

## **Insects – body parts**

Recommended grade: 6.

Object of activity: Description of the body parts of an insect

Target language: *Abdomen, thorax, wing, leg, head, antenna*

Aids: Worksheet with insect illustration, cards with descriptions, blackboard

Time allowed: 10 minutes

- We divide the students into small groups.
- We give each group a worksheet with illustrations of the insect and cards with descriptions.
- The students try as quickly as possible to match the names to individual insect body parts on the cards.
- The group which succeeds in the task first, wins.
- We then jointly check the answers and practice the pronunciation of individual words. We can either draw or describe the body on the blackboard or we enlarge the worksheet and place it on the blackboard together with the descriptions.
- If the students' level of language is good, they can discuss individual insect body parts in detail, e.g. what their function is, how many there are, etc.

### Classroom language:

*Label each part of the insect correctly.*

*abdomen*

*thorax*

*antenna*

*wing*

*leg*

Správně označte každou část těla hmyzu.

zadeček

hrud'

tykadlo

křídlo

noha

### Supplementary activity:

We slowly draw the insect body on the blackboard, asking the students during the process, what the names of the individual parts are. The students answer in chorus.

## **Microorganisms – fill in the sentences with words**

Recommended grade: 6.

Object of activity: Completion of words missing in the sentences

Target language: *Microorganism, microscope, bacteria, fungi, virus, nutrients decomposer, digestion, ecosystem, chain, break down into*

Aids: Cards with sentences and words

Time allowed: 10 minutes

- We cut up the sentences and words into cards.
- The students draw the cards. Some sentences have missing words; others contain the words which are missing from the said sentences.
- The students walk round the classroom and form “sentence and word” pairs; there will be a triad only in one case, because two words are missing from one sentence.
- Lastly, the students read the sentences aloud and we check together if they formed the correct pair.

Correct answers:

*A microorganism is a creature too **small** to be seen by the naked eye, we need to use a microscope.*

*Microorganisms can be bacteria or fungi (but not viruses) and they live everywhere on Earth where there is **liquid** water.*

*Microorganisms are a very important part of food **chains** and recycling nutrients in different **ecosystems**.*

*Microorganisms **break down** dead plant and animal material into nutrients which can then be absorbed again by plants.*

*Without these nutrients the plants would die, and no plants = no animals or **people!***

*The microorganisms that break down dead plant and animal matter are called **decomposers**.*

*We also have special bacteria in our **stomachs** to help us digest food.*

*Sometimes we eat healthy bacteria in yoghurts to help our **digestion**.*

## **Life of a butterfly**

Recommended grade: 6.

Object of activity: Naming individual stages of the lifecycle of a butterfly

Target language: *Egg, caterpillar, chrysalis, butterfly*

Aids: Deck of cards with pictures of the stages of the life cycle of a butterfly

Time allowed: 10 minutes

- The students divide into group of four.
- Each group receives a set of pictures of the life cycle of a butterfly.
- They arrange them as quickly as possible so that the individual stages are in the correct order.
- The group which arranges them most rapidly, wins.
- We then show the individual pictures and ask the students: “*What is it?*” The students answer: “*It’s a butterfly/an egg/...*” Or we can ask them: “*Where’s the (caterpillar)? Point at it.*” And the students point at the corresponding picture.

### Classroom language:

*Stand in a line in the correct order.*

Postav se do řady ve správném pořadí.

*What is first, second, third, and forth?*

Který je první, druhý, třetí a čtvrtý?

*What is it?*

Co to je?

*Where’s the (caterpillar)? Point at it.*

Kde je (housenka)? Ukažte na ni.

### Alternative:

The students draw in the missing stage or state what it is.

## **Life cycle of a sunflower**

Recommended grade: 6.

Object of activity: Description of the life cycle of a sunflower

Target language: *Sunflower seeds, root, leaf, bud, pollen, fertilise, grow, swell*

Aids: Cards with sentences

Time allowed: 10 minutes

- We copy the table, cut up individual sentences, and give one to each student. We will probably have more students than sentences in the classroom. We therefore copy the sentences several times enabling a larger number of groups to be formed.
- We state that the sentences describe the lifecycle of a sunflower. *“The sentences describe the lifecycle of a sunflower.”* The students form groups which complete the description of the lifecycle. They must go round the classroom and look for colleagues who have the other sentences: *“Walk round the classroom and find the other sentences to complete the cycle.”*
- When they think that they have finished, i.e. when they have all necessary sentences, they line up in the correct order of the cycle: *“Stand in the correct order. Which sentence goes first, second etc.?”*
- The group which has *arranged* all the sentences in the correct order first, wins.

### Supplementary activity:

We give the students the same text they worked with during the activity. Certain words are deleted but with the first letter remaining as a hint. The students fill in the words.

A b\_\_\_\_ drops a sunflower seed.

The s\_\_\_\_\_ falls to the ground and gets covered over.

Rain makes the seed swell.

A r\_\_\_\_ goes down into the soil.

A shoot begins to grow towards the l\_\_\_\_\_.

The plant begins to grow its own l\_\_\_\_\_.

The sunflower begins to grow a f\_\_\_\_\_ bud.

The bud opens. Bees bring p\_\_\_\_\_ from other sunflowers.

The sunflowers have been fertilised.

A bird e\_\_\_\_\_ the seeds.

## **What animal am I?**

Recommended grade: 6.-7.

Object of activity: Guessing the described animal

Target language: Names of animals

Aids: Blackboard

Time allowed: 15 to 20 minutes

- We state that we are animals, but we must not say what kind. We only talk about ourselves, what we do, what we can do, what we eat. As a hint, we can write the beginnings of the sentences (see below) on the blackboard.
- When the students have guessed what animal we are, we ask them to think about what animal they would want to be, the one they admire, or like. They must not, however, say it aloud.
- They imagine, how they would describe themselves and what they should say about themselves for the others to guess.
- We call on several students to talk about themselves as animals and the rest of the class shall guess.
- Lastly, the students do the same in pairs so that everyone takes a turn.

### Classroom language:

*I'm an animal.*

*I live in...*

*I'm afraid of...*

*During the day I...*

*I normally live for (30 years).*

*At night I...*

*I can...*

*I eat...*

*(Mice) are afraid of me.*

*What animal am I?*

*Imagine you are an animal.*

*Don't tell anybody which one.*

Jsem zvíře.

Žiji...

Bojím se...

Během dne...

Normálně žiji (30 let).

V noci...

Umím...

Jím...

(Myši) se mě bojí.

Které zvíře jsem?

Představte si, že jste zvíře.

Neříkejte nikomu které.

## **Imaginary plants**

Recommended grade: 7.

Object of activity: Identification of various parts of plants and their functions

Target language: *Apple tree, branch, fruit, leaf (pl. leaves), root, trunk, treetop*

Cross-curricular relationships: Art class

Aids: Blackboard; chalk and possibly parts of plants cut out of paper

Time allowed: 10 minutes

- We draw on the board, for example an apple tree, with all of its parts, its crown, branches, leaves, trunk, roots, and fruit.
- Alongside the students we name the individual tree parts in English. *"What is this?"* For easier recall we try to name the parts with a specific rhythm (e.g. *fruit – root, branch – trunk*).
- We gradually erase one part after another, but the students must name all tree parts as though the picture on the blackboard was complete: *"State all the parts of the tree, please."*

Classroom language:

*What's this?*

Co je tohle?

*"Say all the parts of the tree, please."* Vyjmenujte všechny části stromu, prosím.

Supplementary activity:

Divide the class into two teams. Each team chooses a representative who will come to the blackboard. We show a picture of a part of a tree to the other students; but the two students at the blackboard must not see it. The students in the class name it aloud in English and the team representatives draw it on the blackboard. We position the students at the blackboard, so that they cannot copy one another. The student who correctly draws the part of the tree, wins. It is essentially the reverse process.

Alternative:

We can use the activity to practise a variety of vocabularies.

## What is on your card?

Recommended grade: 7.

Object of activity: Explanation of terms; the others guessing what it is

Target language: See the cards

Aids: Cards with words

Time allowed: 20 minutes

- We divide the students into groups of four. We additionally divide each group into pair A and pair B. The pairs sit at one table, facing each other.
- We give each group a deck of cards turned face down. We allot 20 minutes for the game. After this time has elapsed, we count the points which each pair has collected and we designate one student to record the points.
- We explain the rules.
- Pair A takes a card from the deck and describes the object written on it. He/she must not use the given word, or a part thereof when describing it; the use of hands or gestures is also not permitted.
- The second student from pair A has 30 seconds to guess what the word is. A member of pair B watches the time and after it has elapsed, calls out: "Time is up!"
- If the answer is correct, the pair is awarded two points. If the answer is incorrect, the second pair is given the opportunity, but is awarded only one point for a correct answer.
- Pair B is then next in line and the procedure is repeated.
- The pair which gained the highest number of points, wins.

### Classroom language:

*Split into pairs and decide who is A and who is B.*

*Put the cards face down.*

*Take a card, and describe the thing on it.*

*You cannot use your hands to help you.*

*You have 30 seconds to listen and guess the correct answer.*

*Check the time, please.*

*After 30 seconds call out: Time's up!*

*You score two points for a correct answer.*

*If the answer is wrong, B has a chance and scores one point if the answer is correct.*

*Then it's B's turn to take a card.*

Rozdělte se na dvojici A a dvojici B.

Položte karty lícem dolů.

Vezměte si kartu a popište věc na ní.

Nesmíte si pomáhat rukama.

Máte 30 sekund na poslech a uhodnutí odpovědi.

Zkontrolujte, prosím, čas.

Po 30 sekundách zvolte: Čas vypršel!

Za správnou odpověď máte dva body.

Pokud je odpověď špatná, dvojice B má šanci získat bod za správnou odpověď.

Poté je na řadě s výběrem karty dvojice B.

### Supplementary activity 1:

The groups think of another three words similar to the ones written on the cards. They write on paper as detailed as possible a description (in two sentences). The team representatives then read the descriptions on the paper to the others who write the words they believe correspond to the description.

Supplementary activity 2:

Students work in pairs. They choose two to three words on the cards, which they will use in a single sentence. They may use the nouns in single or plural form. A sentence with two words is awarded two points; a sentence with three words is awarded five points. Set a time limit.

## Write as many animals as possible

Recommended grade: 7.

Object of activity: Classification of animals

Target language: Names of animals

Aids: Paper, pencil, dictionary

Time allowed: 10 minutes

- The students work in pairs, or in small groups.
- We name a class of animals, e.g. *animals able to fly* and each pair/group of students writes down as many animals which fit into this category as possible within the two-minute time limit. The use of a dictionary is permitted.
- The pair/group which writes the highest number of animals and reads its list first, wins. Every correct answer is awarded a point. The others cross out the animals in their lists which had already been mentioned. If they have additional animals on their list which were not yet mentioned, they read them and receive a point for each one.

### Classroom language:

*category of animals*

*animals that lay eggs*

*are very strong*

*dig holes*

*are poisonous*

*are noisy*

*hibernate*

*live in people's houses*

*people eat*

*eat people*

kategorie zvířat

zvířata, která kladou vajíčka

jsou velmi silná

dělají díry

jsou jedovatá

jsou hlučná

přezimují

žijí v příbytcích lidí

lidé jedí

jedí lidi

*Write down as many animals in each category as you can in 2 minutes.*

Napište tolik zvířat v každé kategorii, kolik dokážete za 2 minuty.

## **Decoding words**

Recommended grade: 7.

Object of activity: Arrangement of letters in words

Target language: *Reproduction, seeds, photosynthesis, pollen, smell, green, sun, minerals, carbon, nutrition, water, ground, roots, flower*

Aids: Worksheet, blackboard

Time allowed: 15 minutes

- We hand out worksheets with sentences to the students, containing several words with rearranged letters. The students can work in pairs.
- They arrange the letters in the words in the correct order: *“Unscramble the letters. Make the correct word.”*
- The pair which correctly arranges the letters in the words first, wins.
- Lastly, we read the sentences and check them by writing them on the blackboard.

### Supplementary activity:

We draw a plant on the blackboard and the students use arrows to mark and describe the process of photosynthesis. We can write the words *carbon dioxide in, food out, light in, water in, oxygen out* on the blackboard to serve as hints. We can describe the process of photosynthesis in English e.g. in the following way: *PHOTOSYNTHESIS means using light to make food.. Photosynthesis takes place in green leaves. Green leaves use light to change carbon dioxide gas and water into food and oxygen.*

### Correct answers:

#### **FLOWERS**

Flowers are necessary for a plant to REPRODUCE.

They are colourful and SMELL attractive to insects.

Flowers make POLLEN (male sex cells) to join with eggs (female sex cells).

Part of the FLOWER dies, and what is left becomes the new fruit with SEEDS.

#### **LEAVES**

These are necessary for NUTRITION (feeding).

The GREEN leaves use SUNlight to change CARBON dioxide gas and water into food. This is called PHOTOSYNTHESIS.

Leaves are very important for NUTRITION and excretion (getting rid of waste).

#### **STEM**

This is necessary to hold up the plant up towards the SUNlight.

It carries WATER and MINERALS from the ROOTS to the rest of the plant.

#### **ROOTS**

These keep the plant anchored to the GROUND so it does not blow away.

There are ROOT HAIRS to soak up WATER and MINERALS from the soil (ground). The roots are very important for NUTRITION.

## **Create a food chain I**

Recommended grade: 7.

Object of activity: Creation of a food chain from the pictures

Target language: See worksheet

Aids: Cards with pictures of plants and animals

Time allowed: 10 minutes

- The students work in pairs, or in small groups. Each group receives cards to be cut up. We can print out the cards in colour, laminate and cut them out in advance so that they can be re-used for other lessons.
- The students try to create the largest number of food chains from the animals and plants on the cards: *“Use the animals and plants to make as many food chains as you can.”* They must be careful to combine the animals and plants correctly: *“Take care that you put the correct combination of animals and plants together.”*
- The group which creates the highest number of correct food chains first, wins.
- Lastly, we jointly check the answers. We can use the same cards, but enlarged and create a food chain on the blackboard. We can also use a data projector.

## **Food ball**

Recommended grade: 7.

Object of activity: Insertion of the correct word into the sentences

Target language: *Sun, herbivores, predators, producers, grow, carnivores, omnivores*

Aids: Cards with unfinished sentences, cards with words, soft ball, magnets or self-adhesive putty, blackboard

Time allowed: 10 minutes

- We cut and glue unfinished sentences on individual cards, preferably made of cardboard or laminated paper. We prepare words for the students to fill into the sentences.
- We draw a table on the blackboard and attach the unfinished sentence in each cell face down, using magnets or self-adhesive putty. We attach the cards facing up, with the words next to the table. This way, the students are able to select the correct words.
- We can have competition between individuals, or small groups. We draw the name of the first competitor; the task is to throw the ball at the table. We turn over the card which was hit, we read the sentence, the student selects the correct word from the list and inserts it into the sentence. If he/she answers correctly, he/she is awarded a point; if he/she does not answer or does not know the answer, his/her competitor is given the opportunity.
- We leave the completed sentence turned face up. The students hit the other, hitherto unturned cards.
- The student/group with the highest number of points, wins.
- Note: Additional sentences can be added to the table, if desired.

Classroom language:

*Throw the ball.*

*Hit one of the cards.*

*Choose the correct word to complete the sentence.*

Hod' míčkem.

Tref jednu z karet.

Vyber správné slovo a dokonči větu.

Correct answers:

All food chains begin with the sun.

Plants use the sun to grow.

Animals that are hunted and eaten are called prey.

Animals that hunt and eat meat are called predators.

Some animals only eat plants, they are called herbivores.

They make the energy in a food chain and are called producers.

Some animals only eat other animals, they are called carnivores.

Some animals eat both plants and meat, they are called omnivores.

## **Tropical rainforests – fill in the text**

Recommended grade: 7.

Object of activity: Completion of the types of tropical rainforests

Target language: Geographical locations; formulation of questions; *tropical and temperate rainforests, equator*

Cross-curricular relationships: Geography

Aids: Worksheet

Time allowed: 10 minutes

- We ask the students to read the text they received: *“Please read the text about rainforests you were given.”*
- Students work in pairs. One student asks another to fill in missing information: *“Ask your partner questions so that you can fill in the gaps in your text.”*
- We formulate the first question in such a way as to tell the students know how to proceed: *“What are the two types of rainforests on our planet?”* the answer is: *“Temperate and tropical.”*
- After filling in the information, we read the paragraph together as a class.

Correct wording of questions:

### **Student A**

- 1) Where are the two types of rainforests?
- 2) Over what percentage of tropical rainforests are situated where?
- 3) Where can other tropical rainforests be found?
- 4) Where can other (smaller) temperate rainforests be found?

### **Student B**

- 1) What are the two types of rainforests on our planet?
- 2) Where are tropical rainforests located?
- 3) Where can a third of South America’s tropical rainforests be found?
- 4) Where is the biggest temperate rainforest situated?
- 5) Where can other (smaller) temperate rainforests be found?

Correct answers:

### **Student A**

- 1 on our planet
- 2 50 %
- 3 South America
- 4 South East Asia
- 5 Pacific Islands
- 6 West Africa
- 7 Chile

- 8 Australia
- 9 New Zealand

**Student B**

- 10 temperate and tropical
- 11 equator
- 12 Brazil
- 13 North America
- 14 Pacific Coast
- 15 Japan
- 16 Norway
- 17 the United Kingdom

## **Complete the face**

Recommended grade: 8.

Object of activity: Blind and correct insertion of parts of a face into blank illustrations of faces

Target language: *Eyes, mouth, ears, hair, nose, freckles, eyebrows, eyelashes*

Cross-curricular relationships: Art class

Aids: Face illustrations without details, handkerchiefs, pencils, blackboard

Time allowed 15 minutes

- Enlarge the outlines of empty faces onto A4 or A4 format paper. Make as many copies as there are teams.
- We fasten the faces in the classroom on the blackboard or wall at sufficient distance from one another.
- Each team elects one representative who will draw the missing part of the face blindfolded.
- The teams go to their picture; we blindfold the selected student and tell him/her what they should draw into the face. The others in the team tell him/her where he/she should draw the part.
- The students in the group take turns to draw other parts of the face. Another student is blindfolded and proceeds to draw.
- We continue that way until all students in the team have taken turns.
- Lastly, we jointly look at all the pictures.

### Classroom language:

*Left.*

Vlevo.

*Right.*

Vpravo.

*Up.*

Nahoru.

*Down.*

Dolů.

*No.*

Ne.

### Alternative:

The students do not draw in the face, but attach individual parts. The exercise requires separate cut out eyes, noses, mouths, etc. The faces and their parts should preferably be laminated to last longer.

## Heart activity - experiment

Recommended grade: 8.

Object of activity: Measurement of the pulse after various strenuous exercises, in daylight and in the dark

Target language: *Circulatory system, heartbeat, blood pressure, pulse, heart rate*

Cross-curricular relationships: Mathematics

Aids: Worksheet with blackboard

Time allowed: 20 minutes

- We first show the students how they can measure their pulse and count the number of pulses in a 15 second period.
- We distribute a table in which the students record their measurements.
- The students perform various strenuous physical exercises, e.g. standing up, sitting down, and running on the spot, squatting, walking around the classroom, jumping on the spot. After completing each activity, the students measure their pulse for 15 seconds.
- We then ask the students to guess if their heart rate changes when we turn the lights of or draw the blinds: *“Do you think that your heart rate will change if I turn off the lights?”*
- We turn of the lights or draw the blinds and the students measure their pulse in the dark: *“Take your pulse with the lights off.”* They find that the pulse is slower than under light conditions. We ask why they suppose this is so: *“Why do you think this happened?”*
- Lastly, we jointly summarize under what conditions are heart beats faster and, in contrast, when it beats slower.
- If we are able to bring a pressure gauge (manometer) into class, we can measure the students' blood pressure.

### Classroom language:

*You can measure your heartbeat by doing this.*

*Record your measurements in the table.*

*Take your pulse for 15 seconds after each activity.*

*Stand up.*

*Sit down.*

*Walk around the classroom.*

*Jump.*

*Run.*

*Do squats for 1 minute.*

*Do you think that your heart rate will change if I turn off the lights?*

*“Take your pulse with the lights off.”*

*We are more relaxed with the lights off.*

*What happens when you are more relaxed?*

*Our heart rate will probably slow down.*

*The heart beats faster when it works harder, i.e. with more physical activity and less relaxation.*

Takto si můžete měřit puls.

Zaznamenávejte svá měření do tabulky.

Měřte si puls po každé aktivitě po dobu 15 sekund.

Stoupněte si.

Sedněte si.

Projděte se po třídě.

Skákejte.

Běhejte.

Dělejte dřepy po dobu jedné minuty.

Myslíte, že se frekvence vašeho srdce změní, když zhasnu světlo?

Změřte si puls, když jsou zhasnutá světla.

Jsmo více uvolnění, když jsou světla zhasnutá.

Co se děje, když jste uvolnění?

Pravděpodobně naše srdce zpomalí.

Srdce bije rychleji, když více pracuje s větší fyzickou námahou a menší relaxací.

*Your blood pressure is 75 over 120.*

Tvůj krevní tlak je 75 na 120.

## **Teeth – find the correct definition of the word**

Recommended grade: 8.

Object of activity: Correct definitions of words

Target language: *Saliva, crown, enamel, herbivore*

Aids: Cards with definitions, paper, pencil, playing money, blackboard

Time allowed: 15 minutes

- We divide the students into groups of two and hang cards round the classroom carrying definitions of words written on the blackboard: CROWN, SALIVA, ENAMEL, and HERBIVORE.
- We have three definitions for each word, but only one is correct. The students must find the correct one: *“There are three definitions for each word, but only one of them is correct.”*
- The students take a sheet of paper on which they write the words from the blackboard; the instructor decides on the number of words: *“Please write down the words from the board.”*
- The students look for the correct definition; if they find it, they write the number of the definition next to the word specified on the card: *“Write the number of the definition that you think matches the word on the paper.”*
- We give play money to each pair of students (available at the web portal [www.english-plus.cz](http://www.english-plus.cz)).
- We explain to the students that they will give us the amount of money corresponding to the degree of their certainty about the correctness of their selection of definitions, i.e. if they are absolutely certain, they give us all their money or most of it and if they are less certain, they give less: *“If you think you are definitely correct, bet all or most of your money. If you are not sure, just bet some of your money.”*
- The pair of students with the most money for all of the definitions are the winners: *“You are the group with the most money. You are the winners.”*

Correct answers:

CROWN - 2a), SALIVA – 1b), ENAMEL – 3c), HERBIVORE – 1d)

## Human organs

Recommended grade: 8.

Object of activity: Recollection of words in their correct order

Target language: *Liver, ears, eyes, kidney, stomach, heart, muscles, brain, bladder, lungs, skeleton*

Aids: Picture cards, free floor space, chalk or string, stopwatch, adhesive putty

Time allowed: 15 minutes

- We attach some adhesive putty to the picture cards and place them on the floor. The exercise should be performed in a large classroom or a gymnasium.
- We demonstrate to the students that they must “cross a river over stones” in the correct order. Pictures of organs represent the stones and the river may be drawn with chalk or using a string.
- The students stand next to the first stone. All of them must see the river.
- We provide the names of human organs in the order of which they must cross the river: *"To cross the river, remember these words: ears, brain, liver, stomach."*
- The students cross the river one after the other; stepping on the correct organs and in the correct order. If they make a mistake, they drown and miss a round.
- If all the students succeed in crossing the river, we add other organs (stones) and provide new instructions.

### Classroom language:

*To cross the river, remember these words...*

*Abyste přešli řeku, pamatujte si tato slova...*

### Alternative:

We tell the students that they must cross a river in a specified time. If they have crossed after the time limit has elapsed, a school of piranhas catches them. After each additional round we shorten the time limit.

### Supplementary activity:

We provide the students with a copy of the task. They must match basic body functions to organs. They work individually. As an alternative, we give one group of students the names or pictures of organs and the other group their functions. The students must create the correct pairs among themselves.

### **Match the name of the organ to the job it does.**

- |             |       |   |
|-------------|-------|---|
| 1. Ears     | _____ | for support and movement.                 |
| 2. Muscles  | _____ | for seeing.                               |
| 3. Liver    | _____ | for hearing and balance.                  |
| 4. Brain    | _____ | for pumping blood around the body.        |
| 5. Bladder  | _____ | for movement.                             |
| 6. Heart    | _____ | controls the whole body.                  |
| 7. Eyes     | _____ | stores urine until you go to the toilet.  |
| 8. Lungs    | _____ | holds food and starts to break it down.   |
| 9. Kidneys  | _____ | for storing and controlling chemicals.    |
| 10. Stomach | _____ | takes oxygen from the air into the blood. |

11. Skeleton

cleans the blood, removes waste and makes urine.

## **What can you smell? - experiment**

Recommended grade: 8.

Object of activity: Blind recognition of various scents

Target language: *sense of smell, vinegar, coffee, mustard, lemon juice, fresh bread...*

Aids: a jar with various substances closed under a lid, blindfold,  
worksheet with blackboard

Amount of time: 15 minutes

- To begin, we ask the students if they think that they have a good sense of smell: *"Do you think you have a good sense of smell?"*
- We tell them that we will conduct an experiment to determine how good their sense of smell is: *"We are going to do an experiment that will test how good your sense of smell is."*  
We prepare several jars containing various substances with a distinct odour. The students should be able to identify them. We can use e.g. vinegar, lemon juice, onion, mustard, coffee, toothpaste, chocolate, and so on.
- We divide students into teams.
- Each team sends a representative, who identifies the substances in the jar blindfold; after the lid has been removed, he/she takes a sniff and closes the jar again: *"Take the lid off this jar. Have a good sniff of the substance inside. Put the lid back on."*  
Afterwards he/she goes back to the team and writes in the worksheet what he/she thinks the substance was: *"Write down what you think it is in the 'My Guess' column."*
- We repeat this for the other jars.
- Lastly, we ask the students how many times they guessed correctly, what was the most difficult smell to recognize, and what was the easiest: one *"How many smells did you guess correctly? What smell did you find the easiest to recognise? What smell did you find the most difficult to recognise?"*

## Human body – word search

Recommended grade: 8.

Object of activity: Location of the terms relating to the human body in the word search and the matching of them with the correct system (nervous, respiratory, immune,....)

Target language: See worksheet

Aids: Worksheet with word search, dictionary

Time allowed: 20 minutes

- We hand out the same word search puzzles to the students.
- If some of the students have not previously seen a word search, we explain how it is solved. In the imaginary spaces of the word search puzzle, the terms provided in the written legend are gradually crossed out in eight directions, (vertically, horizontally, and diagonally to the right and to the left in both directions).
- The word search contains 31 terms relating to the human body.
- The students begin and the student finding the highest number of words in the allotted time, wins.

Note: In this word search, the remaining letters are not a solution.

- We jointly go through the words found; if the students do not find all the words in the allotted time, we find the remaining ones jointly, or we allow more time.

### Classroom language:

*Thirty-one words related to the systems of the human body are hidden in the puzzle.*

*Find each word.*

*You've got (1) minute to find them.*

*Write each word on a line under its correct system.*

Třicet jedna termínů souvisejících se systémy lidského těla je ukryto v této osmisměrce.

Najděte každé slovo.

Máte na jejich nalezení (1) minutu.

Každé slovo napište na řádek pod správný systém.

### Supplementary activity:

The students arrange the terms discovered in the word search according to the appropriate names of systems and tracts of the human body. We can again conduct this by means of a competition between individuals, or groups. If we decide on competition between groups, we write the names of the systems on the blackboard next to one another. A representative from each group goes to the blackboard and writes one of the terms into the correct column. If it is arranged correctly, his/her group is awarded a point.

<b>Skeletal</b> radius patella sternum	<b>Digestive:</b> oesophagus small intestine stomach	<b>Respiratory:</b> bronchi lung trachea	<b>Endocrine:</b> thyroid hormone pituitary
<b>Nervous:</b> neuron spinal cord	<b>Immune:</b> white blood cell thymus	<b>Muscular:</b> biceps pectoral	<b>Integumentary:</b> epidermis pore

brain		quadriceps	
<b>Circulatory:</b> heart artery aorta	<b>Excretory:</b> kidney bladder liver	<b>Reproductive:</b> testes egg sperm	

## **What we eat – domino**

Recommended grade: 8.-9.

Object of activity: Expansion of our vocabulary relating to food and nourishment and to become aware of what we eat

Target language: *Vitamin, nutrient, balanced diet, carbohydrate, source of energy, calorie intake, tissue repair, fat, protein, unsaturated fat, insulation, deficiency disorder, dehydration; consist(s) of, provide ...*

Cross-curricular relationships: Civics

Cross-disciplinary topic: Interpersonal and social studies

Aids: Domino cards

Time allowed: 15 to 20 minutes

- If we have enough space in the classroom, we copy each domino card on A4 sheets and give a deck of cards to each group of students. The students can form larger groups. The groups need enough space round them for laying out the cards. We can perform the game on the playground, in the hallway, or in the school gymnasium. If we do not have such a facility available, we can reduce the number of cards and the students play in their benches.
- The students lay the cards next to one another, so that if a correct answer follows a question; the cards form a closed circle.
- The group which builds the domino correctly first, wins.
- We read the information jointly and fill in any blanks in the comprehension section.

### Classroom language:

*Place the cards next to each other in such a way that a question is followed by the correct answer.*

Pokládejte karty vedle sebe tak, aby po otázce následovala správná odpověď.

## **Dinosaurs – questions and answers**

Recommended grade: 9.

Object of activity: Matching of questions and answers

Target language: See text on the cards

Cross-curricular relationships: History

Aids: Cards with questions and answers

Time allowed: 10 minutes

- We place cards with pictures round the classroom and distribute answers to the students. If there are more students in the classroom than we have cards, they can work in pairs.
- The students must match the correct question to the text on their card: *“Find the question to your answer.”* They walk round the classroom and look for it. When they find the question, they place their card with the answer next to it.
- We then read and check everything jointly; the students read out the questions and answers aloud.
- If there is time, the students can answer the questions in their own words.

### Classroom language:

*Find the question to your answer.  
Walk around the room and search.  
When you find the correct question,  
place your answer below it.*

Ke své odpovědi najdi otázku.  
Chodte po třídě a hledejte.  
Až najdeš správnou otázku,  
umísti svou odpověď pod ni.

## **Force of nature – semi-crossword puzzle**

Recommended grade: 7.-9.

Object of activity: Insertion of missing words into the crossword puzzle

Target language: Geographical terms from the crossword puzzle

Aids: Worksheet with crossword puzzle, dictionary

Time allowed: 15 minutes

- Pairs of students are given a semi-completed crossword puzzle; but each of them has a different half completed.
- We give the students five minutes to review the words in the crossword puzzle and to ensure that they understand them. If necessary, they can ask the instructor, or look them up in the dictionary.
- Pairs of students take turns to define words from their crossword puzzle; the partner always completing the missing word in his/her crossword puzzle. We ensure that the students do not look in their neighbour's sheet or copy words. If they cannot guess the word, they can leave it for later on. If they cannot guess the word even later on, they can disclose the word to each other.
- After all the frames have been completed, they will both have an identical crossword puzzle which they compare and check spelling and grammar.

### Classroom language:

*Help your partner fill in the other half of the puzzle.*

Pomoz svému partnerovi vyplnit druhou polovinu křížovky.

*Give definitions of the words.*

Udej definice slov.

*Take turns.*

Střídejte se.

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

Pokud slovo neuhodnete, nechte jej na později.

*Compare the crosswords, and check spelling.*

Porovnejte křížovky a zkontrolujte pravopis.

*What's 1 down?*

Co je 1 dolů?

*What's 6 across?*

Co je 6 vodorovně?

### Supplementary activity 1:

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

### Supplementary activity 2:

Discussion. The students select one natural catastrophe from among the words and describe what causes it, how it affects the landscape and the inhabitants: *“What causes a tidal wave (tsunami)? How is the landscape affected? How are people affected?”*

### **Small animals – word search**

Recommended grade: 6.

Object of activity: Location of words in the word search puzzle

Target language: See legend below the word search

Aids: Word search with mystery word

Time allowed: 10 minutes

- We hand out the same word search puzzles to the students.
- If some of the students have not previously seen a word search, we explain how it is dealt with: In the imaginary spaces of the word search puzzle, the terms provided in the written legend are successively crossed out in eight directions, i.e. vertically, horizontally, and diagonally to the right and to the left in both directions.
- The student who finds all of the words, also reveals the mystery word (solution).

#### Supplementary activity:

The students select an animal and using the internet or books, find out as much information and interesting facts about it as possible. They present their findings in English (we can approach our colleague that teaches English for cooperation).

## **Flower – picture description**

Recommended grade: 6.

Object of activity: Proper marking of the parts of a flower

Target language: *Petal, filament, ovary, anther, stigma, stem*

Aids: Playing dice, worksheet

Time allowed: 10 minutes

- We distribute a picture of a flower without descriptions to all the students and divide them into groups.
- We write numbers 1 to 6, on the blackboard; they represent the numbers on a dice.
- Next to each number we write the name of the flower part, which will later correspond to the number on the dice cast, e.g.  
1 PETAL                      4 FILAMENT  
2 ANTHOR                    5 STIGMA  
3 OVARY                      6 STEM
- The students in the group take turns to throw the dice and determine which part of the flower they must describe, based on the number on the dice, i.e. if they get a 5, they must write the term STIGMA in the correct area of the flower on the worksheet and if they get a 5 again, they do nothing and wait until they get a number that they need.
- The first student who has marked the parts of flower correctly, wins.

### Alternative:

Instead of the worksheet with a picture of the flower, we provide the students with a blank piece of paper. Based on the numbers that appear on the dice, they draw the parts of the flower themselves, i.e. if a 5 appears, they draw a stigma, and so on. If the same number appears repeatedly, they draw the corresponding part of the flower. A monstrous, sci-fi flower may result.

## **Life cycle of plants – domino**

Recommended grade: 6.

Object of activity: Practice of basic lifecycle of plants terms using the game of domino.

Target language: *Dispersal, fruiting, growth, flowering, pollination and fertilisation*

Aids: Cards

Time allowed: 10 minutes

- The students play in pairs. Players sitting opposite one another play against another pair sitting opposite. Members of the pair must not advise one another.
- Spread all cards on the desk face down and shuffle them thoroughly.
- Each pair draws 21 cards so that the entire deck is completely dealt before the hand (two decks of 21).
- The starting player selects one of his/her cards. He/she reads the expression written on it and places it in the centre of the table. The next player in turn selects such a card from his/her hand so that it corresponds to the card laid down. The player places this card at the end of the line and again reads the expression.
- The card can only be placed at one of the ends of the line. Branching cards in the centre of the line is not permitted. A player who does not have a card to add to the line says "Go on" and he/she misses a turn.
- The game ends, when one of the players place his/her final card on the line. The game is won by the pair with the smallest number of cards. The game also ends, if one of the players cannot continue. The pair with the smallest number of cards, wins.

These rules have many variations, but the following basic rule of dominoes shall apply: Such a card must be placed next to a randomly placed card (at an arbitrary end of the set) so as to correspond to the card already placed. This card is placed at the end of the line.

## What do we put on the plate?

Recommended grade: 6.-7.

Object of activity: Encouragement of healthy eating

Target language: Different types of food; *healthy eating, carbohydrates, vegetables, desserts, protein*

Cross-curricular relationships: Civics

Cross-disciplinary topic: Interpersonal and social studies

Aids: Playing card, dice, copies of pictures with food

Time allowed: Variable

- Before beginning the game, we repeat alongside the students which types of food are classified, such as saccharides and proteins. We provide several examples of fruits, vegetables, and desserts.
- We then begin the game itself, whose principle is to “fill one’s plate” with healthy food as quickly as possible. We prepare in advance a sufficient number of playing card copies, cards, etc. We can print the types of food on differently coloured paper to help differentiate them.
- We divide the students into groups of 4.
- Each group receives cut up *mystery cards* which change the course of the game in various ways and the instructions on the *scoring card* correspond to the number which appears on the dice. We also use copied and cut up types of food.
- Each member of the group receives a sheet with pre-drawn empty plates on which food will be served during the game.
- The student who fills his/her plate with food as the first in the group, wins.

### Classroom language:

*Please give me some examples of carbohydrates/proteins/vegetables/fruits/sweet desserts.*

*Fill your plates with healthy foods as quickly as possible.*

*Make groups of 4.*

*Roll the dice and read the instruction on the scoring card.*

*If you get a mystery card, read the instruction on it.*

*The first one to fill their plate is the winner.*

Prosím řekněte mi pár příkladů potravin obsahujících sacharidy/bílkoviny/zeleniny/ovoce/sladkých dezertů.

Zaplňte svůj talíř zdravým jídlem co nejrychleji.

Vytvořte skupiny po 4.

Hodte kostkou a přečtěte instrukce na skórovací kartě.

Pokud máte mystery card, přečtěte instrukce.

Kdo první zaplní talíř, je vítěz.

## How old is that tree?

Recommended grade: 7.

Object of activity: Determination of the age of a tree using annual rings

Target language: *Annual ring, tree-ring*

Cross-disciplinary topic: Environmental studies

Aids: Cross-section of a cut trunk, ruler, masking tape

Time allowed: 20 minutes

- We review what the students already know about tree rings. (It may also be presented as a new topic).
- We divide the students into group and show them a cross-section of a tree trunk.
- We can let them guess the age of the tree without first having counted the annual rings. Each group guesses the number of years.
- The group representatives then go to the wood and count the number of annual rings. We then determine how old the tree really was and which group was the closest.
- We take the masking tape and tape the entire circumference of the annual ring. We cut the tape where the beginning and the end meet. We carefully remove the tape and place it on the blackboard (it would be a good idea to use various colours).
- We ask the students to go to the blackboard and measure the tape with a ruler (in centimetres). Every year of life of a tree adds approximately 1 centimetre to the ring. How close are the both results, the number of annual years and the circumference of the ring? Usually they are nearly identical.

Note: Dating trees using annual rings is only applicable to trees growing under seasonal weather conditions. Trees growing in tropical regions do not have annual rings because they grow constantly. The same problem occurs in very old trees, many of which are already hollow and therefore the only reliable method of determining the age of a tree is the method using radioactive carbon -  $^{14}\text{C}$  dating. This is used in archaeology, palaeontology, as well as geology.

### Classroom language:

*Guess how old the tree is.*

*Count the number of rings you can see.*

*Measure the tape with a ruler (in centimetres).*

*Look at the spacing between the rings.*

*Where does it rain the most?*

Hádejte, jak je strom starý.

Spočítejte kruhy, které vidíte.

Změřte pásku pravítkem  
v centimetrech.

Podívejte se na mezery mezi kruhy.

Kde nejvíce prší?

### Supplementary activity:

The students search English web pages for information about the oldest trees in the world.

## Characteristics of animals

Recommended grade: 7.

Object of activity: Matching of a characteristic to an animal traditionally associated with it

Target language: Names of animals, adjectives

Aids: Cards, unilingual or bilingual dictionary

Time allowed: 15 minutes

- We divide the students into groups of 4-5.
- Each group receives two decks of cards. One deck contains cards with names of animals, the other contains adjectives.
- The students match the animal to the adjective that traditionally characterizes it, e.g. *owl* – wise.
- We then jointly implement do the work on the blackboard. The students walk individually to the blackboard, attach their cards with words and read them .
- We ask them if they agree with everything, whether we say it the same way in our language. If we use different comparisons, the students pronounce them.

Note: The vocabulary is very appropriate for practicing sentences such as “*He/she is **as** wise **as** an owl*”, so the students can use every animal-adjective relationship in a sentence.

### Classroom language:

*Match each animal with an adjective that describes it well.*

Přiřaďte každému zvířeti přídavné jméno, které ho popisuje.

### Correct answers:

owl – wise

fox – clever

mouse – small

monkey – cheeky

lion – proud

dog – loyal

bat – blind

ox – strong

donkey – stubborn

dinosaur – extinct

pig – greedy

cat – independent

fish – slippery

sova - moudrá

liška – chytrá, mazaná, prohnaná

myš - malá

opice - drzá

lev - pyšný

pes - věrný

netopýr - slepý

vůl - silný

osel - tvrdohlavý

dinosaur - mrtvý, vyhynulý

prase - chamtivé

kočka - nezávislá

ryba – nestálý, nejistý, nespolehlivý

### Supplementary activity:

We write on the blackboard several other adjectives and ask the students which animal could be described using each of the provided adjectives: “*Think of animals that these adjectives could describe.*”

LAZY, KIND, COLD, MOODY, HARD-WORKING, ANTISOCIAL, SENSITIVE, EASY-GOING

## **The most dangerous animal**

Recommended grade: 7.

Object of activity: Comprehension of speech, ability to answer questions, finding out which animal is the most dangerous

Target language: Names of animals; grading adjectives

Aids: CD player

Time allowed: 20 minutes

- We show the students pictures of several animals (mosquito, cobra, hippopotamus, shark, lion, etc.) and ask them to name them in English: "What are these animals called in English?" and we ask them which of them is the most dangerous: "Which animal do you think is the most dangerous?"
- We listen to a recording of Amazing Animal Facts together: "Listen to the text." We can also copy the text for the students, so that they can follow it during the listening exercise.
- Based on the text, the students answer audio questions posed by a native speaker. They can also immediately check their answers against the audio recording.

## **Amazing Animal Facts**

*Most people know that on land the cheetah is the fastest animal as well as one of the most beautiful. It can run 112 kilometres per hour but only for a few hundred metres. In the sea the sailfish is the fastest fish, swimming at 110 kilometres per hour, so that's only two kilometres per hour slower than the cheetah! In the air the falcon is the fastest bird, with a speed of 100 kilometres per hour in level flight. But when it dives down it flies at an amazing 440 kilometres per hour. So, the cheetah is a little faster than the sailfish, but the fastest animal of all is the falcon.*

*We are all afraid of sharks, but they do not actually kill many people. Hippos kill more people than lions. In India and Sri Lanka, the most dangerous animal is a snake, the Indian cobra. This species of snake kills over 50,000 people a year. but the most dangerous creature in the world is an insect, the mosquito. Mosquito bites can give you malaria. The World Health Organisation says that 300 to 500 million people a year get malaria and of that number 1 million people, mostly children in hot countries, die from the disease. Scientists say that malaria has killed half of the total number of people who ever lived.*

## Questions and answers:

1. *What is the fastest land animal?*  
*The fastest land animal is the cheetah.*
2. *What is the fastest animal in the sea?*  
*The fastest animal in the sea is the sailfish.*
3. *What is the fastest animal in the air?*  
*The fastest animal in the air is the falcon.*
4. *What is the fastest animal of all?*  
*The fastest animal of all is the falcon.*
5. *How fast can a cheetah run?*  
*A cheetah can run 112 kilometres per hour.*
6. *How fast can a sailfish swim?*

- A sailfish can swim 110 kilometres per hour.*
7. *How fast does a falcon fly when it dives down?  
A falcon flies 440 kilometres per hour when it dives.*
  8. *Which animal kills more people, lions or hippos?  
Hippos kill more people than lions.*
  9. *Which animal kills over 50,000 people a year?  
The Indian cobra kills over 50,000 people a year.*
  10. *What is the most dangerous creature of all?  
The most dangerous animal is the mosquito.*
  11. *What disease can people get from a mosquito?  
People can get malaria from a mosquito.*
  12. *How many people get malaria a year?  
300 to 500 million people a year get malaria.*

Supplementary activity:

Students complete the following sentences which we have copied for them.

1. The.....land animal is the cheetah.
2. The fastest .....can swim at 110 kph.
3. When it dives the .....is the .....of all.
4. The Indian cobra isn't the.....dangerous animal in the world.
5. Mosquitoes are .....because their bites can give you malaria.
6. That's why mosquitoes are the .....animals in the world.

Correct answers:

- 1.fastest
- 2.fish
- 3.falcon, fastest
- 4.most
- 5.dangerous
- 6.most dangerous

## **The food chain in the desert**

Recommended grade level:

Purpose of the activity: Creation of a food chain from pictures

Target language: *Ant, hawk, cactus, lizard, consumer, predator*

Aids: Cards

Time allowed: 10 minutes

- Students form groups of four. Each group receives a set of four pictures.
- The students in the group (each has one card) must position themselves in line beside each other as quickly as possible so that the given animals and plants create the correct food chain: *“Stand in a line in the correct order to complete a desert food chain.”*
- The students read the names of animals or plants and determine which is a consumable and which is a predator.
- The winners are awarded a point and if we wish to continue, we give the students another deck of cards.

## **WWF – working with text**

Recommended grade: 7.

Object of activity: Acquisition of information about the WWF, learning to interpret the content of text

Target language: *In danger, protect, defend, adopt, operate*

Cross-disciplinary topic: Environmental studies

Aids: Worksheet with text, world map

Time allowed: 20 minutes

- We ask the students in the beginning if they know what the three letters WWF (World Wildlife Federation) mean. We show them the logo with a panda as a clue. We then ask them what they know about this organization.
- The students divide into groups. Each group receives a copy of the text (we prepare the copies of the text for every student or every pair).
- The students read the text and we then ask them to present the information that they read in their own words (each student can say one sentence so that the largest possible number of students has a turn). We can assist by asking questions (see Classroom language). They show the country that they are talking about on the map and based on their knowledge of geography, they can list a few facts about this country.

### Classroom language:

*Do you know what WWF means?*

*What is the WWF?*

*It's an international organisation to protect the environment.*

*Where does the WWF operate?*

*The WWF operates in about 100 countries.*

*What does the WWF protect?*

*What is the WWF's logo? – A panda.*

*What is the WWF's international motto?*

*“For a living planet“*

*What animals do the WWF try to protect in Brazil/Thailand/Scotland?*

*What are the special dangers for these animals?*

*What special programmes does the WWF organise there?*

*Who can take part in the programmes?*

*Where can you get more information?*

Víte, co znamená WWF?

Co je WWF?

Je to mezinárodní organizace, která chrání přírodu.

Kde působí?

Působí přibližně ve stovce zemí.

Co ochraňuje?

Jaké je její logo? Panda.

Jaké je její mezinárodní heslo?

„Za živou planetu“

Jaká zvířata WWF chrání v Brazílii/Thajsku/Skotsku?

Jaká jsou zvláštní nebezpečí pro tato zvířata?

Jaké speciální programy WWF zde organizuje?

Kdo se může programů zúčastnit?

Kde můžete získat více informací?

### Supplementary activity 1:

Students prepare and search for information on Internet concerning endangered species. Each student selects one animal and determines where it is located, when it reproduces, what it lives on, how big it grows, etc.

Recommended web pages: [http://gowild.wwf.org.uk/gowild/amazing\\_animals/](http://gowild.wwf.org.uk/gowild/amazing_animals/)

<http://support.wwf.org.uk/?page=shop&cid=2> (the students may adopt animals here)

Supplementary activity 2:

The students can discover what other international organizations for the protection of animals exist, what they specifically provide, what their logo is, etc. They can also find out if such an organization operates in our country and if an organization for the protection of animals and the environment has a branch in their vicinity.



## **Create a food chain II**

Recommended grade: 7.

Object of activity: Creation of a food chain

Target language: See cards, passive voice

Aids: Picture cards with descriptions

Time allowed: 10 minutes

- We cut up the cards and if possible laminate them to extend their life.
- We distribute them at random among the students who have to find other members of their food chain: *"You have to find the other members of your food chain."* Individual food chains are always colour-coordinated (we must not tell the students, however!). If we are unable to provide coloured copies, we work with black-and-white copies (see below for correct answers).

## **Natural environment of animals**

Recommended grade level: 7.

Purpose of the activity: to associate characteristic properties to a location and animals that live in it

Target language: see worksheet

Aids: cards with pictures and descriptions

Amount of time: 10 minutes

- We divide the students into small groups. We give each group a set of pictures of various environments and animals and a set of cards with text that describes the given environment.
- The students must match the correct description and animal that lives in the given environment with each picture: *“Match the habitats to their correct features and animals.”*
- The group that correctly finishes the assignment the first shall win.
- We check the answers together in the end. We encourage the students to speak in complete sentences, e.g.: *“This is a picture of a desert where it’s very hot in the day, cold at night, and always very dry. There are no trees and very few plants. An animal which is well adapted to this habitat is the camel. It has got a hump to store fat.”* The students thus think also about how the animals are adapted to life in the given habitat and what helps them to weather the local conditions, e.g. in the camel, the hump, where he stores fat.

## **Food chain**

Recommended grade level: 7.

Purpose of the activity: to realize, which organisms may comprise individual components of the food chain; types of food chains

Target language: *producer, consumer, decomposer, food chain, ecosystem*

Cross-curricular relationships: art class

Aids: paper circles, pencil/crayons, stapler

Amount of time: 20 minutes

- Each student shall cut three smaller circles out of paper (or we prepare them in advance and only hand them out to the students).
- They draw one producer on the first circle, a consumer on the second, and a decomposer on the third. The students must think about which organisms can form the triplet (they must inhabit the same ecosystem, form a single type of food chain; we cannot therefore combine a shark, mushroom, and rabbit).
- The students then name the organisms that they drew, which serves to check that the triplet is formed correctly. We can also ask them what type of food chain is involved – grazing predator, parasite or detritus (the students answer in their mother tongue).
- They then correctly sort them based on the position in the food chain.
- The students join the circles (like a traffic light) using the stapler and hang them in the classroom.

### Classroom language:

*Pick a producer, consumer and decomposer.*

Zvolte si výrobce, konzumenta a rozkladače.

*Draw a picture of each on the circles.*

Nakresli obrázek každého z nich na kolečka.

*Arrange the three in the correct order in their food chain.*

Seřadte všechny tři ve správném pořadí podle potravního řetězce.

*Staple the three circles together (like a traffic light) and hang them up around the room.*

Spoj kolečka dohromady (jako semafor) a rozvěs je po třídě.

*Put the correct organisms together.*

Dej dohromady správné organismy.

*Yes, they live in the same ecosystem.*

Ano, žijí ve stejném ekosystému.

*No, they don't live in the same ecosystem.*

Ne, nežijí ve stejném ekosystému.

*What type of a food chain is it?*

Jaký je to typ potravního řetězce?

## **Carnivores, herbivores, omnivores**

Recommended grade: 7.-8.

Purpose of the activity: to differentiate between carnivores, herbivores, and omnivores based on the shape of teeth

Target language: *herbivore (plant eater), carnivore (meat eater), omnivore (plant eater and meat eater), sharp pointy teeth, flat teeth*

Cross-curricular relationships: history

Aids: pictures of animals

Amount of time: 15 minutes

- We first talk to the students about herbivores and carnivores. A good clue to determine what a given animal eats is the shape of its teeth; sharp pointed teeth denote carnivores, flat teeth, herbivores, both types of teeth, omnivores (like humans). This works particularly well with dinosaurs.
- The students then seat themselves in a circle. Each student receives a picture of an animal (including dinosaurs).
- We ask the students to name the animal and ask them what type of animal it is: “*What animal is in your picture? Are you a herbivore, a carnivore or an omnivore?*”, which helps us to verify that the student can correctly identify his/her animal.
- We then walk outside of the circle and ask a particular student directly: “*Are you a herbivore/ a carnivore/ an omnivore?*” The student responds either in the affirmative: “*Yes, I am.*” or in the negative: “*No, I’m not.*”
- The student, whose answers in the affirmative, runs round the circle, not allowing the instructor to touch him/her, and returns to his/her place. If the teacher touches a student before he/she manages to sit in his/her place, the student becomes the instructor and asks the others the same types of question.
- We switch the order of the words *herbivore, carnivore, and omnivore* in the questions.

### Classroom language:

*Identify what these animals eat.*

*Sharp pointy teeth: meat eaters (carnivores)*

*Flat teeth: plant eaters (herbivores)*

*Both kinds of teeth: plant eater & meat eater (like us!) – omnivores.*

*What animal is in your picture?*

*It’s a/an...*

*Are you a herbivore, carnivore or an omnivore?*

*I’m a herbivore/ a carnivore/an omnivore.*

Určete, co tato zvířata žerou.

Ostré špičaté zuby: masožravci

Ploché zuby: býložravci

Oba druhy zubů: býložravec a (masožravec jako my!) - všežravci.

Jaké zvíře je na tvém obrázku?

To je ...

Jsi býložravec, masožravec nebo všežravec?

Jsem býložravec/masožravec/ všežravec.

## **Life cycles of plants and animals – table game**

Recommended grade: 8.

Object of activity: Answering questions about the lifecycle of plants and animals

Target language: See game card

Aids: Game card, dice, figures

Amount of time: 15 minutes

- Students divide into groups of maximum of 5 members. Each group receives a game card, dice and figures for each player. The game cards should be laminated to extend their life.
- Each player places a figure on the Start square. The first player casts the dice. The player can decide in which direction he/she shall go, up or down. He/she advances by the number of spaces on the dice.
- Above and below the Start square are 4 squares. If the player throws a 6, he/she advances up (or down) by 4 squares and then “bounces back” and goes another 2 squares down (or up). The other players in the group advance in the same direction as their teammate.
- In the second round, the players move horizontally right or left in the direction they choose.
- The game is finished when all of the questions on the game card have been answered.
- The object of the game is to collect as many points as possible. A square with a question is awarded five points, yellow stars are awarded two points, and a grey one is awarded one (they can be used for extra questions or tasks that we prepare extra). The students write the answers in their worksheet. After they have checked the answers alongside the instructor, they find out if they have answered correctly and only then they can collect a point. If they answered incorrectly, they do not collect a point. They also record the points for stars in their worksheet, or they create a special symbol (circle, star, etc.) directly in the game card.

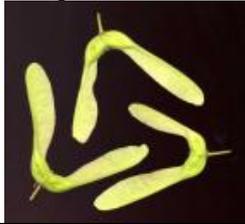
### Versions:

If the game runs for a long time and loses momentum, we change the rules and let the students move about on the game card in any direction. We can do that immediately at the beginning of the game.

Alternatively, squares with stars may mean that a player who lands on them can throw again.

The person landing on the square with the question first, is awarded two points and the next person to land on the square is awarded only one point. It is an incentive.

Correct answers:

1 air, water and warmth (not light)	2 stamen / anther (tyčinka/prášník)	3 stamen / anther
4 ovary/carpel/pistil /(stigma) (semeník/pestík/blizna)	5 by birds or animals (in their droppings)	6 by the wind 
7 by the wind 	8 seed dispersal	9 by water
10 adolescent / puberty	11 extinct (vymřelý, vyhynulý)	12 9 months/40 weeks
13 less than 3 weeks / 19 days	14 the time taken for a baby to develop in the uterus/womb	15 the uterus (děloha)
16 approx 640 days / 90 weeks / nearly 2 years	17 pollination	18 to attract insects that pollinate them
19 dull in colour	20 pollen and ovule (pyl a semeno)	21 birds/animals (in their droppings) / gardeners collect seeds to plant
22 a human baby		

## How are we similar, how are we different?

Recommended grade: 8.

Object of activity: Description of the characteristics of organisms, their classification based on observation and to selection personal behaviour to prevent racism

Target language: External characteristics of living and non-living organisms, topic of racism

Cross-curricular relationships: Civics

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

Aids: 3-4 groups of natural objects and manmade objects of various colours and sizes

Time allowed: 30 to 45 minutes

- We spread the objects out over the desks and explain to the students that we will investigate and describe them, their shape, colour, size, and structure. The groups usually comprise objects with common features. We can cite several examples.
- We ask the students to identify similar and different features of objects in each group. If we take the example of insects, then the similar traits are the laying of eggs, living outdoors, the possession head, a thorax and abdomen, six legs. Different features: Some insects crawl, others fly, live in various environments, differ in colour, shape, size, etc.
- We then provide the students with pictures/photographs of humans (or dolls) and ask them to identify the features which are common to all people, i.e.: ten fingers on the hands and 10 toes on the feet, two hands and two legs, walking erect, etc. The students then describe the differences including hair, skin, eye colour, language, food preferences, accommodation, etc.
- We talk to the students about the importance of treating all people equally, that nobody is more than anybody else. We jointly define the word "racism", what it means, when we can speak about it. We treat others as we would wish them to treat us.
- Lastly, we discuss how we should behave towards a person who appears different from us, to make him/her feel our equal.

### Classroom language:

*We're going to examine these objects to determine their characteristics – their shape, colour, size, and texture.*

*We often group objects together when they share similar characteristics.*

*Identify the similarities and differences of the objects within each group, please.*

*Insects lay eggs.*

*Insects live outdoors.*

*All insects have a head, thorax, and abdomen.*

*Insects have six legs*

*Some insects crawl, while others fly.*

*Different types of insects live in different environments.*

*Insects differ in colour, size and shape.*

Budeme zkoumat tyto objekty a určíme jejich charakteristiku – jejich tvar, barvu, velikost a strukturu.

Často objekty seskupujeme, pokud sdílejí podobnou charakteristiku.

Určete prosím podobnosti a rozdíly objektů v rámci každé skupiny.

Hmyz klade vajíčka.

Hmyz žije venku.

Veškerý hmyz má hlavu, hruď a zadeček.

Hmyz má šest nohou.

Některý hmyz leze, jiný létá.

Různé druhy hmyzu žijí v různém prostředí.

Hmyz se liší barvou, velikostí a tvarem.

*Identify the characteristics shared by all humans/people.*

*Humans have two arms and legs, ten fingers and ten toes; they walk upright and have these five senses: touch, taste, smell, hearing and vision.*

*Differences between groups of people are physical, e.g. hair, skin, and eye colour as well as cultural/ personal differences, e.g. language, food preferences, clothing and housing.*

*Treat all people as equals.*

*No one is more or less important than any other person.*

*Treat all people as you would like to be treated by others.*

*What is one thing you can do to act kindly towards people who appear to be different from you?*

Urči charakteristiky společné pro všechny lidi.

Každý člověk má dvě ruce a nohy, deset prstů na ruce, deset prstů na nohou, chodí vzpřímeně a má těchto pět smyslů – hmat, chuť, čich, sluch a zrak.

Rozdíly mezi skupinami lidí jsou fyzické, např. vlasy, kůže, barva očí a rovněž kulturní, např. jazyk, preference v jídelníčku, oblékání, bydlení.

Zacházejte se všemi lidmi jako s rovnocennými.

Nikdo není méně nebo více důležitý než někdo jiný.

Zacházejte se všemi lidmi tak, jak byste chtěli, aby oni zacházeli s vámi.

Co můžete udělat, abyste jednali zdvořile s lidmi, kteří se od vás liší?

## **Digestive system**

Recommended grade: 8.

Object of activity: An account of the migration of food through our digestive system

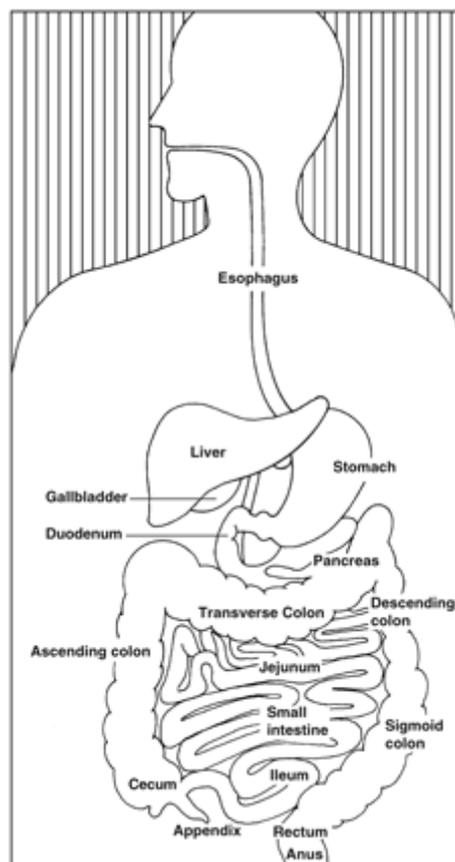
Target language: Parts of the digestive system

Cross-curricular relationships: Art class

Aids: None

Time allowed: 20 minutes

- After explaining to the students in their mother tongue how the digestive system works, we ask them to imagine that they are some kind of a food (they may choose themselves): *“Imagine that you are a piece of food (of your choice).”*
- After they have considered what food they have become, they write a story about their journey through the digestive system: *“Write a story about your journey through the digestive system.”*
- Lastly, they illustrate their story: *“Illustrate the story.”* and hang the pictures on the class bulletin board.



### Alternative:

Using the definitions under the picture, the students describe individual parts of the digestive system and colour them in various colours.

## Teeth – word search

Recommended grade: 8.

Object of activity: Search for words in the field of letters

Target language: See worksheet

Aids: Worksheet

Time allowed: 10 minutes

- We hand out the same word search puzzles to pairs of students.
- If some of the students have not seen a word search, we explain how it is made. In the imaginary spaces of the word search puzzle the terms provided in 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 pair of students which has crossed out all of the words in the legend first, wins. Note: This word search does not contain a mystery word.

### Classroom language:

*Have you ever done a word search.*

*You have to cross out the words in the puzzle that are placed vertically, horizontally and diagonally, both forwards and backwards.*

*Work in pairs.*

*The first pair to cross out all the words wins.*

Luštili jste někdy osmisměrku?

Musíte vyškrtat slova ze seznamu osmi směry – svisle, vodorovně, šikmo vpravo a šikmo vlevo v obou směrech.

Pracujte ve dvojicích.

První dvojice, která vyškrtá všechna slova, vyhrává.

### Alternative:

We can set a time limit on crossing out the words. The pair that finds as many words as possible in the given time then wins.

### Supplementary activity:

To find the meaning of new words in an electronic dictionary and to learn them.

## Human body - quiz

Recommended grade: 8.

Object of activity: Provision of correct answers to questions relating to the functioning of the human body

Target language: See questions and answers

Aids: Cards with questions

Time allowed: 20 minutes

- We enlarge the cards with questions and place them on the blackboard or the front wall (using self-adhesive Tac plaster; the cards should ideally be laminated) face down, so that the students cannot see the questions. We mark the columns A – C and the rows 1 – 10 (if we place more cards next to one another, the number of columns increases and the number of rows decreases).
- The students divide into group of three.
- The groups of students select the number of a card with question e.g. 5B /faif bí/. The instructor turns over the card and reads it (the students can also read it). The students can advise others in the group and answer after the time limit has expired. If they answer correctly, they are awarded a point. If not, the next team is given the opportunity chance.
- We do not turn over questions which have already been answered.
- The group with the highest number of points wins.

### Classroom language:

*Divide yourselves into groups of 3.*

*Choose a question, please.*

*You've got 15 seconds to answer.*

*What's the correct answer?*

*One point for you.*

*Sorry but it's not correct.*

Rozdělte se do skupin po 3.

Vyberte si otázku, prosím.

Máte 15 sekund na odpověď.

Jaká je správná odpověď?

Jeden bod pro vás.

Je mi líto, ale to není správně.

### Correct answers:

1 X rays	2 the ribs /ribcage	3 the femur / thigh bone
4 to support the body and enable movement	5 hard and strong	6 calcium
7 the spine / backbone / vertebral column	8 the skull	9 a joint

10 milk and cheese	11 vertebrates	12 humans, cows and turkeys
13 worms and snails	14 elbow	15 muscles
16 invertebrates	17 knee	18 relaxes
19 biceps (and triceps)	20 the muscle gets shorter and thicker	21 wrist
22 it gets faster	23 heart	24 wrist and neck
25 heart and lungs	26 muscle	27 the lungs
28 growth	29 it speeds up	30 ankle

## **Scurvy – fill in the text**

Recommended grade 8.

Object of activity: Completion of words in the text

Target language: *Scurvy, symptoms, gums, disease, vitamin C, balanced*

Cross-curricular relationships: History

Aids: Cards with words, bag, worksheet

Time allowed : 10 minutes

- We cut up the cards with words and put them in the bag.
- Each student receives a worksheet with text to be completed and a picture of the supplementary activity. The students may work in pairs.
- The students read the text silently to ensure that they understand it: *“Read the text silently.”*
- We gradually draw words out of the bag (or take turns to draw them) and we give them time (we can set a limit) to place the word in question into the text: *“Write down the word in the correct place in the text.”*
- When the bag is empty, we jointly read the text aloud and emphasize the completed words. The students correct any mistakes in colour: *“Use a coloured pen to correct your mistakes.”*
- The pair of students with the smallest number of mistakes, wins.

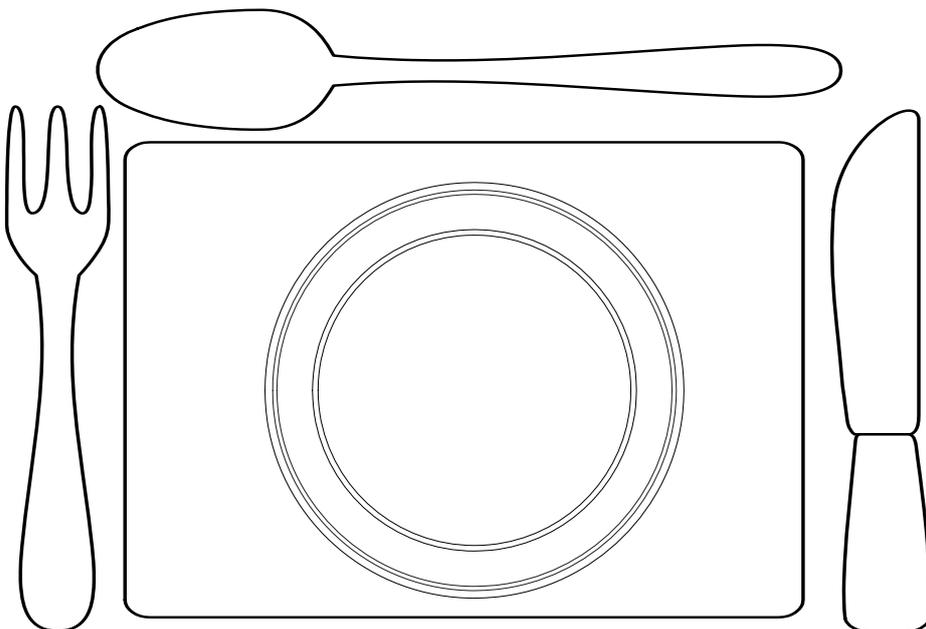
Correct answers:

Scurvy is a **disease** caused by insufficient **vitamin C** in your diet. The symptoms of scurvy include tiredness, bleeding **gums** and a rash on the **legs**.

James **Lind** was a **doctor** who carried out experiments on **sailors** with scurvy. He found out that sailors who ate **vegetables** and **fruit** got better very quickly. Scurvy is very rare in England today, since most people have a healthy, **balanced** diet.

B. Supplementary activity:

**Can you draw and label the food that a sailor in 1750 may have eaten which would have stopped him from getting scurvy?**



## Teeth – table game

Recommended grade: 8.

Object of activity: Provisison of the most rapod answers to questions concerning “teeth”

Target language: *Filling, enamel, root, nerves, decay, bacteria, pulp, dentine, etc.*

Aids: Game card and playing cards

Time allowed: 20 minutes

- We redraw the Dangerous Decay game card onto a sheet of large-format paper and place it on the floor of the classroom. One tooth is black, i.e. decayed and the other white, i.e. healthy. We laminate the cards with questions and cut them up. If there are not enough cards, we make copies or supplement them in with our own cards.
- The game begins from the centre. Students play individually or in groups.
- The student/ or team takes a card from the top of the deck, reads the question and answer it (if teams are competing, the students may give advice to one another in the team). If they answer correctly, they move in the direction of the healthy tooth; if not, they move in the direction of the decayed tooth.
- The first team/student to reach the healthy tooth, wins.

### Classroom language:

*Each player starts in the middle.*

*Take it in turns to answer a question.*

*If you answer correctly, move towards the perfect tooth.*

*If you answer incorrectly, move towards the decayed tooth.*

*The winner is the first to the perfect tooth.*

Každý hráč začíná uprostřed.

Střídejte se a odpovídejte na otázky.

Jestliže odpovíte správně, postoupíte směrem ke zdravému zubu.

Jestliže odpovíte špatně, postoupíte směrem ke zkaženému zubu.

Vítěz je ten, kdo první dorazí ke zdravému zubu.

### Alternative:

The game can be used to practise arbitrary study material. We adjust the content of the questions and the picture on the game card (in place of the tooth) accordingly.

**Who helps look after our teeth?**

The dentist

**When should you brush your teeth?**

In the morning, after lunch, and before bed.

**How long should we brush our teeth for?**

2 minutes

**How many teeth is a baby born with?**

None

**How much toothpaste should we use?**

Size of a pea

**What does the dentist do if there is a hole in your tooth?**

Give you a filling

**What colour is the ENAMEL of your tooth?**

**What holds your teeth in place in your mouth?**

The root

Correct answers:

**Who helps look after our teeth?** The dentist.

**When should you brush your teeth?** In the morning, after lunch, and bed.

**How long should we brush our teeth for?** 2 minutes.

**How many teeth is a baby born with?** None.

**How much toothpaste should we use?** Size of a pea.

**What does the dentist do if there is a hole in your tooth?** Give you a filling.

**What colour is the ENAMEL of your teeth?** It is individual

**What holds your teeth in place in your mouth?** The roots.

**What happens when decay starts?** Toothache, pain.

**What are the front teeth for?** Cutting food

**What are the front teeth for?** Chewing.

**What is tooth decay?** When the tooth has a hole.

**What is in the pulp of a tooth?** Nerves and blood.

**What foods cause tooth decay?** Sweets, sugar, fizzy drinks.

**What causes tooth decay?** Bacteria.

**How should you brush your teeth?** From the direction of the gum-side of the tooth to the tips.

**What colour should teeth be?** White.

**What else can you do as well as brush your teeth?** Floss, use mouthwash.

**How often should you go to the dentist?** Every 6 months.

**What does bacteria eat?** Sugar.

**How many times a day should you brush your teeth every day?** 3 times.

**What is the soft part of the tooth under the enamel?** Dentine.

**How often should you get a new toothbrush?** Every 3 months.

**Name some foods that are good for your teeth.** E.g. fruits, vegetables...

## **Muscles and movement – working with text**

Recommended grade: 8.

Object of activity: Comprehension of the text and provision of answers to questions

Target language: *Involuntary and voluntary muscles, heart, digestive system, movement, bones, tendons, limbs, tongue, eyes, jaw, ankle*

Aids: Worksheet with text and pictures

Time allowed: 15 minutes

- We give the students a worksheet with text and pictures.
- We jointly and carefully read the text . We ensure that pronunciation is correct.
- We ask the students to review the questions and to consider their answers. They may prepare their answers in writing.
- Lastly, we jointly go through the questions and answers.

## Processing food in the mouth - experiment

Recommended grade: 8.

Object of activity: Experiment to identify how teeth assist the process of digestion, and recording of the results

Target language: *Digestive process, chew(ing), teeth, molars, canines, incisors*

Aids: Cards with pictures and descriptions of food (*peanuts, bread, crisps, apples, chocolate, ice cream*), worksheets, real food

Time allowed: 20 minutes

- We hand out cards to pairs of students and ask them to sort them into groups according to their own criteria: *"Sort the food into groups. Select the criteria."* We ask them on what basis they sorted the food: *"Why did you sort them like this?"*
- The instructor arranges them according to how many times food must be chewed before swallowing, a discussion on the subject of chewing/crushing food.
- We ask the students, e.g.: *"What happens to your food when you chew? How does it change? What kinds of foods need the most chewing? Which teeth do you use for certain foods? Which teeth do you use for biting and which ones for chewing? What does your tongue do when you are chewing?"* etc.
- Before we begin the experiment, we ask the students to guess which foods require a lot, a little, or no chewing: *"Which foods need lots of chewing, don't need chewing, need some chewing?"* and which teeth we need: *"Which teeth are needed? Molars, canines, or incisors?"* We can sketch a simple table on the blackboard with three columns (see below).
- We hand out the worksheet where the students record the results of the experiment and we offer each of them a peanut, potato chip, piece of bread, chocolate, an apple, and ice cream. We can ask the students in advance to bring their own food from home for the class.
- Whilst they perform the experiment, they write the results in the worksheet including the number of chewing movements required before swallowing: *"Record the results. Count the number of chewing movements needed before you swallow."*
- Lastly, each pair of students talks about their results in front of the other students in the class.

### Classroom language:

*Sort the food into groups. Select the criteria for sorting*

*Why did you sort them like this?*

*What happens to your food when you chew?*

*How does it change?*

*What kinds of foods need the most chewing?*

*Which teeth do you use for certain foods?*

*Which teeth do you use for biting and which ones for chewing?*

*What does your tongue do when you are chewing?*

Roztřídte potraviny do skupin. Zvolte kritéria.

Proč jste je rozdělili právě takhle?

Co se stane s jídlem, když ho žvýkáte?

Jak se změní?

Které potraviny vyžadují nejvíce žvýkání?

Které zuby používáte pro určité jídlo?

Které zuby používáte na kousání a žvýkání?

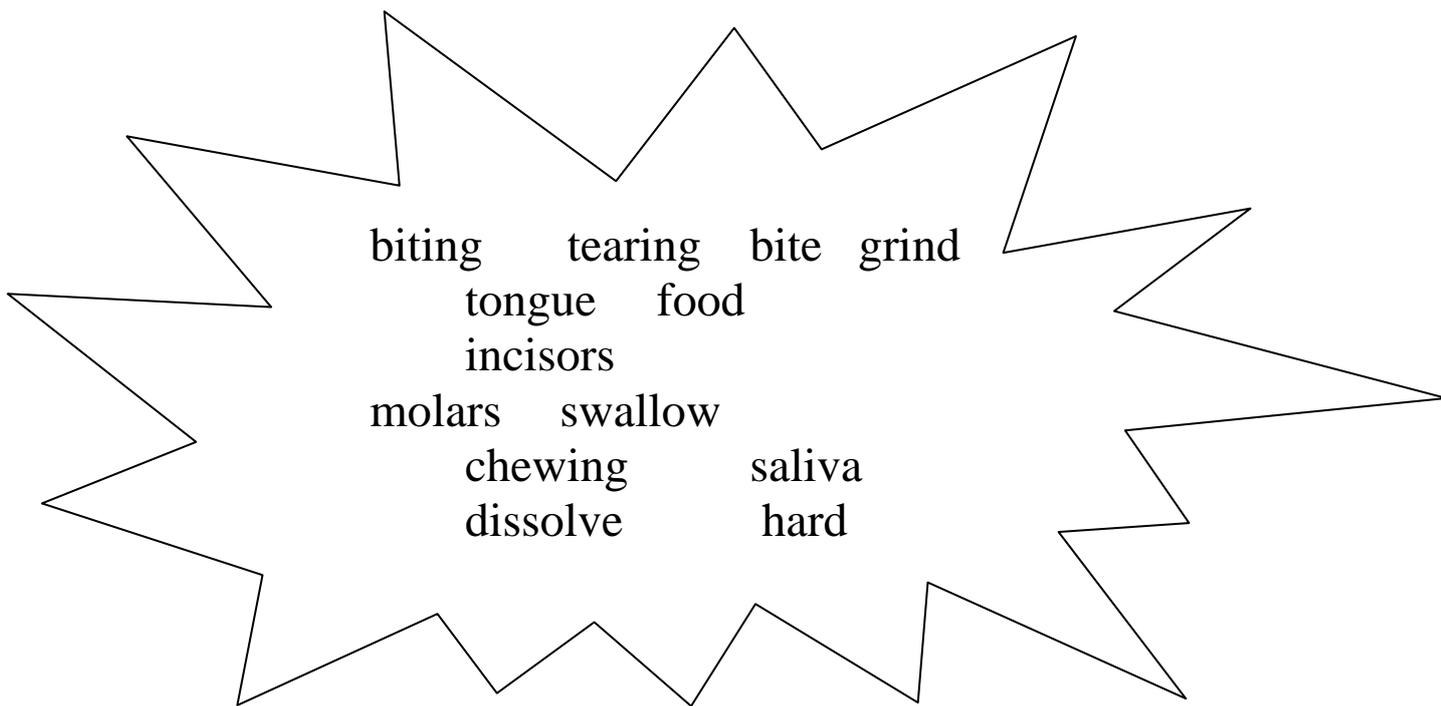
Co dělá váš jazyk, když žvýkáte?

Which foods need lots of chewing,  
don't need chewing, need some chewing?  
Molars, canines, or incisors?  
Record the results.  
Count the number of chews needed before  
you swallow.

Které jídlo vyžaduje hodně žvýkání,  
žádné, trochu?  
Stoličky, špičáky nebo řezáky?  
Zapište výsledky.  
Počítejte počet přežvýknutí, než jídlo  
spolknete.

Supplementary activity:

The students fill in the words from the star into the text.



Teeth are used for \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_ food.

The front teeth are called \_\_\_\_\_.

They \_\_\_\_\_ the food into pieces.

The back teeth are called \_\_\_\_\_.

They \_\_\_\_\_ the food into smaller parts.

The \_\_\_\_\_ moves \_\_\_\_\_ around the mouth so it can be chewed and mixed with \_\_\_\_\_.

Some \_\_\_\_\_, crisp food needs a lot of chewing.

Some foods \_\_\_\_\_ in the mouth and do not need to be chewed.

## **Taste buds**

Recommended grade: 8.

Object of activity: Insertion of taste buds into the picture

Target language: *Taste buds, tongue, sweet, bitter, salty, sour*

Aids: Worksheet and crayons

Time allowed: 10 minutes

- Each student receives a copy of the worksheet. In addition, the instructor has a large picture of a tongue.
- Students are told children that they now have a picture of a tongue with taste buds: *"You have a picture of a tongue with taste buds on it."* (Students are already familiar with this topic from classes in their mother tongue.)
- Tell the students how to colour in the individual parts of the tongue while pointing at the parts on the large picture to ensure that they colour it in correctly.  
*"Colour the sweet areas of the tongue pink.  
Colour the sour areas of the tongue yellow.  
Colour the bitter areas of the tongue green.  
Colour the salty areas of the tongue blue."*
- Students cut out pictures of food from the worksheet and glue them in the right place on the tongue: *"Cut out the foods and glue them onto the correct places of the tongue."*
- The students colour in the foods in the same colour as the taste buds: *"Colour the foods in the same colour as their matching tastes."*
- Lastly, the students say which food tastes a certain way: *"ice cream is sweet. lemons are sour,"* etc.

### Classroom language:

*You have got a picture of a tongue with the taste buds on it.*

*Colour the sweet areas of the tongue pink.*

*Colour the sour areas of the tongue yellow.*

*Colour the bitter areas of the tongue green.*

*Colour the salty areas of the tongue blue.*

*Cut out the foods, and glue them onto the correct places of the tongue.*

*Colour the foods, the same colour as their matching tastes.*

*Ice-cream is sweet.*

*Lemons are sour.*

*The Medicine is bitter.*

*The pizza is salty.*

Máte obrázek jazyku s chuťovými pohárky.

Sladké místo na jazyku vybarvěte růžovou.

Kyselé místo na jazyku vybarvěte žlutou.

Hořké místo na jazyku vybarvěte zelenou.

Slané místo na jazyku vybarvěte modrou.

Vystřihněte jídla a nalepte je na správná místa na jazyku.

Vybarvěte jídla stejnou barvou jako chutě.

Zmrzlina je sladká.

Citróny jsou kyselé.

Lék je hořký.

Pizza je slaná.

Supplementary activity:

Bring various kinds of food into the classroom and have a tasting session. The students close their eyes, taste the food and try to guess what it is; they also say if they like the taste or not (*“Come here please and close your eyes. Open your mouth. Taste this food. What is it? Do you like it?”*)

## **Are you a stinker?**

Recommended grade: 8.-9.

Object of activity: Amusing way of increasing the vocabulary relating to personal hygiene

Target language: See cards

Cross-curricular relationships: Civics

Cross-disciplinary topic: Interpersonal and social studies

Aids: Cards

Time allowed: 15 minutes

- The students form pairs or groups of three or four.
- Each player receives a "Friends for losing!" card.
- Each pair/group is given thoroughly mixed cards.
- The deck of cards is placed in the centre of the table face down and the players take turns to draw a card.
- A player crosses out a friend on his/her "Friends for losing!" card whenever he/she draws a "stinker" card, e.g. card with the text "*You keep your sock on until they are crisp and smell like very old cheese.*"
- He/she with largest number of remaining friends, wins.

### Classroom language:

*Place the cards face down  
and take turns picking one.*

*You have to cross off a friend  
every time you pick a 'stinker card'.*

*The winner is the person with the most  
friends at the end of the game.*

Polož karty lícovou stranou dolů  
a střídejte se ve snímání.

Musíte vyškrtnout kamaráda vždy,  
když sejmete kartu „smradocha“.

Vítěz je ten, kdo má na konci hry  
nejvíce kamarádů.

## **Genetics – definitions of words**

Recommended grade: 8.-9.

Object of activity: Correct definition of terms

Target language: See the cards

Aids: Cards with words and definitions

Time allowed: 10 minutes

- We cut the worksheet into individual cards. We create a deck of cards with terms and a deck of cards with definitions.
- We place the cards with terms round the classroom (preferably fastened to the wall) and each student takes a card with the definitions from the deck (they can take them from the bag). If there are more students in the class than we have cards, we can make our own cards or make two copies of the current ones. The students can also look for the definition of more than one term.
- The students go round the classroom and look for the correct term. If a student believes he/she has found it, he/she brings both cards to the instructor, who checks the answer. If it is correct, the student sits down; if not, he/she continues looking .
- Lastly, we jointly and carefully review the terms and definitions .

### Classroom language:

*Walk around the room, and find the correct word for your definition.*

Chod' po třídě a najdi správné slovo pro svou definici.

### Alternative:

The students gradually draw one definition after another and look for the matching words, i.e. he/she draws the first definition and looks for the word. When he/she has found it, he/she runs to the instructor to have it checked. If he/she found it correctly, he/she draws another definition and again searches for the word, etc. The student who finds the largest number of correct words, wins.

## **Planet Earth – fill in the text**

Recommended grade: 9.

Purpose of the activity: Insertion of missing words from the table into the text

Target language: See text

Cross-curricular relationships: Geography, physics

Aids: Worksheet, dictionary

Time allowed: 10 minutes

- The students work individually. They insert words from the table into the text.
- We then jointly listen to a recording of the text and check the answers for correctness.

Correct answers:

### **Planet Earth**

The Earth is the third planet from the Sun in our Solar System. It's the planet we evolved on and the only planet in our Solar System known to support life. The Earth is about 12,756 km in diameter and it is the fifth-largest planet in our Solar System. In kilograms, the Earth's mass is about  $5.98 \times 10^{24}$  which makes the Earth the densest planet in our Solar System. To escape the Earth's gravitational pull, an object must reach a velocity of 11,180 m/sec.

The Earth's atmosphere is the thin layer of gases surrounding the Earth. It consists of 78% nitrogen, 21% oxygen, 0.9% argon, 0.03% carbon dioxide, and some other gases.

The Earth has one moon. The moon is about one quarter the diameter of the Earth. The moon may have once formed a part of the Earth and may have been broken away from the Earth during a catastrophic collision of a huge body with the Earth billions of years ago.

On an average, the Earth orbits the Sun at 149,600,000 km. The Earth is closest to the Sun on or about 2<sup>nd</sup> January of every year, when we are 147.1 million km away. The Earth is furthest away from the Sun on or about 2<sup>nd</sup> July of each year, when we are 152.6 million km away.

One day on Earth lasts 23.93 hours. One Earth year lasts 365.26 Earth days, that is to say it takes the Earth 365.26 days to orbit the Sun once. The Earth's rotation is slowing down very slightly over time, about one second every 10 years.

The Earth's axis is tilted from the perpendicular to the plane of the ecliptic by 23.45°. This tilt is what gives us the four seasons of the year: Spring, Summer, Autumn, and Winter. Since the axis is tilted, different parts of the globe are oriented towards the Sun at different times of the year and this affects the amount of sunlight each part of the globe receives.

### **Under a magnifying glass**

Recommended grade: 6.-9.

Object of activity: Recognition of magnified objects

Target language: *Grain of salt, ant head, moth wing, leaf veins, bacteria on a pin head, cucumber skin, mosquito head, red blood cells, black widow spider claw*

Aids: Pictures of enlarged objects

Time allowed: 5 to 10 minutes

- We show the students pictures (preferably on a data projector) of enlarged objects , which in reality are much smaller and the students try to guess what they are.

Note: The instructor can obviously select different pictures.

## First aid

Recommended grade: 6.-9.

Object of activity: Acquisition of vocabulary and a repetition of the basic rules of first aid

Target language: *First aid, sprained, nosebleed, faint, swelling, painkiller...*

Cross-curricular relationships: Civics

Cross-disciplinary topic: Interpersonal and social studies

Aids: Worksheet

Time allowed: 20 minutes

- First, we introduce to the students the topic of providing first aid (we either review it, or we present it to them as a new topic).
- We hand out worksheets to the students on which they are given several tasks. The text may also be cut up by paragraphs; headings and pictures should be cut up separately and everything should be placed in an envelope. Each student (or pair) receives an envelope and rearranges and assembles individual parts.
- First, they read the tips for providing first aid by themselves and try to match the appropriate heading from the list provided to each paragraph.
- We jointly check the answers and read out the text aloud. If necessary, we explain and translate any new expressions.
- The next task is to match the correct picture to the individual first aid description.
- We ask one of the students to choose any number between 1 and 5. The numbers correspond to the first aid guidelines, so if he/she chooses 1, he/she must say, what should be done in the event of a nose bleed. Several students take turns in this manner (we can select one number several times).

### Classroom language:

*Read the text quickly.*

*Match the headings to the correct instructions.*

*Match the pictures A-E to the first aid tips.*

*Say a number from 1 to 5.*

*Ok, number 1... How do we treat a nosebleed?*

Rychle si přečtěte text.

K instrukcím přiřaďte vhodný nadpis.

K obrázkům A-E přiřaďte tipy první pomoci.

Řekni číslo od 1 do 5.

Dobře, číslo 1... Jak ošetřujeme krvácení z nosu?

### Supplementary activity 1:

The students check the correct treatment in the table for the given situations.

Tick the boxes to show which treatments are correct for the situations.

Treatment	a nosebleed	a cut	a sprained ankle	fainting	a burn
1 Wash with water.					
2 Cover with a bandage.					
3 Lift the foot or feet off the ground.					
4 Use an ice pack.					
5 Make sure the clothes aren't tight.					

Supplementary activity 2:

Half of the students describe another situation and injury that can occur; the other half shall propose first aid measures.

Supplementary activity 3:

The students talk about their personal experience -- *“Have you or anyone you know ever had an accident? / had an accident recently? What happened? Did you give that person first aid?”*