

Emotions

Recommended grade: 6.

Object of activity: Recognition of the names and types of emotions

Target language: Sad, depressed, bored,
jealous, furious, disgusted, angry,
happy, infatuated, confident

Cross-curricular relationships: Biology

Aids: Cards with pictures, soft ball, blackboard

Time allowed: 20 minutes

- We explain the specificities and functions of human emotions to the students.
- The students discuss what types of emotions a person can experience and how they manifest themselves.
- We fasten cards with pictures to the board, reverse up.
- The students divide into teams.
- A student from the first team throws the ball and tries to hit one of the cards. We turn over the hit card and after short group discussion, the students must state what emotion the picture illustrates: *“What emotion does the picture represent?”* If they answer correctly, they are awarded a point; if not, the next team is given a chance. We continue in this manner until all of the cards are turned over.
- The team the highest number of points, wins.
- Lastly, we divide the stated emotions into positive and negative emotions.

Classroom language:

Throw the ball and hit a picture.

What emotion does the picture represent?

What are negative/positive emotions?

Hod' míčkem a tref obrázek.

Jakou emoci obrázek reprezentuje?

Jaké jsou negativní/pozitivní emoce?

Supplementary activity:

The students provide examples of specific situations, perhaps even personal experiences, as when they are bored, angry, etc.

Formal attire

Recommended grade: 6.

Object of activity: Discussion of formal events and how we dress; completion of the crossword

Target language: *Formal attire – dress, suit, tie, tights, blouse, skirt, shirt..., social events – ball, theatre, business meeting, concert...*

Cross-disciplinary topic: Interpersonal and social development

Aids: Worksheet with crossword

Time allowed: 20 minutes

- We talk to the students about dressing for various occasions.
- We focus on social attire and the students consider what type of formal attire is appropriate for the theatres, for a balls, for work, for important meetings, etc.
- We hand out a crossword puzzle to the students. They can work in pairs or independently.
- They use the hints to insert the correct words into the crossword.
- We set a time limit for completing the crossword. The pair or the individual which/who correctly solves the mystery word, wins and receives a reward.
- Lastly, we check the correct answers and, if necessary, discuss with the students what clothes they like to wear and why, what they feel comfortable in.

Classroom language:

What clothes are suitable for the theatre, a ball, a business meeting...?

Fill in the crossword.

What's the solution?

What clothes do you prefer to wear?

Jaké oblečení je vhodné do divadla, na plesy, obchodní schůzky...?

Doplňte křížovku.

Jaká je tajenka?

Jakému oblečení dáváte přednost?

Correct solutions:

A short coat usually extending to the hips. **JACKET**

A loose fitting shirt for woman extending to the waist or slightly below. **BLOUSE**

A sleeved outer garment, which extends from the shoulders to the waist or below. **COAT**

A long narrow piece of cloth worn around the neck, especially by men. **TIE**

A garment worn on the upper part of the body, with sleeves and usually a collar. **SHIRT**

A garment for women made from one piece of fabric and covering the body down to the legs. **DRESS**

A set of garments made from the same cloth, including a jacket and trousers. **SUIT**

Temperament

Recommended grade: 6.

Object of activity: Differentiation of types of temperament

Target language: *Temperament, phlegmatic, choleric, melancholy, sanguine...*

Cross-curricular relationships: Biology

Cross-disciplinary topic: Interpersonal and social development

Aids: Cards with adjectives (human traits)

Time allowed: 30 minutes

- We explain to the students the meaning of temperament and what it means to be temperamental. The students will be familiar with the theory of temperament according to Hippocrates.
- We place the labels *CHOLERIC, PHLEGMATIC MELANCHOLY, SANGUINE* into corners of the classroom. We hand a card to each of the students.
- The students stand by the type of temperament to which they think the trait on their card belongs. A sanguine, choleric, phlegmatic, and melancholic group is formed.
- Each student reads the trait from his/her card and the others decide whether the student is standing in the right place.
- They then try to guess which type of temperament they themselves possess and why. They discuss what characteristics they attribute to themselves (one is enough).

Classroom language:

Go to the corner of the room where you think you belong.

What kind of temperament do you think you have?

Say at least one characteristic that describes you.

Jdi do toho rohu, kam si myslíš, že patříš.

K jakému druhu temperamentu si myslíš, že patříš?

Uveď alespoň jednu vlastnost, která tě vystihuje.

Correct answers:

Sanguine – sociable, social-type, likes telling stories, likes chatting

Phlegmatic – calm, slow, shy, easy-going, relaxed, nonchalant

Choleric – impulsive, aggressive, dominant, stubborn, commanding-type, decisive, responsible

Melancholy – independent, conscientious, serious, reserved, thoughtful, rather pessimistic, quiet, tidy

Ideal schedule

Recommended grade: 6.-7.

Object of activity: Discussion of activities based on a daily schedule, expression of opinions

Target language: School subjects, days of the week, time, prepositions *on, at* + time

Aids: Worksheet, blackboard

Time allowed: 20 minutes

- Students form pairs. Each is given a worksheet.
- We ask the students to form an ideal school schedule for the week. A condition is that the schedule must include at least six subjects and one sport.
- We ask a pair to complete the top of the table in the worksheet. The students have to negotiate to come to an agreement.
- They jointly complete a schedule together for each day, including classes and periods of rest.
- While the students are working, we draw five blank schedules next to one another on the blackboard.
- We ask students from five various pairs to come to the blackboard. Each of them completes one schedule which they prepared as pairs.
- The rest of the class comments and asks questions.

Classroom language:

You are going to make an ideal school timetable for the week.

You must include at least six subjects and one sport.

Complete the table at the top of the worksheet.

Negotiate with your partner.

Fill in each day, include the time of the lessons and breaks.

Budete tvořit ideální školní týdenní rozvrh.

Musíte zahrnout alespoň šest předmětů a jeden sport.

Vyplňte tabulku nahoře na pracovním listě.

Vyjednávajte se svým partnerem.

Vyplň rozvrh pro každý den, včetně časů vyučovacích hodin a přestávek.

A small and a large family

Recommended grade: 6.-7.

Object of activity: Expression of opinion, comparison of the life of an only child with that of one with siblings, learning how to give advice

Target language: Simple present tense, grading adjectives; *would, should*

Cross-disciplinary topic: Personality and social studies

Aids: Worksheet with texts

Time allowed: 20 minutes

- We tell the students that they will be reading about families of two teenagers, one an only child and the other from a large family.
- The students guess what both teenagers will say about their experience in the family.
- We hand out texts to them to read (either alone or as a class), and they learn whether they guessed correctly.
- We focus our attention on the questions under the texts. The students should be able to answer, to justify their opinions and to give Michelle and Jack some useful advice.

Classroom language:

You are going to read about two teenagers' families.

One of them is an only child and the other is from a large family.

Predict what they say about their experience in their families.

Read the texts.

Were your predictions correct?

Suggest useful advice for Michelle and Jack.

Budete číst o rodinách dvou teenagerů.

Jeden z nich je jedináček a ten druhý je z velké rodiny.

Tipujte, co říkají o svých zkušenostech v rodině.

Čtěte texty.

Tipovali jste správně?

Dejte Michelle a Jackovi užitečnou radu.

Supplementary activity 1:

We discuss the following questions.

1. *How much time do you spend with your mother and father?*
2. *What do you do together?*
3. *Do you have any brothers or sisters?*
4. *How different do you think your life would be with/without them?*
5. *Would you like to have children one day? Why? / Why not?*

Supplementary activity 2:

We ask the students to write an essay describing their families and how they feel in them.

Supplementary activity 3:

The students draw up two lists. In the first they discuss the advantages and disadvantages of a small family and in the second the advantages and disadvantages of a large family.

My home

Recommended grade: 6.-7.

Object of activity: Speaking about one's home and close neighbourhood

Target language: Simple present tense, grading adjectives; *would, neighbour, neighbourhood, rooms, miss, relaxing*

Cross-disciplinary topic: Personality and social studies

Aids: Cards with questions

Time allowed: 20 minutes

- We divide the students into groups of three or four.
- Each group receives a deck of cards and places them face down.
- We ask the students to talk about their homes and close neighbourhoods.
- To demonstrate, we take a card, read the question and answer it. We must speak for 30 seconds, like the students. We then ask the same question of a student.
- The students take turns in groups to draw cards. Each student should speak for at least 30 seconds (we can ask one of the group to measure the time).
- We end the exercise by asking each student to tell the others something interesting about someone in his/her group.

Classroom language:

You are going to talk about your homes and neighbourhoods.

Take turns in picking a card.

Speak for about half a minute.

Tell the class something interesting about someone in your group.

Budete mluvit o vašich domovech a blízkém okolí.

Střídejte se ve snímání karet.

Mluvte přibližně půl minuty.

Řekněte třídě něco zajímavého o někom z vaší skupiny.

Democracy vs. totality

Recommended grade: 7.

Object of activity: Differentiation between the respective the traits of democracy and totality

Target language: See cards

Cross-disciplinary topic: Education of a democratic citizen

Aids: Cards with terms, blackboard

Time allowed: 15 - 20 minutes

- We write on the blackboard in large letters and at a sufficient distance from one another, the terms *TOTALITY* and *DEMOCRACY* (we can also write them on a sheet of paper and attach it to the classroom wall).
- Each student receives one card with terms. If there are more students in the class than we have cards, they can work in pairs, or we make more cards.
- The students must stand either near *TOTALITY* or *DEMOCRACY*, depending on the term they have written on the card, creating two groups.
- We allow them a short time to think about how they will explain their term to the others in English.
- Each student reads his/her term, say which system it belongs to, and attach a short and simple definition. Lastly, they attach the card to the political system in question.
- The students record everything in their notebooks.

Classroom language:

Go to either the TOTALITY, or DEMOCRACY station / end of the room. What term relates to totality/democracy?

Explain the word in English. Which political system does it belong to?

Open discussion belongs to democracy.

Jdi buď k TOTALITĚ, nebo DEMOKRACII.
Jaký termín souvisí s totalitou /demokracií?
Vysvětli slovo v angličtině.
Ke kterému politickému systému patří?
Otevřená diskuze patří k demokracii.

Correct answers:

Democracy	Totality
OPEN DISCUSSION	PERSONALITY CULT
HUMAN RIGHTS	CENSORSHIP
POPULAR GOVERNMENT	REPRESSION
PUBLICITY CAMPAIGN	CONCENTRATION CAMPS
EQUALITY OF OPPORTUNITIES	TERROR
INTEGRATION OF MINORITIES	DICTATORSHIP
TRANSPARENCY	POLITICAL PRISONER

Heads of state and politicians

Recommended grade: 7.

Object of activity: Matching the name of a politician and his/her political function

Target language: *Queen, king, prime minister, minister, president*

Cross-curricular relationships: Geography

Cross-disciplinary topic: Education of a democratic citizen

Aids: Cards with names of politicians, world map, and colour stick notes, paper coins.

Time allowed: 20 minutes

- Students sit in a circle. If there is a lot of students in the class, they form several circles (a deck of cards must be provided for each circle).
- We place cards with names of politicians in the centre of the circle, also to form a circle. There must be no empty spaces between the cards and their corners must touch. We write the words *queen, king, prime minister, minister, president* on the blackboard.
- We give each student several pieces of coloured adhesive paper.
- We cut a “coin” out of a cardboard paper and draw on each side of the coin a line between its centre and its circumference.
- We spin the coin in the centre of the circle of cards and let it fall.
- The line on the coin serves as an indicator and the student must say what function a given politician the line points to, represents in his country. All of them must have a turn.
- If they answer correctly, they place one of their papers on the card.
- The student who gets rid of his/her papers first is the winner.

Classroom language:

Please, read the name on the card.

What function does he/she perform?

Is he/she a queen, king, prime minister, minister, or president?

What country does he/she live in?

Put one coloured piece of paper on the card.

Prosím, přečti jméno na kartě.

Jakou funkci zastává?

Je královnou, králem, ministerským předsedou, ministrem, nebo prezidentem?

V jaké zemi žije?

Polož jeden barevný papírek na kartu.

Correct answers:

Václav Klaus – president – the Czech Republic

Barack Obama – president – USA

David Cameron – prime minister – the United Kingdom

Elizabeth II – queen – the United Kingdom

Angela Merkel – prime minister (chancellor) – Germany

Hugo Chávez – president – Venezuela

Juan Carlos I – king – Spain

Raúl Castro – president – Cuba

Margrethe II – queen – Denmark

Dmitrij Medveděv – president – Russia

Silvio Berlusconi – prime minister – Italy

Josef Dobeš – minister – the Czech Republic

A teenager in Britain and America

Recommended grade: 7.-8.

Object of activity: Memorisation and production of a short text, to answer questions based on acquired information

Target language: See texts on worksheet

Cross-disciplinary topic: Multicultural education

Aids: Cut-up texts

Time allowed: 20 minutes

- We divide the class into four groups A-D.
- Each group is divided into pairs.
- We prepared for texts, one for each group. We cut up the texts according to instructions, label them A-D so the groups know which text is their, and hang them round the classroom.
- A pair always contains one writer and one runner/reader (they can play “paper, rock, scissors” to decide).
- The runner/reader must first find the first sentence of his/her text (it is numbered 1), memorize it, 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, or the students receive a copy of the entire text and check it themselves.
- After the set time has elapsed, all the students sit in their seats and we jointly read the texts. We ask the students some control questions.

Classroom language:

You are the scribe.

You are the runner/reader.

Find the first dictation sheet.

Remember the sentence.

Come back to your partner and dictate it to him/her.

When you have finished, put your hands up.

Ty jsi zapisovatel.

Ty jsi běžec/čtenář.

Najdi první list diktátu.

Zapamatuj si větu.

Vrať se ke svému partnerovi a nadiktuj mu/jí to.

Až budete hotovi, zvedněte ruce.

Questions about the text:

1. What sports do they play in their free time?
2. How long do they spend online?
3. How much pocket money do they get?
4. What do they spend it on?
5. On average, how many online friends have they got?

Green card

Recommended grade: 7.-8.

Object of activity: Memorization of acquired information, learning how to react properly to questions

Target language: Formulation of questions

Cross-disciplinary topic: Personality and social studies; multicultural studies

Aids: Cards with questions, green cards

Time allowed: 15 minutes

- We hand out cards with questions to the students. They must use them to gain information from the partner in the pair and to memorize the answers (they make notes during the dialogue).
- We play the part of a US immigration officer and ask the pair of students questions. We check the answers on the basis of the notes on the cards. The interrogation by the official of such several pairs may take place in such a way that the pairs combine to form groups of four and choose their official; the rest of the procedure is the same and they then exchange parts.
- If one of the students in the pair makes a mistake, neither one of them receives a green card.
- The goal is to receive a green card for as many pairs as possible so that they can live in the U.S.A.

Classroom language:

Ask each other the questions from the card.

Take notes.

You have to remember the answers.

Congratulation!

You've got a Green Card.

Ptejte se jeden druhého na otázky z karty.

Dělejte si poznámky.

Odpovědi si musíte zapamatovat.

Blahopřeji!

Získali jste zelenou kartu.

Human rights

Recommended grade: 8.

Object of activity: Realisation that every person has many basic rights, classification of the rights into specific categories in order to connect a specific human right with the appropriate category of human rights

Target language: Names of types of human rights and their categories

Cross-curricular relationships: History, geography

Cross-disciplinary topic: Education of a democratic citizen

Aids: Cards with examples of human rights and categories, blackboard

Time allowed: 20 minutes

- We begin by explaining to the students that every person has many rights.
- The students tell us what rights are given to every person.
- We provide the students (in pairs) with a sheet of paper with selected examples of human rights, or we only write them on the board and repeat the English names of these examples, or perhaps help with the translation.
- We hand a deck of cards to the pairs of students who have listed the same rights and same categories as those written on the board. It would be a good idea to copy the names of categories and human rights on variously coloured sheets of paper.
- The students must sort the examples of human rights into their respective categories. We set a time limit.
- Lastly, we jointly check the answers.

Classroom language:

Every person has many rights.

Match the rights to a correct category.

The right to vote belongs to political liberties.

Každý člověk má mnoho práv.

Přiřaďte lidská práva ke správné kategorii.

Právo volit patří k politickým svobodám.

Correct answers:

Fundamental freedoms are the right to live, the right to personal liberty, the right to own property, freedom to move and the right to religious tolerance.

Economic, social and cultural freedoms are the right to education, to the protection of children, the right to work, the right to the protection of health, the right to a fair environment.

Rights of National and Ethnic Minorities are the right to develop own culture, the right to education in own language.

Political freedoms are the freedom of speech, the right of assembly, the right to vote.

Unemployment

Recommended grade: 8.

Object of activity: Insertion of missing terms into the text

Target language: *Unemployment, unemployed, employee, employer, social benefit...*

Aids: Worksheet

Time allowed: 5 -10 minutes

- We hand out sentences to the students, which lack words relating to the topic of unemployment
- We ensure that the students understand the terms.
- The students insert the words from the legend into the sentences.
- The first student to insert the correct the words into the sentences, wins.
- Lastly, we jointly read the whole sentences.

Classroom language:

Please, complete the sentences using the words in the legend.

Prosím, doplňte věty užitím slov v legendě.

Supplementary activity:

We discuss with the students the impact of unemployment on a person and his/her family, the effects of unemployment on crime, on the quality of life, etc.

Correct answers:

1. Because of the crisis I have lost my job and now I am unemployed.
2. Since I am unemployed, I have to go to a job centre, where the clerk will register me in a database.
3. Since I am unemployed and have no money, I get unemployment benefit.
4. A job centre will help me find a new employer.
5. By January 31, 2010 job centres registered a total of 574,226 job seekers
6. This course is open to anyone interested in learning more about coaching and motivating their employees.
7. The state of being unemployed is unemployment.

Rules for returning home safely

Recommended grade: 8.-9.

Object of activity: Drawing up ten commandments for returning home safely

Target language: See worksheet

Cross-disciplinary topic: Personality and social studies

Aids: Small pieces of paper with sentences, blackboard, envelope

Time allowed: 15 minutes

- We cut the piece of paper up as instructed (the sentences are divided in half), we shuffle them a little, place them in an envelope, and hand them out to the students into pairs or groups.
- The students must create seven sentences.
- The pair or group that correctly assembles all of the sentences the first wins.
- Finally, we write the sentences on the blackboard.
- The students may think of other rules and principles themselves on how to preventatively avoid unpleasant or dangerous situations.

Classroom language:

Put the halves of the statements together. *Poskládejte půlky vět k sobě.*

Alternative:

Each student shall receive a piece of paper with half of a sentence. He/she then searches for the classmate with the other half of the sentence. If the pair finds each other, they shall write their statement on the blackboard. This is followed by a class review of the answers and possibly control questions to make certain the students understand them.

Holidays – quiz

Recommended grade: 8.-9.

Object of activity: Answering quiz questions relating to world holidays and festivals

Target language: Names of festivals and holidays, countries and nations, data and Wh- questions

Cross-disciplinary topic: Multicultural education

Aids: Worksheet with questions

Time allowed: 20 minutes

- The students form groups of three or four. Each group elects its leader, who writes the answers to the questions and decides in the event of disagreement.
- Each group receives a worksheet with the quiz. The groups have 15 minutes to answer all the questions. If they do not know the answers, they can make guesses.
- When they have finished, the groups exchange quizzes among themselves and correct and count the mistakes.
- Each correct answer is awarded a point. The group with the highest number of points wins.

Classroom language:

Choose a group leader.

You've got 15 minutes to answer the questions.

If you don't know any of the answers, have a guess.

Exchange worksheets with another group.

Score one point for each correct answer.

Zvolte si vedoucího skupiny.

Máte 15 minut na to, abyste odpověděli na otázky.

Pokud neznáte odpověď na některou z otázek, tipujte.

Vyměňte si pracovní listy s jinou skupinou.

Za každou správnou odpověď udělte jeden bod.

Correct answers:

1. 25th December (or 5th/6th January for Orthodox Christians)
2. February
3. autumn/fall
4. 1st January
5. one month
6. 31st October
7. USA
8. France
9. Japan (other Asian cherry blossom festivals exist, e.g. in South Korea and parts of China)
10. the Chinese
11. the Irish
12. Germany
13. Venice
14. Rio de Janeiro
15. Mexico
16. Spain (Pamplona)
17. New Year's / New Year's Day
18. Halloween

19. Ramadan
20. Carnival, Halloween (other answers are also possible)
21. Easter
22. roses
23. (chocolate) eggs
24. turkey
25. thirteen
26. the day after Christmas Day / 26th December
27. red
28. because it is a festival of light
29. women (International Women's Day)
30. because on this day people remember the soldiers who died in wars

Bank services

Recommended grade : 9.

Object of activity: Solution of a crossword puzzle

Target language: *Bank services, bank account, bank vault, loan, insurance...*

Cross-curricular relationships: Mathematics

Aids: Worksheet with crossword, dictionary

Time allowed: 20 minutes

- We explain that different types of bank exist and emphasize that not every bank is destined for normal customers (see CNB).
- We focus on the provision bank services to normal customers. The students learn to distinguish between these services and must be able to explain them.
- Pairs of students are each given a semi-completed crossword puzzle, with a different part completed in each case.
- We give the students five minutes to review the words in the crossword and to ensure that they understand them. If necessary, they can ask the instructor, or consult the dictionary.
- Pairs of students take turns to define words in their crossword, the partner inserting the missing word. We ensure that they do not merely look into each other's crosswords and copy the words in question. If they fail to guess the word, they can revert to it later. If they cannot guess the word later, they disclose it to one another.
- When all the boxes have been completed, they will both have an identical crossword, will check them for spelling mistakes and compare them.

Classroom language:

Help your partner to fill in the other half of the crossword.

Give the definition of the words.

Take it in turns.

If you can't guess a word, return to it later.

Compare the crosswords and check your spelling.

What's 1 down?

What's 6 across?

Pomoz partnerovi doplnit druhou polovinu křížovky.

Definujte slova.

Střídejte se.

Pokud nemůžete slovo uhodnout, nechte jej na později.

Porovnejte si křížovky a zkontrolujte pravopis.

Co je 1 dolů?

Co je 6 vodorovně?

Supplementary activity:

The students create their own crossword. They can create legends for missing words.

Sincerity

Recommended grade: 9.

Object of activity: Expression of opinion and listening to the opinions of others, assessment of a situation from in all its aspects before forming a judgement, recognition of the situation when there is need for sincerity and honesty

Target language: See cards

Cross-disciplinary topic: Personality and social studies

Aids: Cards with figures

Time allowed: 20 minutes

- We divide the students into groups of six.
- Each member of the group draw a part to play. They study it and if they are not sure, they ask their classmates or the instructor.
- The students in the group introduce themselves (they can read the text on the cards, but in the first person singular), so as to have an overview of who is who. For example: "**I'm** Jackie. **My** best friend has just stolen... The shop is owned by **my** parents."
- We give the groups time to think about the situation and about how each of them would behave.
- Each group demonstrates to the class the situated which arose and how to solve it. Do all the students adopt the same solution?
- We summarize the expressed opinions and try to generalize positions and behaviour in similar situations.

Classroom language:

Introduce yourself to the group.

Think about the situation and what to do.

Role play the situation for the others.

Představte se ve skupině.

Přemýšlejte o situaci a co dělat.

Předvedte situaci ostatním.

Supplementary activity:

The students exchange roles.

Who will survive?

Recommended grade: 9.

Object of activity: Decision of what is important and essential and what priorities exist in life

Target language: Employment, conditional clauses *if* + present tense verb, future tense verb *will*

Cross-disciplinary topic: Personality and social studies

Aids: Blackboard

Time allowed: 20 minutes

- We make the following statement: *A number of people are stranded on a desert island and only some of them can be taken off in a small boat.*
- We write the names of several individuals and with their ages and occupations on the blackboard (see table below). The students must decide who should step into the lifeboat and be saved, and why. They must be able to defend their opinion. They (e.g. a doctor) *"If I am not rescued, my patients will die."* The students form conditional clauses. We can give them time for consideration and preparation.
- Lastly, the students choose which individuals will be saved. We ask them why they made their decision.

Classroom language:

*Whose job is more important? Why?
Why did you vote in this way?*

*Čí práce je cennější? Proč?
Proč jsi volil právě takto?*

Frank Carter doctor age: 55	Elizabeth Taylor model age: 22	Edward Milky online game producer age: 29
Jim Shepard teacher age: 37	Sue Douglas farmer age: 45	Jeffrey Violin musician age: 70
Joe Wisley builder age:25	Alice Crow writer age: 52	Pierre Carlos owner of a restaurant age: 60

Supplementary activity:

The students groups draw up a list of objects which would be useful to people who remained on a desert island. Each group elects a speaker to explain and defend its decision.

Childrens' rights

Recommended grade: 9.

Object of activity: Familiarization with the United Nation's Declaration of the rights of a child

Target language: *the United Nations (UN) document "Declaration of the Rights of the Child"*

Cross-disciplinary topic: Education of a democratic citizen

Aids: Worksheet with text on the rights of a child

Time allowed: 20 minutes

Note: On 10th December 1959 the United Nations' General Assembly adopted a resolution on the rights of a child. The document dates back four years following the Declaration of Human Rights and has the object of defining the rights of children more exactly. The original document is available at <http://www.un.org/>.

- We print a copy of the text of the rights of a child for the students, display it, or create a large poster of it for the whole class.
- We ask the students if they know what rights children have in our country: *"What rights do you have in the Czech Republic?"*
- Before we jointly read the modified version of the Declaration on the rights of a child, the students first consider which rights are the most important to them and why: *"Think about which rights are the most important to you and why."*
- We then read a list of rights and clarify any unknown words and phrases.
- We ask the students to try and explain each individual right, using an example: *"Give examples about what each right means, please."*
- We ask them why they think it was necessary to draw up the list on the rights of a child: *"Think about why this list needed to be written."*

Classroom language:

What rights do you have in the Czech Republic?

Think about which rights are the most important to you and why.

Give examples of what each right means, please.

Think about why this list needed to be written.

Jaká práva máte v České republice?

Přemýšlejte, jaká práva jsou pro vás nejdůležitější a proč.

Uvedte, prosím, příklad, co každé právo znamená.

Přemýšlejte, proč bylo potřeba tento seznam vytvořit.

Supplementary activity:

We can use the rights of a child as a reference point for writing a book. The students select the rights and either draw a picture illustrating its meaning, or write a short passage about it. When the work has been completed, we match the respective formats of the illustration and the passages to enable them to be published in book form.

Bullying - quiz

Recommended grade: 9.

Object of activity: Reaction when somebody is being bullied

Target language: *Bullying, bully, trip somebody up, punch, beat, fight, hurt, rude comments...*

Cross-disciplinary topic: Personality and social studies

Aids: Worksheet with quiz

Time allowed: 15 minutes

- Students form small groups. Each group receives a copy of the quiz (it would be a good idea for each individual to receive a quiz, so that the students can make notes and have the vocabulary available).
- The students in the group review the questions one by one and jointly try to decide on the best way of resolving each situation, i.e. they select one of the answers. They may resolve the situation differently and share their opinion with the others.
- The instructor walks among the groups, helps on the vocabulary and answers students' questions, etc.
- When the students have finished, time is allowed for class discussion. We jointly read aloud the first question and find out the solutions of individual groups. Lastly, the class votes on a solution of a particular situation.
- We use the same procedure for each of the questions.

Classroom language:

Read the questions, and as a group agree on the best answer.

If you don't like any of the given answers, what do you suggest?

Who is for answer A/B/C?

Přečtěte si otázky a jako skupina se dohodněte na nejlepší odpovědi.

Jestliže se vám nelíbí žádná z daných odpovědí, co navrhuje?

Kdo je pro odpověď A/B/C?

I

Recommended grade: 6.-9.

Object of activity: Speaking about oneself, reflection on oneself, not being ashamed to say what one is good at and what are one's weaknesses.

Target language: *I like/I love..., I don't like/I hate...I'm good at..., I'm not very good at..., my strengths/weaknesses are...*

Cross-disciplinary topic: Personality and social studies

Aids: Worksheet

Time allowed: 20 minutes

- We tell the students what we like, what we are good at, where our weaknesses lie, etc.
- We ask several students at random the same question and hand out a worksheet.
- Each student works independently. We give them time to reflect and write as much as possible about themselves.
- When they are read to speak, we ask them one by one to read their comments or to share them with the others in some other way.

Classroom language:

I like/I love...

Mám rád/a / Miluji...

I don't like/I hate...

Nemám rád/a / Nenávidím...

I'm good at..., I'm not very good at...

Jsem dobrý/á v..., Nejsem dobrý/á v...

My strengths/weaknesses are...

Moje silné stránky/slabiny jsou...

Supplementary activity 1:

The students can prepare the worksheet at home from an artistic perspective (to glue or draw pictures or symbols relating only to themselves) and to create a poster about themselves.

Good friend

Recommended grade: 6.-9.

Object of activity: Thinking about what our real friends should be like

Target language: The verb *should*

Aids: Worksheet

Cross-disciplinary topic: Personality and social studies

Time allowed: 20 minutes

- We give the students a worksheet containing opinions concerning the positive and negative traits of a good friend.
- The students read individual statements and tick *TRUE* or *FALSE* in the columns on the right according to their opinion.
- When they have finished, they form groups of three or four, compare their opinions and discuss them.
- We discuss what traits a good friend should have and how he/she should treat us and others.
- We ask if somebody has such a friend.

Classroom language:

Read the statements about the qualities a good friend should have and tick true or false.

Compare and discuss your opinions in groups.

Well, what qualities should a good friend have?

Have you got such a friend?

Přečtěte si tvrzení o vlastnostech, které by dobrý kamarád měl mít a zaškrtněte pravda nebo lež.

Porovnejte a prodiskutujte své názory ve skupině.

Dobře, jaké kvality by měl tedy dobrý kamarád mít?

Máte takového kamaráda?

Supplementary activity:

The students can take a test to determine what kind of friends they are.

What sort of friend are you?

1. If my friend has a problem, I...

- a) listen to him/her and try to understand.
- b) go out with him/her and have some fun.
- c) tell him/her what to do.

2. If my friend thinks his/her homework is difficult, I...

- a) try to help him/her to understand it.
- b) say "Do not worry – it's only homework.."
- c) tell him/her to ask the teacher for help.

3. If my friend is ill, I usually...

- a) visit him/her.
- b) send him/her a "get well soon" text.
- c) advise him/her how to get better.

4. If I do not like my friend's clothes, I...

- a) do not tell him/her that it is not important.
- b) say "your clothes are interesting."
- c) say "I do not like your clothes."

5. If my friend is a bit late, I...

- a) wait for him/her.
- b) do not get angry because I am always late.
- c) text him/her saying "Hurry up!"

6. If it's my friend's birthday, I usually...

- a) make something for him/her.
- b) choose a fun present for him/her.
- c) choose a useful present for him/her.

KEY

Mostly a)s You are kind and helpful. You do not like telling the truth if it upsets your friends.

Mostly b)s You are easygoing and good fun, but you do not like listening to your friends' problems.

Mostly c)s You are honest. You speak your mind, but you can sometimes be a little bossy.

What's in store for me?

Recommended grade: 6.-9.

Object of activity: Discovery of one's fate

Target language: Creation of the future tense, using *will*

Aids: Four paper bags, paper, pencil

Cross-disciplinary topic: Personality and social studies

Time allowed: 20 minutes

- We write on the paper bags *JOB, HUSBAND/WIFE, NUMBER OF CHILDREN, TOWN.*
- Each player receives four sheets of paper on which he/she writes the answer to the instructor's questions. We do not disclose the object of our questions.
- They write the name of a man or woman which all of them know, or the name of a celebrity on the first sheet: *"Write down on one slip of paper the name of a man or woman - either someone we all know or a celebrity."*
- We write their type of job on the second sheet: *"Write down on one slip of paper a type of job."*
- They write a number on the third sheet: *"Write down a number on a sheer."*
- They shall write the name of a town on the last sheet: *"Write the name of a town or a place on the last sheet."*
- We collect all the sheets and insert them into the corresponding bags, i.e. we place the names in a bag labelled HUSBAND/WIFE etc.
- The first student takes a sheet from each bag and reads his/her fate to the others: *"I'll marry ____, I'll have a job as a ____, I'll have ____child/children, and I'll live in ____."*

Classroom language:

Write down on one slip of paper the name of a man or woman - either someone we all know or a celebrity.

Write down on one slip of paper a type of job.

Write down on one slip of paper a number.

Write down on one slip of paper the name of a city or a place.

*I'll marry ____, I'll have a job as a ____,
I'll have ____child/children,
and I'll live in ____.*

Napište na lístek papíru jméno muže nebo ženy – buď někoho, koho všichni známe, nebo celebrity.

Napište na lístek druh zaměstnání.

Napište na lístek číslo.

Napište na lístek jméno města nebo název místa.

Ožením se s / vdám se za ____, budu pracovat jako ____, budu mít ____ dítě/děti a budu žít v ____.

Family members

Recommended grade: 7.

Object of activity: Clarification of family relationships, identification of an incorrect thesis on the worksheet

Target language: Family members (terms, explaining their relationship to “my person”)

Cross-disciplinary topic: Interpersonal and social development

Aids: Worksheet, previously prepared family tree

Time allowed: 30 minutes

- The students bring their family trees (homework).
- We jointly repeat the names of family members and the students define them in relation to themselves, e.g.: “*My uncle is my father’s brother.*” (Strýc je bratr mého otce.).
- The students write English translations into their family trees. This should not take long, because they already know the vocabulary from earlier classes.
- We distribute the worksheets with several statements and the students determine which statements are true and which are false. They compete on which student finds and corrects the mistakes first.
- This is followed by a class review of the answers.

Classroom language:

Write the names of your family members in English in your family tree. Napište anglicky členy vaší rodiny do vašeho rodokmene.

Which sentences are false? Correct them. Které věty jsou nepravdivé? Opravte je.

Correct answers:

My sister – is my mother and father’s daughter.

My brother – is my mother and father’s son.

My father/mother – is my parent.

My mother – is my father’s wife.

My father – is my mother’s husband.

My grandmother – is my mother’s mother.

My grandfather – is my father’s father.

My cousin – is my uncle’s/aunt’s son/daughter.

My uncle – is my father’s/mother’s brother and he is my aunt’s husband.

My aunt – is my father’s/mother’s sister and she is my uncle’s wife.

My wife – is the woman I am married to.

My husband – is the man I am married to.

Alternative:

We seat the students in a circle (if there are many students in the class, they form several circles). We place the cards with the statements in the centre, face down. We determine the student to draw the top card. The student gives it to his/her neighbour on the left, who hands it to the student on *his/her* left, etc., Nobody may look at the card until the set alarm rings. The person holding the card when the alarm rings reads the sentence and decides whether it is true or false. If it is false, he/she corrects it.

Materialistic & spiritual culture

Recommended grade : 6.

Object of activity: Differentiation between the materialistic culture and spiritual culture of a person

Target language: *Table, idea, window, thought, car, morals, paper, song, computer, ethics, freedom, love, clothes, book...*

Cross-disciplinary topic: Interpersonal and social development

Aids: Blackboard

Time allowed: 15 minutes

- We write the words Materialistic Culture and Spiritual Culture on the blackboard and ensure that the students understand both phrases.
- The students (in pairs or groups) write under the headings within the time limit as many things as possible, relating to materialistic and spiritual culture.
- When the time allowed has elapsed, the students stop writing and the first group/pair slowly reads the words on its list. The other students listen carefully and cross out the words they also have on their respective lists.
- The students with the highest number of original words in their list and which the others do not have, win.
- The students then say, using a complete sentence, e.g.: *"A table belongs to materialistic culture."*

Classroom language:

*Write as many words as you can,
that belong to the topic of materialistic culture
or spiritual culture.
You've got (3) minutes.*

Napište tolik slov, kolik znáte.
která patří k tématu materiální
kultura a duchovní kultura.
Máte (3) minuty.

Housing

Recommended grade: 8.

Object of activity: Discussion of the topic of housing, recognition of true or false statements

Target language: Names of rooms and their functions, forms of housing; *there is/there are, can*

Aids: Chair(s), cards with names of rooms (instructor prepares them)

Time allowed: 20 minutes

- We talk to the students about housing, forms of housing, prices of flats or houses, etc. (generally and also specifically about their own housing).
- The students state what each housing unit should include, what function and uses individual rooms have.
- We place chairs in a circle. The number of chairs must match the number of students.
- We stand in the middle of the circle and give each student a name of a room (*living room, kitchen, cellar, etc.*). Several students receive the same name.
- Before starting the game, we ensure that everybody knows exactly who represents each room, e.g. *"Hands up, living rooms!"*
- We explain that when we call out: *"Living rooms!"*, the students who received this name of that room must exchange chairs. When we call out: *"Fruit salad!"*, everyone must exchange chairs.
- We play several rounds.
- We can call out the name of rooms, but this time when the students change chairs, we occupy one of the chairs. One of the students therefore remains standing. He/she now calls out the names and the game is repeated

Classroom language:

You are (living rooms).

Hands up, (living rooms)!

Vy jste (obývací pokoje).

(Obývací pokoje), zvedněte ruce!

Supplementary activity:

The students the subsequently fill in the worksheet, where they must differentiate between true and false statements and subsequently correct the false ones.

Statement	True	False
You can sleep in a hall.		
You can bathe in the kitchen.		
You can watch TV, sit and read a book in the living room.		
You cook in the kitchen.		
You place your shoes in the bedroom.		
There is a toilet in the cloak-rooms.		

Religion

Recommended grade: 6.

Object of activity: Association of symbols with specific religions

Target language: Characteristic symbols of selected religions

Cross-curricular relationships: History, geography

Cross-disciplinary topic: Multicultural education

Aids: Worksheet

Time allowed: 20 minutes

- We ask the students which religions they know and what they know about the differences between them.
- We write on the blackboard the names of the most popular religions and the students help us to insert the most common symbols.
- The students try to remember the terms and after a while they complete the worksheet, matching religions and relevant symbols.

Classroom language:

What do you think is typically Islamic?

Remember the words and match them to the appropriate religion.

Co si myslíte, že je typicky islámské?

Zapamatujte si slova a spojte je s náležitým náboženstvím.

Law

Recommended grade: 8.

Object of activity: Completion of a word search

Target language: *Law, court, punishment, lawyer...*

Cross-disciplinary topic: Education of a democratic citizen

Aids: Worksheet with crossword

Time allowed: 20 minutes

- The students try to explain the meaning of “law”.
- We explain to the students the function of the law, the Courts, the judges, the lawyers, laws, etc. perform.
- We hand out identical word searches to the students.
- If some of them have not solved one before, we explain how it is done: The terms taken from the written legend are crossed out in the imaginary boxes of the word search in eight directions, i.e. vertically, horizontally, and diagonally to the right and left in both directions.
- The first student to cross out all of the words, wins.

Note: The letters which are not crossed out do not form a mystery word in this word search.

- We can then practice the spelling of words.

Classroom language:

*Try to find the words below
in the word search.*

Hledejte slova, které jsou pod
osmisměrkou.

Holidays

Recommended grade: 6.

Object of activity: Matching a date and the relevant national holiday

Target language: *Easter, Christmas, New Year's Day, the Velvet Revolution...*; dates

Cross-curricular relationships: History, geography

Aids: Cards with names of holidays and dates, or a world map for illustration, self-adhesive putty/magnets, board

Time allowed: 20 minutes

- We cut up the cards with dates and holidays, shuffle them, and give one to each of the students.
- The students must go round the classroom and look for their matching partner, i.e. the student with the name of holiday looks for the date which reminds him/her, and the student with the date looks for the corresponding holiday.
- When they have formed a pair, they attach the cards next to one another on the board, using self-adhesive putty or magnets.
- When all of pairs of cards have been placed on the board, we jointly read the dates and holidays and check their accuracy. The students indicate where the holiday originates from, where it is celebrated, and why (event). The students can find details about the origin of a holiday and its historical background, process it (group work), and present it during the next lesson.

Classroom language:

Take one card.

Find your partner and make a date-holiday pair.

Place the cards on the board.

Where is the holiday celebrated? Why?

Show the country on the map.

VeźmĚte si jednu kartićku.

NajdĚte partnera/ku a vytvořte dvojici datum-svĚtek.

UmĚstĚte karty na tabuli.

Kde je svĚtek slaven? Proć?

Ukař zemi na mapĚ.

Supplementary activity:

We discuss with the students how they commemorate a particular holiday. We ask them what their general opinion is about celebrating national holidays, etc.

Measuring time

Recommended grade: 6.

Object of activity: Familiarization of students with methods of measuring time, matching the names of types of clocks with their pictures

Target language: Types of clock, methods of measuring time

Cross-curricular relationships: History, physics

Aids: Cards with pictures and names of clocks

Time allowed: 15 minutes

- We familiarize the students with methods of measuring time.

- The students divide into small groups and each group receives a deck of pictorial and descriptive cards.
- The students in groups match the picture of the clock and the correct name (time limit).
- The group which has completed the task correctly first, wins.
- Lastly, we go jointly over the solutions and speak the names the pictures in chorus.

Classroom language:

Match the pictures and the correct type of clock.
název hodin.

K obrázku přiřaďte správný

National symbols, crown jewels

Recommended grade: 6.

Object of activity: Naming of national symbols

Target language: Names of Czech national symbols and crown jewels

Cross-curricular relationships: History

Aids: Worksheet with pictures

Time allowed: 10 minutes

- We discuss the function of national symbols.
- We ask what symbols the Czech Republic uses.

- We hand out the worksheets with pictures of Czech national symbols (preferably in colour) and the students write the English name beside each symbol, using the dictionary.
- This is followed by a class review of the answers.
- The students then describe the individual symbols in detail (whether in English or in Czech depends on their language skills).
- We can also give the students basic information about our crown jewels – brief history, where they are kept, etc.

Correct solutions:

hymna (*national anthem*), státní znak (*national emblem*), vlajka (*national flag*), vlajka prezidenta (*president's flag*), pečeť (*seal*), národní barvy (*national colours*), korunovační klenoty (*crown jewels*), korunovační koruna (*crown*), korunovační žezlo (*sceptre*), korunovační jablko (*orb*)

Alternative:

The students in groups write the English the names of the Czech national symbols (one minute allowed. We jointly check the answers while pointing to the symbols in the pictures.

Supplementary activity:

The students research the national symbols of Great Britain, Australia, New Zealand, and the USA.

Bodies of the European Union

Recommended grade: 9.

Object of activity: Matching basic information and EU institutions

Target language: Names of EU institutions

Cross-curricular relationships: Geography

Cross-disciplinary topic: Education to think in terms of European and global contexts

Aids: Cards with EU bodies and cards with basic information, self-adhesive putty / magnets, blackboard

Time allowed: 15 minutes

- We cut up the cards with EU bodies and cards with basic information, shuffle them and give one to each student.
- The students go round the classroom looking for their corresponding partner, i.e. person with the name of the EU body.
- When they have formed a pair, they attach the cards next to one another on the board, using self-adhesive putty or magnets.
- When all pairs of cards have been placed on the board, we jointly read the text and check its accuracy. The students show on the map where the EU body in question is located.

Classroom language:

Take one card.

Find your partner and make an EU body-information pair.

Place the cards on the board.

Show the headquarters on the map.

The Council of the EU resides in Brussels.

Vezměte si jednu kartičku.

Najděte partnera/ku a vytvořte dvojici orgán EU-informace.

Umístěte karty na tabuli.

Ukažte sídlo orgánu na mapě.

Rada EU sídlí v Bruselu.

Legal order

Recommended grade: 9.

Object of of activity: Sorting out legal standards according to legal their legal force

Target language: *Constitution, constitutional laws, laws, government orders, ministerial regulations, local notices, legal standards, legal order*

Cross-disciplinary topic: Education of a democratic citizen

Aids: Blackboard

Time allowed: 10 minutes

- We explain to the students what a legal order is and what purpose it serves, and we divide legal standards according to their strictness.
- We write Czech expressions in the first column on the blackboard and their English equivalents in the second column.
- The students then match the Czech expression and their English equivalent.
- We draw a diagram of the legal order on the board (see pyramid below) in which the students insert the corresponding legal standards, from the highest to the lowest.
- Lastly, the students describe the diagram, e.g.: *“The highest law is the constitution”* or *“Constitutional laws take precedence of the constitution,“* *Government orders take precedence of laws”* etc.

Classroom language:

Match the Czech and English words.

Fill in the pyramid of the legal order.

Which legal standard goes on top?

The highest legal standard is the constitution.

Constitutional laws are below the constitution.

Government orders are above laws.

Spojte české slovo s anglickým.

Vyplňte pyramidu právního řádu.

Která právní norma patří na vrchol?

Nejvyšší právní norma je ústava.

Ústavní zákony jsou pod ústavou.

Nařízení vlády jsou nad zákony.

Free time

Recommended grade: 9.

Object of activity: Use of the a graph for comparing how students in different countries spend their free time

Target language: Infinitives and *-ing* form

Cross-disciplinary topic: Personality and social studies

Aids: Worksheet with graph

Time allowed: 20 minutes

- We ask the students how they spend their free time, what they do after school, and how they spend their weekends.
- We give each student a worksheet with a graph showing how 8th formers from various countries of the world spend their time.
- The students' task is to insert sentences based on information contained in the graph.
- When they have finished, we jointly read the sentences.
- The students compare the use of free time of students in individual countries (how many hours they spend for which activity, basically they form sentences similar to the ones on the worksheet) or how they spend their own free time compared with the students in the graph.

Classroom language:

*How do you spend/use your leisure time?
Use the information given in the chart
to complete the sentences.
Let's compare how students spend
their leisure time in different countries.*

Jak tráviš/užíváš svůj volný čas?
Použijte informace uvedené v grafu
a doplňte věty.
Porovnejme, jak studenti tráví svůj
volný čas v jednotlivých zemích.

Correct answers:

- A) watching TV or videos,
- B) playing or talking with friends,
- C) playing/to play sports,
- D) doing jobs at home,
- E) reading for pleasure,
- F) playing computer games,
- G) playing or talking with their friends.

Body mass index

Recommended grade: 8.

Object of activity: Calculation of own BMI




Target language: Mathematical operations, numbers

Cross-curricular relationships: Biology, mathematics

Aids: Calculator

Time allowed: 10 minutes

- We write the equation for calculating body mass index $BMI = \frac{kg}{m^2}$ on the board and provide an example: $BMI = \frac{60}{1.65^2} = 22$ – normal weight.
- We read out the equation in English, ask the students to calculate their BMI and to write the result anonymously on a piece of paper.
- We collect the pieces of paper from the students and hand them out again. The students read the result and assessment: “27 kilos per square metre. He/she is overweight.” An assessment table is provided on the blackboard.
Note: The students must be warned that these values are not entirely reliable when growing, since they apply to adults.
- We give each student a piece of paper with values (weight, height) and an imaginary name. The students calculate the BMI and read it aloud.

Your BMI	Evaluation
Under 18.5	You're underweight 
Between 18.5 and 25	Your weight is normal 
Between 25 and 30	You're overweight 
Over 30	You're obese 

Head hunters

Recommended grade: 7.-8.

Object of activity: Determination of how their classmates behave ecologically

Target language: Formulation of questions *Do you...?*

Cross-curricular relationships: Biology

Cross-disciplinary topic: Environmental studies

Aids: Prepared tables with questions

Time allowed: 15 minutes

- We distribute the sheet with the table.
- The students go round the classroom and guess who could respond affirmatively to one of the questions in the table/chart. When they find someone who fits that description, they ask him/her two questions only.
- If the student questioned answers "yes", he/she signs their name in the appropriate column. If he/she answer "no" twice no, he/she must ask a different classmate.
- The student with signatures next to all the questions raises his/her hand and the task ends.
- We jointly go through all the questions. The students announce which student signed the given question and that student inserts additional information about the question/topic, his/her experience, etc.

Classroom language:

Go around the classroom.

Chodte po třídě.

Find somebody who answers

Najdi někoho, kdo na otázky odpoví ANO.

YES to the questions.

Ask each person only two questions at one time.

Jedné osobě položte najednou dvě otázky.

Try to get an answer for every question. Pokuste se získat odpověď na každou otázku.

Who is missing?

Recommended grade: 6.-9.

Object of activity: Strengthening of the class

Target language: Personal characteristics

Cross-disciplinary topic: Personality and social studies

Aids: Blanket

Time allowed: 10 minutes

- We seat the students in a circle on the floor allowing sufficient space between them and none touching one another. They sit with their eyes closed and their heads bent forwards.
- We rearrange the positions of several students with their eyes remaining closed.
- We choose one student from the circle, place him/her in the middle and cover him/her with a blanket.
- The class guesses who is under the blanket. Each student tries to say something nice about the individual in the centre. Note: This activity serves to determine what position each student in the class occupies.

Classroom language:

Please sit in a circle.

Don't touch each other.

Close your eyes.

Who's missing? Who's under the blanket?

Say something nice about the person.

Prosím sedněte si do kruhu.

Nedotýkejte se jeden druhého.

Zavřete oči.

Kdo chybí? Kdo je pod dekou?

Řekněte o dané osobě něco hezkého.

Layout of a flat

Recommended grade: 6.

Object of activity: Calculation of the cost of furnishing a flat

Target language: The words furniture, prices...

Cross-curricular relationships: Mathematics

Aids: Furniture catalogue, internet access, layout of a flat

Time allowed: 45 minutes

- The class divides into groups of four.
- Members of each group agree on a price they wish to invest into furnishing a flat.
- We hand out a layout of an empty flat.
- The students glue pictures of furniture they brought from home (we can hand out old furniture catalogues or home furnishing magazines to them) .
- The students determine the prices of furniture from IKEA pages (preferably in English) which they record under their layout, creating a budget for furnishing the flat.
- Each group presents its flat layout and describes the flat. Lastly, it mentions how much it spent in total, whether or not it fits into its budget, how much it spent on individual rooms, etc.

Classroom language:

Try to agree on how much money you would like to invest in your furniture.

Stick the pictures of the furniture on the floor plan.

Find out the prices of the furniture on the IKEA websites.

Create a budget.

Describe your flat to the others.

How much did you spend on the furniture?

How much did the (kitchen) furniture cost?

Have you stayed within the budget you agreed on at the beginning?

Dohodněte se, kolik peněz chcete investovat do vybavení bytu.
Nalepte obrázky nábytku do plánu.

Zjistěte ceny nábytku na stránkách IKEA.

Vytvořte rozpočet.

Popište byt ostatním.

Kolik jste za nábytek utratili?

Kolik stál (kuchyňský) nábytek?

Vyšli jste s penězi, na kterých jste se na začátku domluvili?

Important number and dates - bingo

Recommended grade: 7.-9.

Object of activity: Discussion of important personal events and phenomena

Target language: Numbers, dates

Cross-disciplinary topic: Personality and social studies

Aids: Paper, pencil

Time allowed: 15 minutes

- The students sketch a bingo table in advance (3x3 squares).
- They write in each of the squares a number which is somehow related to their life and is important to them (birthdays of relatives, passwords, telephone numbers, house numbers, etc.).
- They go round the classroom and look for people with the same number. If they find such a person, they state what the number means to them and memorise it, or write a comment into the square.
- The student who has crossed out all squares first, or has the highest number of squares crossed out in the given time limit, wins.
- Each student who found someone with a number identical with his/her own, states what he/she found out from their classmates. The others explain what the numbers they were unable to cross out mean to them.

Classroom language:

Make a grid of three by three squares. In each square write a number or date that means something to you, e.g. the date of birth for a family member, a telephone number, password...

Walk around the classroom and find somebody who has got the same number as you have.

Ask your friend what the number means for him/her and remember it. What do the numbers mean to your friend/you?

Nakreslete si tabulku 3x3 čtverečky.

Do každého čtverečku napište číslo nebo datum, které pro vás něco znamenají, např. datum narození člena rodiny, telefonní číslo, heslo...

Chodte po třídě a najděte někoho, kdo má stejné číslo jako vy.

Zeptejte se kamaráda/kamarádky, co pro něj/ní číslo znamená a zapamatujte si to. Co čísla znamenají pro vašeho/vaši kamaráda/kamarádku / pro tebe?

My spending

Recommended grade: 7.-9.

Object of activity: Determination of how I manage my money and what I spend it on

Target language: Prices of goods and services, names of everyday objects, formulation of questions

Cross-curricular relationships: Mathematics

Aids: Worksheet

Time allowed: 15 minutes

- We ask the students to monitor and record as homework all their spending over a defined period, e.g. one week/month.
- When the given period has elapsed, they bring their records into class and we give each student a worksheet with questions and tasks drawn up by the students. They walk freely round the classroom and find the required information from their classmates.

Classroom language:

Record your spending habits for one week/month. Walk around the classroom and find the answers to the questions on the worksheet.

Zapisujte si své výdaje po dobu jednoho týdne/měsíce. Chodte po třídě a zjistěte odpovědi na otázky v pracovním listě.

Supplementary activity:

The students are asked to calculate the monthly food and other costs of living of their families.

Profession

Recommended grade: 8.-9.

Object of activity: Realisation how a person should/should not behave in a particular profession

Target language: *Waiter/waitress, teacher, journalist, doctor, nurse, police officer, clerk (úředník), priest (kněz), shop assistant, hairdresser, manager, gravedigger (hrobník), singer, personal assistant should/should not, must/must not behave*

Aids: Cards with names of professions

Time allowed: 20 minutes

- Each pair draws a card with a profession.
- The students are given time to consider how the individual performing the given profession should or should not behave.
- After the time limit has elapsed, each pair of students presents its opinion. One may talk about what an individual should do, the other about what an individual should not or must not do. We can record the verbs in the table.

Classroom language:

Take a card with a job on it.

Think about what someone should/ shouldn't do in this job.

Think about what someone must/has to or mustn't do in this job.

Vezmi si kartu s povoláním.

Přemýšlej o tom, co osoba by měla / neměla dělat v tomto povolání.

Přemýšlej o tom, co osoba musí a nesmí dělat v tomto povolání.

Our neighbours

Recommended grade: 6.-9.

Object of activity: Matching of the name of an individual and of his/her country of origin

Target language: Countries of the world

Cross-curricular relationships: Geography

Cross-disciplinary topic: Multicultural education

Aids: Cards with door bells and names, small map of the world

Time allowed: 10 minutes

- We divide the students into pairs and each pair receives a picture with door bells which carry written names.
- They try to guess where the neighbours on the door bells come from and they colour in the relevant country on the map of the world.
- They glue the doorbells with names on the respective countries and leave the sheet the middle of the classroom.
- The other students go through the worksheets and record any mistakes.
- Lastly, we jointly review the individual maps and discuss whether the guess was correct, from where else the individuals could also come from, etc.

Names that may be written on doorbells:

Gonzales, Kreuter, Kaya, Tjin-jen, Polowitzski, Györ, Richelieu, Anderson, Smith, Fjodorov, Bertucio, Al Abkain, Novák...

Classroom language:

Guess where the people come from.

Stick their names on the relevant country.

Are there any mistakes?

Did you guess correctly?

Hádejte, odkud lidé pocházejí.

Nalepte jména na příslušnou zemi.

Jsou zde nějaké chyby?

Hádali jste dobře?

Alternative:

We write the names of individuals from various countries next to the doorbells. The students then cut up the sheet, in order to glue the names on the map.

World religions

Recommended grade level: 7.-8.

Object of activity: Matching of corresponding terms to a religion

Target language: *Christianity, Judaism, Islam, Buddhism, Jewish, mosque, church, rabbi, Sabbath, a Muslim, the Koran, church, the Ten Commandments, the Bible, karma, caste, Buddha, a Christian*

Cross-curricular relationships: History

Cross-disciplinary topic: Multicultural education

Aids: Cards with symbols of world religions, names of religions and relevant terms

Time allowed: 15 minutes

- We divide the students into groups of four.
- Each group receives a set of cards with symbols of world religions, names of religions and terms relating to them.
- Their task is to match a religion and other relevant terms and the picture.
- The group which completes the task correctly first, wins.
- Lastly, the students talk about the individual religions in coherent sentences, e.g.: *“The symbol of Christianity is the crucifix. Christians go to a church. Their holy book is called the Bible.”*

Classroom language:

Match the pictures to the name of their religion and other words relating to it.

Přiřaďte k obrázku název náboženství a další slova s ním související.

Watoto: children-for children

Recommended grade: 8.-9.

Object of activity: Discovery of information about the other individual and sharing it with the others

Target language: Simple present tense

Cross-curricular relationships: Geography

Cross-disciplinary topic: Multicultural education

Aids: Printed pictures or a computer with Internet access, blackboard

Time allowed: 20 minutes

Note: *watoto* means child in Swahili.

- We hand out printed colour pictures of children to the students, or we allow them to choose their friend on Internet (possible homework), e.g. <http://www.adra.cz/banqbaby/adopce-deti/seznam-volnych-deti/> (all the children come from Bangladesh).
- We write on the blackboard questions to serve as a guideline so the students know what to say about the chosen friend. Questions such as what the child does in his/her free time, where and with whom he/she lives, are answered according to their imagination, since such information cannot be found on Internet.
- Each student speaks coherently about his/her friend.
- The students can send their new friend an e-mail in which they write about themselves.

Classroom language:

Choose a child/new friend.

What's his/her name?

When was he/she born?

Where does he/she come from?

What type of school does he/she go to? A daily or boarding school?

How much per month is the school fee? Kolik je měsíční školné?

What does he/she do in their free time? Co dělá ve volném čase?

Where does he/she live? In a village? In a town? Kde žije? Na vesnici? Ve městě?

Who does he/she live with?

Vyberte si dítě/nového kamaráda.

Jak se jmenuje?

Kdy se narodil/a?

Odkud pochází?

Do jaké školy chodí? Denní nebo internátní?

Kolik je měsíční školné?

Co dělá ve volném čase?

Kde žije? Na vesnici? Ve městě?

S kým žije?

Poverty - test

Recommended grade: 9.

Object of activity: Determination of what the students know about poverty

Target language: See test

Cross-disciplinary topic: Personality and social studies

Aids: Worksheet with questions, data projector

Time allowed: 10 minutes

- We place large letters A, B, and C at a sufficient distance from one another.

- We read and/or display the first question of the quiz on the data projector and the three possible answers.
- Those who think A is the correct answers stand next to the letter A, etc.
- When all students are standing next to a letter, we tell them the correct answer.
- We do this in respect of each question.
- If the students only rarely answer correctly, this does not matter. since the purpose of the quiz is to teach the students something new.
- When all the questions have been answered, we discuss each of them, e.g. how HIV contributes to poverty, how clean drinking water affects the quality of life, etc. (it clearly depends on the students' language skills).

Classroom language:

<i>If you think that the correct answer is A, go to the letter A.</i>	Pokud si myslíte, že správná odpověď je A, běžte k písmenu A.
<i>How does HIV contribute to poverty?</i>	Jak HIV přispívá k chudobě?
<i>What difference does having clean water make to someone's quality of life? když má čistou vodu?</i>	Jak rozdílná je kvalita života člověka,

Alternative:

We hand out the test to the students sitting at their desks and they check the correct answers, working in pairs.

Correct answers (designated in bold font):

01 What percentage of the world's population lives on less than 50p/€0.75 a day?

A) Two percent B) Seven percent **C) 20 percent**

02 The three richest people in the world have more wealth than how many of the world's poorest countries?

A) Three B) 20 **C) 48**

03 To address the worst effects of poverty, the world's wealthiest countries could give away a percentage of their income each year to poorer countries or development organisations. What percentage do they need to give to solve these problems?

A) less than one percent B) just over six percent C) more than 15 percent

04 How many people in sub-Saharan Africa are HIV-positive?

A) 5 million B) 18 million **C) 25 million**

05 One of the Millennium Development Goals is that all children should have access to primary education by 2015. How many children currently do not go to primary school?

A) 50 million **B) 115 million** C) 200 million

06 How many people in the world don't have access to clean water?

A) 500 million **B) 1.1 billion** C) 2 billion

07 How many children die of preventable diseases each day?

A) none B) 5,000 **C) 30,000**

08 How many people in developing countries go to bed hungry every day?

A) **799 million** B) 546 million C) 427 million

09 What percentage of the 1.3 billion people, who live in extreme poverty, is female?

A) 40 percent B) 50 percent **C) 70 percent**

Argument

Recommended grade : 9.

Object of activity: Guessing from the photograph, the subject of the dispute between two people and the preparation of an argument working in pairs

Target language: General

Cross-disciplinary topic: Personality and social studies

Aids: Photographs

Time allowed: 20 minutes

- We select from webpage <http://www.fotosearch.com/photos-images/arguing.html>, several photographs of arguing couples. Each pair of students receives a photograph, but it is also possible that some pairs may receive the same photograph and we can compare what individual pairs think the people in the photographs are arguing about.
- The pairs prepare a short dialogue in which they include the subject of the argument of the people on the photograph.

Classroom language:

Look at the photograph.

What do you think the two people are arguing about?

Prepare and then role play that argument.

Podívejte se na fotografii.

O čem, si myslíte, že se ti dva lidé dohadují?

Připravte si a potom předved'te tuto hádku.

Guess what I am doing

Recommended grade: 6.

Object of activity: Requesting information, learning to make deductions

Target language: Questions in the simple present tense; professions and workplaces

Aids: Cards, bag/top hat

Time allowed: 20 minutes

- We cut up the cards with professions and place them in a bag/hat.

- We ask the first student to pull out a card. He/she must not disclose what profession is written on the card.
- We ask the students to ask the classmate standing at the blackboard his/her profession. He/she may only ask questions able to be answered by YES or NO and can only ask 15 questions. We provide examples of questions.
- The students take turns at the blackboard and the others ask them questions. If the class cannot guess the profession even after 15 questions, the student with the card discloses it.

Classroom language:

Take one card.

Ask questions to guess the job on the card.

Ask 15 questions only.

Ask questions that can only be answered

With a Yes or a No.

Vezmi si jednu kartu.

Ptej se, abys uhádl/a povolání na kartičce.

Zeptej se pouze 15x.

Používej otázky, na které je odpověď Ano nebo Ne.

Supplementary activity:

Each student selects a profession and describes an ordinary day of a person, whose profession he performs. He can find information about the work on Internet and add interesting facts and pictures.

How much food does a family eat in a week?

Recommended grade: 6.-7.

Object of activity: Comparison of the quantity of food consumed by families each week in various parts of the world

Target language: Names of foods, numbers

Aids: Photographs of families, or a computer with internet access

Time allowed: 20 minutes

- On the web page <http://www.geekzone.co.nz/Aloha/3579> are photographs of families in various parts of the world. The families present the amounts of food they consume in one week. Under the photograph is the price they pay for the food every week (in U.S. dollars).
- The source provides useful material for a lively class discussion. The students can compare individual families and their weekly food consumption.

Classroom language:

Which family is the biggest/smallest? Která rodina je největší/nejmenší?
In your opinion, which family eats the healthiest food? Která rodina, podle tvého názoru jí nejzdravější jídlo?
Which family's food do you like best? Které rodiny jídlo se ti líbí nejvíce?
Which family spends the most on food? Která rodina utrací za jídlo nejvíce?

Supplementary activity:

The students decide whether the following statements are true or false. If they are false, they insert the truthful sentence.

a) A 'strawberry-flavoured' yoghurt does not have to contain real strawberries.

.....
 b) A list of ingredients does not have to include water.

.....
 c) The label on soft cheese must include a 'use by' date.

.....
 d) You should not buy fish and meat after the 'use by' date.

.....
 e) A label does not have to say how to cook the food.

.....
 f) A label must include the name and address of the manufacturer.

.....
 g) A label must say how to eat the food.

.....
 h) 'Low calorie' soft drinks need not quote the calorie count.

Correct answers:

- a) True
- b) False
- c) True
- d) False
- e) False
- f) True
- g) False

h) False

Elections

Recommended grade: 6.-9.

Object of activity: Arrangement of the letters of a word into a correct order to create a meaningful word

Target language: *Election, vote, debate, candidate, speech, party, platform...*

Cross-disciplinary topic: Education of a democratic citizen

Aids: Cards with letters

Time allowed: 10 minutes

- We write the letters of words on individually prepared cards for the students to arrange, e.g. for the word ELECTION we need eight cards (E, L, E, C, T, I, O, N). Should the students compete in teams, each team must have an identical deck of cards.
- We shuffle the cards with letters thoroughly before handing them to the teams. Each team receives a single letter. The other members of the team can help.
- The students' task is to stand next to one another in the same order as the letters in the decoded word.
- The team which arranges the correct word first, wins and is awarded a point.
- We continue in this manner for the remaining words.

Classroom language:

Stand in the correct order to make a word. Stoupněte si vedle sebe tak, abyste vytvořili slovo.

Alternative:

We can give the task to the students as individual tasks to be completed at their desks. We use the worksheet (the words at the ends of the lines are the correct solutions).

Citizenship - crossword

Recommended grade: 8.-9.

Object of activity: Insertion of words into the crossword puzzle using the legend

Target language: *Citizenship, diversity, prejudice, community, minority...*

Cross-disciplinary topic: Education of a democratic citizen

Aids: Worksheet with crossword

Time allowed: 10 - 15 minutes

- We hand out a crossword puzzle to the students. They can work in pairs or independently.
- They use the hints to insert the correct words into the crossword.
- We set a time limit for completing the crossword. The pair or individual which/ho correctly solves the mystery word, wins and receives a reward.
- Lastly, we check the correct answers and if necessary we explain/translate the individual terms into the mother tongue.

Safety symbols

Recommended grade: 8.-9.

Object of activity: Matching the symbol to its meaning

Target language: See text on cards

Cross-curricular relationships: Chemistry, physics

Aids: Cards with symbols and text

Time allowed: 10 -15 minutes

- The groups of students match cards with safety symbols and cards with text describing the meaning of the symbol.
- The group which correctly matches a pair of cards, first, wins.
- We ask the students, where the individual symbols can be found and why they were designed.

Classroom language:

Match the symbols with the texts.

Přiřadte symboly k textům.

Where can you see these symbols?

Kde můžete tyto symboly vidět?

Why were the safety symbols created?

Proč byly bezpečnostní symboly vytvořeny?