advance, formatting suggestions, etc.

Time allowed: 5 minutes or more depending on the difficulty of the specified operation(s))

- We first consider what formatting and functions we wish to practise with the students (arithmetic sum, average, ...) We prepare tables with source information or a final table as a sample, as applicable (the students may acquire the data for the tables by asking each other their date of birth, age, number of siblings, etc.).
- We provide formatting/function instructions. The students edit the source information according to instructions (colour, size, lettering, addition/subtraction, etc. of data in columns/rows, etc.).
- The instruction language is based on the students' skills (from single word commands up to developed sentences).
- Lastly, the students compare their final products with the original.

### Classroom language:

*Write the information you found on the form.*

*Order the names (and all the other information) alphabetically.*

*Add up the number of brothers and sisters.*

*Calculate the average age and insert it into cell C3.*

Zapište informace, které jste získali do tabulky.

Srovnejte jména (a ostatní informace) abecedně.

Sečtěte počty bratrů a sester.

Spočítejte průměrný věk do buňky C3.

## **Computer desktop**

Recommended grade: 6.-9.

Object of activity: Naming of parts of the computer desktop (matching headings)

Target language: *Start menu, submenu, tool bar, start button...*

Aids: Worksheet

Time allowed: 10–15 minutes

- The students receive a worksheet with an illustration of a computer desktop. Individual parts of the desktop are specified in the frame under the picture.
- The students write the correct names into the blank windows.
- They exchange their worksheets in pairs and check one another's work.
- Lastly, we check the answers again alongside the whole class.

Classroom language:

*Name the main icons on the desktop.*

*Write the names in the correct boxes.*

*What is this (this icon)?*

*Is this the main screen?*

*Swap your worksheets and correct them.*

Pojmenujte části plochy počítače.

Napište názvy do správných okének.

Co je toto (tato část)?

Je toho hlavní panel?

Vyměňte si pracovní listy a vzájemně si je opravte.

Version 1:

This exercise can be performed as a contest between teams. Each team receives a computer desktop picture in large format and cards with names of desktop items. The students must correctly and as quickly as possible match the names of the items on the picture. The team which succeeds in completing the task the first, wins.

Version 2:

If we have an interactive table in the classroom, we jointly match the names of items using an interactive table.

## **Brainstorming**

Recommended grade: 6.-9.

Object of activity: Revision of arbitrary vocabulary

Target language: Vocabulary relating to the topic of brainstorming

Aids: Paper, pencil or computer with a word processor

Time allowed: 10 minutes

- The students prepare either a clean sheet of paper, or open a word processor window.
- We set the topic, whose vocabulary we want the students to practise, to repeat, e.g. *hardware, software, the internet, ICT classroom*, and others.
- We write the topic on the blackboard so that the students can always see it.
- We set a time limit (no more than 3 minutes).
- The students must write as many words, verbal connections or phrases relating to the topic as possible in the time allowed.
- This is followed by an assessment, the number as well as the meaning of the written vocabulary being assessed. We write it on the blackboard and the students write it into their notebooks.

### Classroom language:

*Take a pen and a blank sheet of paper.* Vezměte si tužku a prázdný list papíru.

*Open a new word processor file.* Otevřete si nový soubor textového editoru.

*Which words are connected with the topic (hardware)?* Která slova mají souvislost s tématem (hardware)?

*In 3 minutes write as many words and phrases as you can think of.* Ve 3 minutách napište co nejvíce slov a frází.

### Alternative:

We prepare and display to the students on the blackboard, pictures of a wide vocabulary (pictures from the pexeso (mix and match) software and hardware exercises may be used). The students shall, again within the set time, write the names of as many objects on the pictures as possible.

## Game with files and folders

Recommended grade: 6.

Object of activity: Differentiation between the words filer/folder and the words copy/cut/paste

Target language: *File, folder, copy, cut, paste*

Aids: PC, Prepared files and folders

Time allowed: 15 minutes

- We prepare the directory and subdirectory and insert files on the designated location.
- The students are asked to modify the tree structure of selected folders and their files, copy, insert, cut files, create and name a new folder, etc. They work independently.

Classroom language:

*Cut (file name) ... and paste it in (folder name)...*

Vyjměte soubor a vložte ho do složky...

*Copy (file name) ... into all subfolders in (directory name)...*

Zkopírujte soubor ... do všech podsložek v adresáři....

*Create a new subfolder in (directory name) ... and call it...(file name)*

V adresáři .... vytvořte novou podsložku s názvem...

Suggestion for a prepared tree structure:

