

## **Geography of Europe**

Recommended grade: 8.

Object of activity: Study of the quality of life, language, and culture; European countries' imports and exports

Target language: Names of countries and their capital cities; languages and commodities that they import and export

Aids: School atlas of Europe, cards

Time allowed: 30 minutes

- Students form groups.
- Each group names the capital cities of fifteen selected countries in Europe: *"Each group is responsible for naming the 15 capital cities of the selected countries in Europe."*
- The first group determines the population of the countries concerned: *"You are responsible for finding out the population of these countries."*
- The next group searches for what the country imports and exports: *"You are responsible for finding out about the chief exports and imports of these countries."*
- The last group of students determines what languages are spoken in these countries: *"You are responsible for finding out about the languages spoken in these countries."*
- When the students have finished, one student from the group fills in the data onto the cards set up round the classroom: *"Please put your findings on the 15 cards set up round the classroom."*

## **Which day is longer?**

Recommended grade: 6.

Object of activity: Determination of the length of a day, arrangement of the days according to their length

Target language: Grading adjectives *short, long*; ordinal numbers, names of months

Cross-curricular relationships: Biology

Aids: Cards with dates

Time allowed: 10 minutes

- We give the students working in pairs, cut-up cards with the date face down.
- As instructed earlier, the students turn over the cards when asked and try to compare the dates from the longest to the shortest as fast as possible, based on the stated night and daytime periods... The students can set the given period themselves.
- When the students have completed the first ask, they raise their hands. After the answers have been checked, they are given cards for a higher level; (we have three levels of difficulty).
- Lastly, we jointly check the answers and the students read the date from the card they are comparing with other dates, etc.: *"The 20<sup>th</sup> of June is longer than the 10<sup>th</sup> of March. The longest of these days is the 20<sup>th</sup> of June."*
- The pair of students which correctly arranges the days in all levels first, wins.

## **Find out what I'm thinking about**

Recommended grade: 7.–9.

Object of activity: Learning the regional geography of the world, development of coherent thinking

Target language: Global directions; asking questions, grading adjectives

Aids: School atlas of the world

Time allowed: 10 minutes (or longer)

- The student thinks about nouns designating regions, countries, continents, land formations, bodies of water, municipalities, regions, etc., especially nation States, mountains, rivers, lakes, and cities. The other students must find out what their classmate is thinking about using identifying questions.
- We are thinking of ,e.g. the city of New York. The students ask YES/NO questions (closed questions). They may only ask up to 20 questions. If they cannot find the answer in the time limit allowed, we tell them the answer.
- The students may compete in pairs or as teams.
- We can verify the answers using the atlas.

### Classroom language:

Think of a geographical feature or place, such as a lake, a river, a city, etc.

You can ask your friend 20 questions to find out what feature or place he/she was thinking of.

Only YES or NO answers can be given.

Mysli na zeměpisný objekt nebo místo jako např. jezero, řeku, město apod.

Můžete položit 20 otázek, abyste zjistili, na který objekt nebo místo spolužák/spolužačka myslel/a.

Odpověď může být pouze ANO nebo NE.

## **In which hemisphere?**

Recommended grade: 6.

Object of activity: Practice of rapid search for cities in the directory and of determining in which hemisphere they are located

Target language: World directions, pronunciation of world metropolises

Aids: School atlas of the world, list of cities and hemispheres

Time allowed: 10 minutes

- We prepare a list of cities the students will look for in the atlas and determine which hemisphere they pertain to.
- The students compete in pairs. Each pair receives a list of cities and hemispheres.
- A pair checks the correct hemisphere where the city is located. If they are not sure, they look in the an atlas.
- The pair which finishes raises its hands and the instructor checks their answers. The pair which has correctly checked all the answers first, wins.
- Lastly, we jointly check the correct answers. The students read out loud complete sentences, e.g.: *“Tokyo is (located) in the northern/eastern hemisphere.”* The entire class may repeat the sentences in chorus.

### Classroom language:

*Tick the hemispheres in which the city is located.*

*Put your hands up when you finish.*

*Zaškrtněte polokoule, na nichž se město nachází.*

*Zvedněte ruce, až budete hotovi.*

## **What is it?**

Recommended grade: 6.

Object of activity: Learning physical geography and basic terminology

Target language: *Mountain, river, island, desert*

Aids: Cards with labels *mountains, rivers, islands, deserts*, cards with personal labels, table

Time allowed: 5 minutes (or based on the number of repetitions)

- We place a card with group label in each corner of the classroom, i.e. *MOUNTAINS, RIVERS, ISLANDS* and *DESERTS*.
- We spread the cards with names of rivers, mountain ranges, islands, and deserts on the table in the centre of the classroom, placing them face down. Each student takes one card, reads it, and stands by the card the label belongs to.
- When all of the students are standing next to one of the cards, they check it. A student e.g. says: *"Iceland is an island."* The others respond together: *"Yes, it's true. / No, it's false."*
- When all students have taken their turns, we shuffle the cards and start again.

### Classroom language:

*Take one card, read the name on it and go to the correct big card in the corner.*

*Iceland, what is it?  
It's an island. Is it true?*

Vezměte si jednu kartičku, přečtěte název a běžte k příslušné kartě v rohu.

Island, co je to?  
To je ostrov. Je to pravda?

## **Where is the envelope from?**

Recommended grade: 7.

Object of activity: Repetition of subject material on North and South America, working with an atlas

Target language: Names of countries; see words on cards

Aids: Cards with clues, school atlas of the world, two benches, envelopes, blackboard

Time allowed: 10–15 minutes

- At the beginning of the game we divide the students into four groups.
- We place two benches/desks next to one another and ask the students sit in them.
- Each group chooses a name and writes it on the blackboard.
- The game consists in disclosing nations on the basis of clues drawn during the game. The students select individual words in the help section or the indications from eight different envelopes, each of which represents a country.
- The team must take hints from the same envelope until a decision is reached; the envelopes should be labelled with a picture or numbers so that it is clear which envelope the group must take it from.
- The game is played for two rounds, two envelopes and two countries. The teams draw every hint. They give a demerit point or “yoda” for every hint drawn on. When all the hints have been used up, the group may use the atlas in exchange for a yoda.
- After answering correctly, one yoda is deleted. The group is given three yoda for every incorrect answer. Only one answer is allowed. The fewer hints are needed to guess the country, the smaller the number of demerit points the group receives.
- To speed up the contest, we can set a time limit, e.g. only one minute remains to make a guess, or to draw another clue. During the game, the instructor draws yodas (shapes of a figure) on the blackboard in the row next to the name of the group.
- The group with the smallest least number of yodas at the end of the game wins.

## **Liberec tour guide**

Recommended grade: 9.

Object of activity: Preparation of an attractive route for foreigners through the city

Target language: My city; historic sites, curiosities, culture

Cross-curricular relationships: History

Aids: Map of Liberec, pencil, paper, help

Time allowed: 10 minutes for gathering the data, additional time allowed for processing the data for the next lesson

- We talk about the history of Liberec to the students, to motivate them for the next task. The students should be able to talk about their city in English.
- We discuss a classic scenario with a student from an English-speaking country who arrived in Liberec for an internship.
- We divide the students into four-member groups, e.g. alphabetically according to their names read backwards.
- Each group offers its own trip round the city, including buildings they think the student should see.
- To help (see below), we can suggest several buildings for students to choose from, or they can add their own places.
- The students in their groups prepare a one-minute oral presentation about their route. They should also know how to reply to any questions from classmates or the instructor.
- We go on a tour of Liberec during the next lesson through places the students wish to present to the rest of the class during their English presentation.

### Proposed sites:

Harcov reservoir, Liebig Villa, Liebig Chateau, Post office café, F.X. Salda Theatre, townhall, the Church of St. Anthony the Great, Wallenstein houses, Building of Conciliation, Synagogue, Liberec City Library, old City Baths, Museum of North Bohemia, Liberec Heights, Forest Villa, Wolker Sanatorium, Stross Villa.

## **Non-verbal map of Europe**

Recommended grade: 8.

Object of activity: Introduction to European political geography

Target language: Names of countries

Aids: Cards with names of European nation-states, self-adhesive paper with labels

Time allowed: 10 minutes

- We place the name of a European country on self-adhesive paper using labels.
- We stick the label on the student's forehead. Each student carries the name of a European country on his/her forehead; but he/she cannot read it.
- The students position themselves round the classroom approximately as the countries are positioned on the map of Europe. We tell them in English what the task is: *“Please stand in line next to each other in roughly the same way the countries of Europe are next to each other on a map.”*
- The students must not communicate verbally: *“You can only mime and gesture but you can’t speak during this activity.”* They can only mime and gesture what each of them has written on their forehead. This activity should follow the coverage of the subject matter.

## **Where does it lie?**

Recommended grad: 8.

Object of activity: Search on European maps in an atlas

Target language: Global directions, names of European countries; geographical objects

Aids: Cards with data, school atlas of Europe

Tme allowed: 15 minutes

- Each student or group (depending on the number of students in the class), receives a card with basic data about the site they must find in the atlas.
- They must also determine in which region and European country the site is located. They fill in both data into the cards in English.
- Each student reads out the information from the cards using a coherent sentence, e.g.: *“The biggest island in Europe is Great Britain and it’s located/situated in Northern Europe.”*
- After all information has been checked, the students prepare a description of the flag of the country in English. The students can find the national flags in the atlas.
- We describe the flag to the others in the class. These other students note which country it probably belongs to.
- Lastly we check the answers and everyone who guessed correctly is awarded a point. The presenting student gains a point for every student or group which has recognized the country for which the flag belongs. An extempore presentation receives a better assessment, e.g. two or more points.

Note: Identifying national flags can be only a supplementary activity.

### Classroom language:

*There is basic information about a geographical feature in Europe on your card.* Na kartičce jsou základní informace o objektu.

*Look for it in an atlas.* Vyhledejte ho v atlase.

*Where is your geographical feature located? (Country and region.)* Kde se objekt nachází? (Země a region.)

*Describe the flag of the country. It’s located in to the class.* Popiš ostatním vlajku svého státu.

*Listen and identify which country’s flag it is.* Poslouchej a zjisti, kterého státu je to vlajka.

Correct answers:

The biggest island in Europe	Graz	The biggest lake in Scandinavia	The most populated city in Europe	A refinery in Terst
<i>Great Britain</i>	<i>Austria</i>	<i>Sweden</i>	<i>Russia</i>	<i>Italy</i>
<i>northern</i>	<i>central</i>	<i>northern</i>	<i>eastern</i>	<i>southern</i>

The Masurian Lake District	The Source of the River Danube	Lake Balaton	Mount Olympus	The highest mountain in Europe
<i>Poland</i>	<i>Germany</i>	<i>Hungary</i>	<i>Greece</i>	<i>France</i>
<i>central</i>	<i>central</i>	<i>central</i>	<i>southern</i>	<i>western</i>

## **Whose flag is it?**

Recommended grade: 8.

Object of activity: Identification of European country based on the description of the flag

Target language: Colours, geometrical shapes; names of European countries

Aids: Cards with descriptions of flags, school atlas of Europe or the world with illustrations of flags

Time allowed: 10 minutes

- We draw a 3 x 3 table of cards on the blackboard with descriptions of flags. The cards are turned face down. Columns are designated A-C, rows 1-3.
- Students form two teams "O" and "X".
- The teams take turns to select cards, e.g. 1A, 2C. We always turn the card over and the teams try to guess from the text, which country the flag belongs to.
- If they guess correctly, they are awarded the card and mark it with their symbol; we can draw it on the back of the card. In the opposite case, their opponent is given a chance to answer correctly. If no team guesses correctly, the card is not awarded to anyone or the teams play "paper, rock, scissors" to decide.
- The aim of the game is to create a line of three identical signs horizontally, vertically, or diagonally.
- The winner can be designated as a great "flagmatic" (after the English word *flag*).

Classroom language:

*Which card would you like?*

*Which country's flag is it?*

Kterou kartu chcete?

Kterého státu je to vlajka?

Correct answers:

<i>Albania</i>	<i>Poland</i>	<i>Ireland</i>
<i>Belgium</i>	<i>Germany</i>	<i>Denmark</i>
<i>Sweden</i>	<i>Switzerland</i>	<i>Finland</i>

## **Region of Pilsen**

Recommended grade: 9.

Object of activity: Insertion into the text of missing geographical names

Target language: Geographical sites; the verbs *spring, flow, flow through*

Aids: Text with blank spaces for completion, school atlas of the Czech Republic

Time allowed: 10 minutes

- Each student or pair of students receives a copy of the text. In replacement of the capital letters, he/they insert geographical names.
- We set a time to complete the blanks and then assess the number of correct words. If a student fails to insert everything within the time allowed, a point is deducted for every missing name.
- Lastly, we jointly read the whole text correctly and the students correct their mistakes, or insert what they missed.

### Supplementary activity:

We collect the texts from the students and place some of them round the classroom so that they can be easily seen and are easily accessible to the students. A student from the pair goes to the nearest text, he/she reads the first sentence or part of sentence, memorizes it, returns to his/her bench and repeats it to his/her classmate. The students can take turns to do this. The pair of students which has written the entire text, raises its hands. We then return the text to the students and they themselves check to see how successful they were in repeating and writing it.

### Correct answers:

**A** Hracholusky; **B** Mže; **C** Plzeň; **D** Radbuza; **E** Úhlava; **F** Úslava; **G** Berounka; **H** Český les; **CH** Germany; **I** Švihov; **J** Šumava; **K** Austria; **L** Starý Plzenec

## **Across Europe**

Recommended grade: 8.

Object of activity: Determination of the meaning of unknown words and association of certain statements with specific countries

Target language: See worksheet and miniature dictionary

Aids: School atlas of Europe, worksheets, dictionaries

Time allowed: 15 minutes

- The students form groups of three.
- Each student in the group receives a worksheet with sentences, together with a hint comprising one word from the miniature dictionary written on a card. The miniature dictionary contains key words from sentences describing European countries.
- The students may wander freely round the classroom and find the meaning of key words they need to guess correctly the described country. It can happen that two players have received the same hint, or that a classmate has a word he/she already understands. It does not matter, they find the meaning of additional words and exchange information with one another.
- The students can divide the work within the group; two students find and fill in the necessary information (they divide the sentences between, half each) and the third student analyzes the information and guesses the country. Before announcing that they have finished, they go through the answers once again and agree on them.
- The group achieving the greatest number of correct words within ten minutes, wins.
- When checking the answers as a class, the students read their sentences aloud, pronounce the names of the countries in English and point them out on the map.
- At the end of the exercise, the students propose words which they would add to the miniature dictionary.

### Correct answers:

1. France
2. Russia
3. Switzerland
4. Iceland
5. Vatican City
6. Hungary
7. Norway
8. Sweden
9. Slovakia

## Map of Europe in sentences

Recommended grade: 8.

Object of activity: Review of physico-geographical terms; division of Europe

Target language: Geographical names; *peninsula, island, sea, ocean, bay, strait*

Aids: School atlas of Europe, blackboard or data projector, cards

Time allowed: 20 minutes

- We display it for the students on a data projector, or we write it on the blackboard, or copy it onto a table and distribute to pairs of students with a small geographical dictionary.
- The students must assemble as many English sentences as possible within a two minutes. The name of an island, sea, etc. plus a preposition, noun, and verb from the miniature dictionary.
- The student creating the largest number of correct sentences, wins. The grammatical aspect is secondary; we focus on it when jointly checking the answers. We write the sentences on the blackboard.

### Alternative:

We cut up the geographical names and words from the table into cards. The students are in groups in which each member has one card. They must stand next to one another with the cards in hand so as to form sentences.

### Supplementary activity:

The concept can also be applied by Chinese whisper. If the surroundings in the classroom allow, the students seat themselves in a circle on the floor; if not, they remain at their desks. Before the first sentence is whispered, each student creates a sentence and write on a sheet of paper. The first student selected whispers his/her sentence to his/her classmate on the left, who passes it to the next one, and so on. When the sentence has reached the instructor, the latter writes it on the blackboard and asks if it is correct. Lastly, we correct the grammatical errors.

### Correct solution:

Česky:

Pyrenejský poloostrov omývá Středozemní moře, ve kterém se nachází i ostrov Korsika.

Mezi největší ostrovy ležící ve Středozemním moři se řadí Baleáry, Sicílie, Korsika a Kréta.

Asii od Evropy oddělují průlivy Bospor a Dardanely, skrz tyto průlivy plují lodě do Černého moře.

Skandinávský poloostrov a poloostrov Kola jsou dva největší poloostrovy v severní Evropě.

Průlivy Skagerrak a Kattegat leží u Jutského poloostrova.

Barentsovo moře se rozkládá za polárním kruhem.

Biskajský záliv patří k Atlantskému oceánu a omývá západní břehy Francie.

In English:

*The shores of the Pyrenean Peninsula are bathed by the Mediterranean Sea, in which the island of Corsica is also situated.*

*The Balearic Islands, Sicily, Corsica and Crete, are the largest islands located in the Mediterranean Sea.*

*Bosporus Strait and the Dardanelles Strait separate Asia from Europe. Ships can sail to the Black Sea through these straits.*

*The Scandinavian Peninsula and the Kola Peninsula are the two biggest peninsulas in northern Europe.*

*The Skagerrak Strait and the Kattegat Strait are both located near the Jutland Peninsula of Denmark.*

*The Barents Sea is inside the Arctic Circle.*

*The Bay of Biscay is in the Atlantic Ocean and makes up the western shores of France.*

## **The fastest one wins**

Recommended grade: 6.

Object of activity: Ability to find one's bearing on a map of the world

Target language: Basic geographical terms

Aids: Wall map of the world, school atlas of the world, gaming dice (based on the number of groups), data projector or blackboard, cards, stopwatch

Time allowed: 10 minutes

- We divide the students into groups of four. Each group needs an atlas and gaming dice. The players open the atlas at the physico-geographical map of the world.
- At the first stage, all the players at the table take turns to cast the dice; this establishes the order of casting. If two players throw the same values, they again cast against one another.
- At the next stage, we either display the geographical term from the map of the world in English on the data projector, or we write it on the blackboard. We can also use prepared cards.
- The clock begins running as soon as the term is displayed to the players. The player who threw the highest number on the dice, begins. If he/she is unable to find the object within eight seconds, the next one begins immediately starts to search; he/she only has seven seconds. The limit is reduced by one second for every player who follows.
- The student who succeeds in finding the object gains a point for his/her group. If nobody in the group is successful, a point is not awarded to anyone.
- At the end of each round, we jointly go over the location of objects on the wall map.

### Classroom language:

*Roll the die.*

Hod' kostkou.

*The person with the highest number begins.*

Osoba s nejvyšším číslem začíná.

*Find (New Zealand) on the map.*

Najdi na mapě (Nový Zéland).

*You've got 8 seconds.*

Máš 8 sekund.

*Oh no, you didn't find it.*

Nenašel/a jsi to.

*It's your friend's turn.*

Je na řadě kamarád/ka.

*He/She's got 7 seconds.*

Má 7 sekund.

*The Arabian Peninsula*

Arabský poloostrov

*New Zealand*

Nový Zéland

*The British Isles*

Britské ostrovy

*The Kamchatka Peninsula*

poloostrov Kamčatka

*Iceland*

Island

*The La Plata Lowlands*

Laplatská nížina

*The Sahara Desert*

Sahara

*Indo-China*

Indočína

*The Greater Sunda Islands*

Velké Sundy

*Tasmania*

Tasmánie

*Sri Lanka (Ceylon before 1972)*

Srí Lanka

*Madagascar*

Madagaskar

*Nova Zembla*

Nová země

<i>Yucatan</i>	Yucatan
<i>Labrador</i>	Labrador
<i>Greenland</i>	Grónsko
<i>The Dragensberg Mountain Range</i>	Dračí hory
<i>The East African Highlands</i>	Východoafrická vysočina
<i>The Central Siberian Highlands</i>	Středosibiřská vysočina
<i>The Horn of Africa (Somali Peninsula)</i>	Somálský poloostrov
<i>Sumatra</i>	Sumatra
<i>Cuba</i>	Kuba
<i>The Arabian Sea</i>	Arabské moře
<i>The Caribbean Sea</i>	Karibské moře
<i>The Mediterranean Sea</i>	Středozevní moře
<i>The Caspian Sea</i>	Kaspické moře

## **Who does what and where?**

Recommended grade: 6.

Object of activity: Matching of corresponding information based on a knowledge of time zones

Target language: *Have dinner/lunch/breakfast, fall asleep, get up, sleep, go to*

Aids: Envelopes with pieces of paper, school atlas of the world

Time allowed: 10 minutes

- The students in pairs receive an envelope with names of friends round the world just preparing to engage in some activity. This activity is specific to the time of the day.
- The students match individual friends to activities they could perform at the stated time. We use 10:00 a.m., Central European Time (CET) for reference.

Note: We differentiate between summer and winter time; in summer, our CET is GMT + 1 hour, in winter the difference is + 2 hours.

- Using the atlas, they also match the city in which individual friends live. The cards are in English and when arranged correctly provide a logical sentence. We set a time limit.
- The students who have correctly matched the information before the time limit has elapsed, can invent stories about people from a different time zone.
- After the time limit has elapsed, we jointly read the whole sentences.

Supplementary activity:

Students determine the exact time in individual cities.

## **Australia – quick quiz**

Recommended grade: 8.

Object of activity: Repetition of knowledge of Australia

Target language: See cards with assignments and questions

Aids: Cards with questions

Time allowed: 10 minutes

- We distribute a deck of cards to the students with the questions facing down.
- The students evenly divide the cards among themselves. Each student spreads the cards in front of him/her, face down.
- The player selects a card, turns it over and reads the question aloud. He/she must answer it correctly within ten seconds. If he/she succeeds, he/she is awarded a point. To keep track of the points, he/she takes the card and puts it on one side. The remaining cards on the table are always reshuffled.
- We set a time limit of five minutes. The student acquiring the largest number of cards within the time limit, wins.

### Correct answers:

1. *kangaroo*
2. *Gobi*
3. *(duckbill)platypus*
4. *black*
5. *January, February*
6. *Sydney*
7. *Aborigines*
8. *dingo*
9. *convicts*
10. *eucalyptus*
11. *in 2000*
12. *south-west, south*
13. *the U.S.A*
14. *koala*
15. *Tropic of Capricorn*

## **Asia – jigsaw puzzle**

Recommended grade: 8.

Object of activity: Review of Asia

Target language: See jigsaw puzzle

Aids: Jigsaw puzzle from paper with picture

Time allowed: 10–15 minutes

- We prepare several jigsaw puzzles, copy the jigsaw puzzle and cut it out. We glue a picture on a clean sheet of paper of the same size as the jigsaw puzzle. We can cut out the pictures from magazines, or print them from the Internet. We glue the selected picture on the back of the jigsaw puzzle. Lastly, we cut out the jigsaw puzzle into pieces. If we want to extend the life of the aids, we can laminate the individual pieces.
- The students either receive in pairs or cut up a jigsaw puzzle and try to arrange the individual pieces correctly.
- They can check the results themselves; when the jigsaw puzzle is turned over, the picture glued under the jigsaw puzzle appears on the pieces. If a certain part of the picture is not correctly placed, it is due to a piece of the jigsaw puzzle not being correctly placed. The students correct the mistake.
- Lastly, the students create sentences based on the information contained in the jigsaw puzzle. We can assign it as homework and ask the students check it with their English instructor (this must be arranged in advance).

## **Create a snake**

Recommended grade: 7.–8.

Object of activity: Creation of a route from starting point to destination

Target language: Geographical terms, modes of transport; grammatical tenses, the expressions *first, first of all, after that, then, in the end, after all, finally*

Aids: Routes cut up into parts, school atlas of the world, bag or top hat

Time allowed: 10 minutes

- We cut up information about the routes between dashes and place them in the bag or the top hat, from which the students draw individual pieces of paper. We can copy the routes onto coloured paper, making the task easier.
- The students must create an imaginary snake forming a correct route from the starting point to the destination. Three snakes are created.
- The destination which the students have specified in the sentence can be found with the help of the atlas.
- Lastly, each student applies his/her information about the route in a sentence using the stipulated expressions, i.e. which grammatical tense the given verb uses. For example: *“First I am going to go by train from Berlin to the Netherlands. After that, I am going to take a ship from Rotterdam to England.”*

### Supplementary activity:

The students place various grammatical tenses into sentences to pose questions:

*“First, I’m going to go by train from Berlin to the Netherlands.”*

*“First, I usually go...”*

*“First, I went...”*

## **Describe a flag correctly**

Recommended grade: 7.

Object of activity: Determination of a country based on a description of its flag

Target language: *Flag, background, stripe, sun, star, symbol, vertical, horizontal, middle, edge*

Aids: Cut up pieces of paper with names of cities, school atlas of the world, blackboard

Time allowed: 20 minutes

- We first talk to the students about the way national flags can be described in English. We write useful words on the blackboard.
- Each pair of students then draws two place names in South America which they find on the map.
- When the students have also found the country where the places are located, they look for its flag.
- They must describe the flag in English so that a majority of students can recognize it and determine which country it is from, using the list of flags provided in the atlas.
- When a pair of students describes the flag, we add up the number of correct guesses. The number of correct guess equals the number of points awarded to the pair concerned. Each pair of students which recognized the country is also be awarded a point.
- After a final addition of points, each pair of students describes in a single English sentence the site it had originally to look up.

### Classroom language:

*Take two cards.*

*Find your geographical features on the map.*

*Which country is it situated in?*

*What does the flag look like?*

*Describe the flag for the others.*

*Listen and identify which country's flag it is.*

*Say something about the geographical feature in English.*

Vytáhněte si dvě karty.

Najděte své objekty na mapě.

Ve kterém státě leží?

Jak vlajka vypadá?

Popiš vlajku ostatním.

Poslouchej a zjisti, kterého státu je to vlajka.

Řekni něco o objektu v angličtině.

## **Names of countries in North and South America**

Recommended grade: 7.

Object of activity: Location of names of countries in North and South America on the map together with their capital city

Target language: *Capital, to border/ to neighbour, to be located/situated, to lie, in the north, south, west, east*

Aids: Cards, wall map, blackboard

Time allowed: 15 minutes

- We cut out the cards and give one to each student.
- The students take turns to spell out the group of letters they have on the card. The others listen, or write down the letters, as applicable.
- The student who believes that he/she has the second part of the name of the country raises his/her hand.
- The pair of students in question comes to the blackboard, points out the country and its capital on the map. While pointing to the map, they comment: *"Mexico borders Guatemala to the south and the USA to the north. The capital is Mexico City, which is located/situated here."*
- Each pair of students shall repeat the process.

Classroom language:

*Mexico borders Guatemala to the south and the USA to the north.*

*The capital is Mexico City, which is located/situated here.*

Mexiko sousedí na jihu s Guatemalou a na severu s USA.

Hlavní město je Mexiko City, které se nachází zde.

Supplementary activity:

The pair of students that create the name of the country shall think of a sentence so that each letter of the name, e.g. CHILE, becomes the first letter of words that form a sentence:

**C**heese

**H**idden

**I**n

**L**arge

**E**gg

## Fill in the words in colour

Recommended grade: 9.

Object of activity: Correction of the incorrect statements in the text

Target language: See text

Aids: Worksheet with text, wall map

Time allowed: 15 minutes

- We give the students a worksheet with sentences containing bold, highlighted names of colours, but not all colours appearing in the name of the geographical site are correct.
- The students decide if the colour is or is not correct. If they believe the colour is wrong, they write the correct colour next to it. If they think that colour is correct, they mark it with a symbol.
- The students indicate next to each sentence how much they wish to bet on the correct answer. They are given 100 points to play with. If they are certain of the answer, they bet a large number of points (max. 100); if they are uncertain, they bet a smaller number (minimum 10 points).
- When they have finished, they check their answers on the map. For every correct answer, the student adds the number of points that he/she originally bet to the total. For every incorrect answer, the student subtracts the number of points that he/she originally bet from the total.
- The student with the largest number of points, wins.

Note: If any of the students lose all of their points or perhaps even have a negative number, we can lend them another 100 points, but they must give us back 200 points at the end of the game.

### Classroom language:

*Decide if the colours in the names are correct or not.*

*If the colour is fine, tick the sentence.*

*If there is a mistake, write down the correct answer.*

*Write in your bet.*

*If you are confident, bet a lot.*

*If you aren't so confident, bet a little.*

*Check if you were correct.*

*If you were correct, add your bet to your total score.*

*If you were wrong, subtract your bet from your total score.*

Rozhodněte, zda jsou barvy v názvech správné, či ne.

Pokud je barva v pořádku, větu označte.

Pokud je tam chyba, napište správnou odpověď.

Napište svou sázku.

Pokud jste si jistí, vsadte hodně.

Pokud si nejste jistí, vsadte málo.

Zkontrolujte, zda jste měli pravdu.

Pokud jste měli pravdu, připočtěte svou *point* sázku k celkovým bodům.

Pokud jste neměli pravdu, odečtěte svou sázku od celkového počtu bodů.

### Correct answers:

English:

*People of Turkey, Russia and Georgia can easily go swimming in the Black Sea.*

*In Northern Europe, the Kola Peninsula is bathed by the waters of the White Sea.*

*The Yellow River in China empties into the Yellow Sea and is one of the biggest rivers in Asia.*

*The Red Sea separates the Arabian Peninsula from Africa.*

*The westernmost African nation is called Cape Verde\*, in the Atlantic Ocean.  
White Island lies beyond the Arctic Circle in the Kara Sea.  
The Blue Mountains rise about 50 km west of Sydney.*

Česky:

Obyvatelé Turecka, Ruska a Gruzie se mohou koupat v **Černém** moři.

Na severu Evropy je poloostrov Kola omýván **Bílým** mořem.

**Žlutá** řeka ústí do **Žlutého** moře a je jednou z největších řek v Asii.

Arabský poloostrov odděluje od Afriky **Rudé** moře.

Nejzápadnější místo Afriky se nazývá **Zelený** mys.

Za polárním kruhem leží v Karském moři **Bílý** ostrov.

50 km západně od Sydney se tyčí **Modré** Hory.

\* The name Cape Verde comes from the Spanish word "verde" meaning green.

## **Geographical quiz**

Recommended grade: 8.

Object of activity: Correct answers to questions hidden under the letters

Target language: See questions provided

Aids: Triangle with letters, blackboard or data projector, list of questions, school atlas of the world, large playing die

Time allowed: 15 minutes

- We can prepare a triangle with letters of the alphabet in one of several ways. We either redraw it on the blackboard, display it on the data projector, or make it from paper. We write the questions on the reverse and secure it to the blackboard.
- We divide students into teams.
- The team whose turn it is, chooses any letter. We read the question concealed under the letter. If necessary, we read it two or three times.
- The team has 20 seconds to answer. It may use an atlas. The first letter of the answer is the same as the letter on the picture.
- If the team fails to answer or answers incorrectly, their opponent is given a opportunity, but will only be given ten seconds to answer.
- If even one of the teams fails to answer the question correctly, we throw the dice. The highest number is awarded the square with the letter.
- The object is the creation of the longest possible set of hexahedrons with correctly answered questions.

Alternative:

The game may also be played in threes; one student asking questions and the other two competing to answer them.

### **Y – Yemen**

*What's the name of a country that lies on the Arabian Peninsula, and the capital is Sana'a?*

### **S – Singapore**

*What's the name of a city state that lies near the Strait of Malacca?*

### **T – Taliban**

*What's the name of a religious militant group often associated with Afghanistan?*

### **Q – Qatar**

*What's the name of a country in the Persian Gulf with significant oil production?*

### **W – west**

*In which direction does China lie from Japan?*

### **C – Canada**

*What's the name of the second largest country in the world?*

### **L – Lebanon**

*Which country is the northern neighbour of Israel?*

### **M – Mountains**

*What type of landscape is most common in Nepal?*

### **N – NATO**

*What is the commonly used acronym for the North Atlantic Treaty Organization?*

### **O – Oman**

*What's the name of a country located in the south of the Arabian Peninsula?*

### **G – Gaza**

*What's the name of a zone in Israel occupied by the Palestinians?*

**R – Russia**

*What is the largest country in the world?*

**H – Huang He**

*What is the Yellow River called in Chinese?*

**E – east**

*Which direction does the Irrawaddy River flow?*

**J – Japan**

*What's the name of the country where the car manufactures Mazda, Nissan and Honda came from?*

**D – Doha**

*What is the capital of Qatar? It's famous for horse racing.*

**P – Polar/Arctic Circle**

*What is the name of the line above which the sun does not rise over the horizon at least one day a year?*

**B – Baikal**

*Which is the deepest lake in the world?*

**V – Vladivostok**

*What's the name of a Russian city with a port in the Sea of Japan?*

**K – Klyuchevskaya**

*What is the name of the highest volcano in Asia?*

**A – Arabian Sea**

*What's the name of a sea that lies between the Arabian Peninsula and the Indian Peninsula?*

## Enormous clues

Recommended grade: 8.

Object of activity: Determination of the nation and its flag, using the clues provided

Target language: See cards

Aids: Cards with flags and clues, school atlas of the world

Time allowed: 10–15 minutes

- We cut up the cards with clues and flags.
- The students form groups of twelve; six students are given the clue and six a flag. If the number of students does not equal the number of cards, we can take some away or make some more, as applicable.
- We give the students time to read the text on the cards and ensure that they understand everything. The students try to memorize the text, at least partially.
- We allow the students to move freely within their group in order to find their partners, i.e. to create pairs holding a national flag and information about the nation in question (clue).
- The students exchange information they have with one another. One set of students provides information about the nation from the cards, the others try to describe the flag as accurately as possible.
- When they think that they have formed the correct pair, they check the atlas to see if they are right.
- Lastly, we read everything once more alongside the whole class and point out the countries on the map.
- If there is time, the students can exchange cards. The students who had a card with a text, take a picture of a flag and vice-versa.

### Correct answers:



Singapore

Hong Kong  
South Korea



Thailand

Malaysia



Taiwan

## Canada

Recommended grade: 7.

Object of activity: Insertion of missing information into the text

Target language: Simple present tense in the question and answer

Aids: Worksheet

Time allowed: 10–15 minutes

- Pairs of students are given a text about Canada with missing information, but each student has different information missing.
- Pairs of students take turns to ask questions with the object of obtaining the missing information from their classmate. They insert this information into their text. We check to ensure that they do not look into their classmates' paper and that they ask the questions in English.
- After all of the missing information has been inserted, both pair of students will have an identical text.
- We jointly read the text and ask questions, this time alongside the class.
- By way of homework we can ask the students to learn to talk about Canada using their own words.

Student A questions:

*What is the largest country in the world?*  
*What is the population density of Canada?*  
*What is the capital of Canada?*  
*What languages are spoken in Canada?*  
*How many provinces are there in Canada?*  
*What is the Yukon Territory best known for?*

Student B questions:

*How many people live in Canada?*  
*Where do most Canadians live?*  
*What two lakes are among the biggest in Canada?*  
*Where is French used/spoken?*  
*How many territories are there in Canada?*

## **American lakes**

Recommended grade: 7.

Object of activity: Identification of incorrect statements about American lakes and their correction

Target language: *Lake, the Arctic Circle, latitude, the Tropic of Cancer, shore (of a*

*lake), equator, longitude, to be located/situated, to lie*

Aids: Pieces of paper with sentences, bank notes, blackboard, wall map of America, school atlas of the world

Time allowed: 15 minutes

- We divide the students into three groups and give each group the same amount of money to bet with.

Note: Banknotes may be found and printed out at:

[http://homepage.mac.com/mediagroupct/learn\\_play/play-pages/m\\_money.html](http://homepage.mac.com/mediagroupct/learn_play/play-pages/m_money.html).

- We write on the blackboard next to one another, the words *TRUTH* and *LIE*.
- In a different part of the blackboard or on the wall, we place two truthful sentences and one untruthful one.
- We give the students one minute to look for the location about American lakes in the atlas. The object of the exercise is remembering as many names and locations of lakes as possible.
- The students close the atlases and groups have ten seconds to decide which of the three sentences is untrue and to bet a certain amount of money on the answer. When the time limit has elapsed, we call on one of the groups to state which of the sentences is untrue.

Note: We can write a Yes/No answer on the back of the piece of paper.

- If a group has correctly identified an untrue statement, it is awarded twice the sum of its bet; if not, it loses its bet and another group is given a chance.
- If incorrect information is found, we move the sentences into the column *LIE*.
- We continue in this way for every sentence triad.
- Lastly, the students must correct the untrue statements.

Classroom language:

*You've got one minute to look at the lakes of North and South America*

*You've got ten seconds to identify the lie.*

*If there is a mistake, write down the correct answer.*

*Which sentence is incorrect?*

*How much do you bet?*

*You win double your money.*

*You lose your bet.*

Máte jednu minutu na to, abyste se podívali na jezera Severní a Jižní Ameriky.

Máte deset sekund na to, abyste našli lež.

Pokud je tam chyba, napište správnou odpověď.

Která věta je lživá?

Kolik sázíte?

Vyhráváte dvojnásobek své sázky.

Přicházíte o svou sázku.

Supplementary activity:

Each group prepares similar triads of statements, two truths and one lie. The other groups guess which sentence is a lie.

## **The Alps**

Recommended grade: 8.

Object of activity: Plotting of data in a graph, description of a mountain climate

Target language: *Guesthouse, walker, rambler, ski lift, rescue service, to overextend, flood, rain, to cause, to overuse, mountain side*

Cross-curricular relationships: Biology

Aids: Worksheet, dictionary, blackboard or data projector

Time allowed: 15 minutes

- Pairs of students are given a worksheet with table, graphs, and sentences.
- They read sentences A-H and ensure that they have understood them. We explain certain words and provide the students with a dictionary.
- The students then study the graph and consider in which period(s) the situations described in sentences A-H may have occurred.
- They mark the events on the graph, using the letters A-H, since the sentences do not fit into the graph.
- When they have finished, they pronounce their impressions aloud, e.g.: *"I think that most hotels in the Alps will be full from December to March, because there will be a lot of snow and not much rain."* Someone might disagree: *"I don't agree. I think that... / I do not think so because..."* It would be a good idea to place an enlarged copy of the graph on the blackboard, or to use the data projector to display it.
- Lastly, the students describe the Alpine climate, based on the data in the graph and the table and explain how climate can affect tourism and the local inhabitants. The students use English if their language skills are more advanced.

Classroom language:

*Read the sentences A–H.*

*Work out where the following events could happen on your graph.*

*Put it on your graph in the place where you think it could happen.*

*Use the letters to label the events.*

*Describe the climate in the Alps.*

*Explain how the climate affects the tourist industry and local people.*

Přečtěte si věty A–H.

Rozhodněte, kde se ve vašem grafu stanou následující události.

Vložte je do grafu na místo, kde si myslíte, že by mohly nastat.

K označení událostí použijte písmena.

Popište klima v Alpách.

Vysvětlete, jak klima ovlivňuje cestovní ruch a místní obyvatele.

**Rivers of the world**

Recommended grade: 7.

Object of activity: Insertion of missing information into the table

Target language: Names of rivers, countries, and continents, numbers, grading adjectives; *river, continent, length, drainage area, square km, to pass through*

Aids: Worksheet

Time allowed: 10 minutes

- Pairs of students shall be given a table with missing information about world bodies of water; each student, however, is missing different information.
- The pairs of students take turns asking questions with the aim of finding the missing information from their classmate. They shall fill this information into their table. We check to make sure that they do not peek into their classmate's text and that they ask the questions in English.
- After all of the missing facts have been filled in, both of the students shall have an identical table. They shall compare the information.
- Based on the data in the table, the students shall form sentences, e.g.: *"The River Nile is in Africa; it's 6,695 km long, the drainage area is 2,881 km<sup>2</sup> and it passes through Sudan, Ethiopia and Egypt."*
- Finally, we can compare the length and drainage basins of individual rivers: *"The River Murray/Darling is shorter than Volga. The Amazon has got the largest drainage area of all rivers, it's 7,180 km<sup>2</sup>."*

Supplementary activity:

Na základě informací v tabulce žáci doplní věty.

*"Use the information in the table to fill in the gaps."*

The longest river in the world is the \_\_\_\_\_ .  
It is in the continent of \_\_\_\_\_ .  
It flows through \_\_\_\_\_ .

The longest river in South America is \_\_\_\_\_ .  
It is \_\_\_\_\_ km less than the Nile.

The longest river in North America is \_\_\_\_\_ .  
It drains an area of \_\_\_\_\_ .  
It is 499 km \_\_\_\_\_ than the Nile.

The River which flows through China is called \_\_\_\_\_ .

**Capital cities – word search**

Recommended grade: 6.–9.

Object of activity: Location of capital cities of the world in the word search

Target language: Names of capitals

Aids: Worksheet with word search

Time allowed: 10 minutes

- We distribute word searches to the students.
- If any students have no experience of word search, we explain how it is done. In the imaginary spaces of word search, the terms acquired from the written legends are successively crossed out in eight directions, i.e. vertically, horizontally, diagonally to the right and to the left in both directions.
- To make the word search a little more interesting, we tell the students the countries. The students must then cross out the capital of the country in the word search and in the list of capitals below the word search.

Note: The letters which remain do not form a mystery word in this word search.

Alternative:

The student that finds the largest number of words within the time limit, wins.

### **Rhymes about oceans and continents**

Recommended grade: 6.-7.

Object of activity: Learning of the names of oceans and continents using songs/rhymes

Target language: *Atlantic, Pacific, Indian, Arctic oceans, Africa, Asia, Antarctica, North and South America, Europe*

Aids: None

Time allowed: 10 minutes

- To help the students remember the names of the four oceans in English, the following rhyme can be used to help them (sung to the melody of “My Bonnie Lies Over the Ocean”):

*Atlantic is one of our oceans.*

*Pacific and Indian too.*

*The Arctic is often forgotten.*

*I'll try to remember, won't you.*

- We can use the following to remember the seven continents:

*To learn the seven continents, think of the letter A.*

*And when it comes to only one an E will save the day.*

*There's Africa, Asia, Antarctica, Americas, North and South you see,*

*Now just remember Europe, that's the one that starts with E!*

### **Atlas game**

Recommended grade: 6. – 9.

Object of activity: Use of an atlas

Target language: Names of countries, cities, mountain ranges, rivers, etc.

Aids: An atlas for each student

Time allowed: 10 minutes

- The students have a geographical atlas in front of them.
- We choose the region (river, city, country, mountain..), let the students find it first in the atlas index and then on the map. We write names that are difficult to pronounce on the blackboard.
- The first student to find the river, city, etc stands up and says: *“By George\*, I think I have found it.”* The students must not talk when searching the atlas.
- We check the answer (the student must place his/her finger on the given location on the map); and he/she receives a sticker/point.
- The students can then describe the region in greater detail. If it is a city, in which country; if a river where it flows from; if a mountain, where it lies and how high it is, etc.
- The students close their atlases, place their hands on their heads, and we shall allocate the next region.
- When every student has received five stickers/points, he/she ceases to not compete, but rather helps the instructor to check the answers of the other students.

\* expression used to make a promise or to express surprise

Classroom language:

*Close the atlas, and put your hands on top of your head.*

*Search for...*

*Don't talk (during the search).*

*Here is your sticker.*

*Please help me check the location.*

*I think I've found it.*

*Which country does the city lie in?*

*Where does the river flow through?*

*How high is the mountain?*

Zavřete atlasy a dejte ruce na hlavu.

Vyhledejte...

(Během hledání) nemluvte.

Zde je tvá nálepka.

Prosím pomoz mi zkontrolovat lokalitu.

Myslím, že jsem to našel/a.

Ve které zemi město leží?

Kudy řeka protéká?

Jak je ta hora vysoká?

## **Global balloons**

Recommended grade: 6.

Object of activity: Practice of determination of geographical latitude and longitude, acquisition of knowledge of continents and oceans

Target language: *Latitude, longitude, continents, oceans, equator, prime meridian, Tropic of Cancer, Tropic of Capricorn*

Aids: Round blue balloons, permanent markers, string/thread, globe/atlas

Time allowed: 20 minutes

- We divide the students into groups of 2 or 3.
- We ask the students to blow up the balloons: *“Blow up the balloons.”*
- The students then draw the equator, the prime meridian, the Tropic of Cancer and the Tropic of Capricorn on the balloons (the tied end of the balloon is the top): *“Draw the equator, the prime meridian, the Tropic of Cancer and the Tropic of Capricorn on your balloons. This is the top.”*
- When they have finished, they draw the continents and oceans and write their descriptions (as in an atlas or on a globe): *“Draw and label the continents and oceans on your balloons.”*
- Instead of using a tie, we wind a piece of string or thread round the tip of the balloon and use it to hang the balloon from the ceiling.
- We can then use them as a topic of conversation (travel, what interesting facts do they know about oceans and continents, tropics, etc.) or for decorating the classroom.

### **The best in the World**

Recommended grade: 6.

Object of activity: Working with tables

Target language: 3. degree of adjectives, geographical names, ordinal numerals

Aids: Worksheets, tables: World in numbers (*School Atlas of the World*, Cartography 1998)

Time allowed: 10 minutes

- Each student is given a worksheet and can work on the assignment on his/her own, or in a group. Each group has a table in which it can look for the required information.
- Lastly, we jointly check the completed information.
- The group which worked the most rapidly and completed everything correctly is rewarded.

Alternative:

We can modify the content of the worksheet. Adjectives can be written in the first degree only; the students create the additional degree required.

The worksheet may be drawn up in Czech and the students have to interpret it in English.

**Production development line**

Recommended grade: 9.

Object of activity: Study of the Czech Republic agriculture, working with databases, search for information in English

Target language: See instructions, substantive and non-substantive nouns

Cross-curricular relationships: ICT

Aids: Computer with internet access

Time allowed: 15 minutes for acquiring and processing data for the next lesson

- We divide the class into pairs.
- Individual pairs receive instructions either on the worksheet or in an e-mail. We decide whether the instructions should be in English or in Czech according to the linguistic abilities of the students in the class.
- The teacher functions as the guide or an adviser.
- The students realize that new vocabulary is needed for the acquisition of the information needed for implementing the task. They can submit the completed task in digital, printed, or written form. Students with more advanced linguistic skills can try commenting on the graph in English.

*Commodities:*

hovězí maso (*beef*), kuřecí maso (*chicken*), vepřové maso (*pork*), kravské mléko (*cow's milk*), sýr (*cheese*), kukuřice pěstovaná na zrno (*maize (BE)/corn (AE) grown for seeds*), pšenice (*wheat*), žito (*rye*), oves (*oats*), ječmen jarní (*spring barley*), mák (*poppy*), řepka olejka (*rapeseed*), řepa cukrovka (*sugar beet*), brambory (*potatoes*), jablka (*apples*), cibule (*onions*), meruňky (*apricots*), broskve (*peaches*)

- 1) *Choose three commodities and study their production.*
- 2) *On <http://faostat.fao.org/> find data about your chosen commodity.*
- 3) *Create a timeline from 1990 up to the present day.*
- 4) *Chart the production of your commodity during this time.*
- 5) *Compare your graphs with some other countries; find a country with similar production levels.*
- 6) *Try to make sentences about your graphs.*

## **Population density – oral presentation**

Recommended grade: 8.

Object of activity: Processing of population density data of European countries, working with databases, searching for information in English

Target language: Names of countries; *population density, population, surface area of a country*

Cross-curricular relationships: ICT

Aids: Computer with internet access

Time allowed: 10 minutes for collection of data, additional time for their processing for the next lesson

- The working teams will consist of pairs.
- Each pair must process the population density data of specific regions. They must collect population density data from web pages in English.
- A pair creates a commentary for the cartogram in English and presents it to the class in a two-minute presentation.

Regions of Europe: Northern, Eastern, Southeast, Southern, The Alpine countries, Central, Western.

Other possible groups of countries: OECD countries, members of NATO, former countries of the USSR, countries based on language groups.

- 1) Find out which countries belong to the selected region.
- 2) Search for the latest data on the surface area of the region and the population size on <https://www.cia.gov/library/publications/the-world-factbook/>.
- 3) Calculate the population density of each state and the average for the whole region.
- 4) Make a cartogram/map of the population density of the given region.
- 5) Make sentences about differing population densities in the region and compare the data to the world average.

### **Blank map of Europe**

Recommended grade: 8.

Object of activity: Location of a country on a blank map of Europe, listening and understanding

Target language: See characteristics of countries below

Aids: Blank map of Europe, atlas of Europe/wall map of Europe

Time allowed: 10 minutes

- We divide the students into teams (the number of students in a group is based on the total number of students in the class).
- We place an enlarged copy of a blank map of Europe on the blackboard/wall at appropriate distance from one another, providing a copy for each team.
- We ask the students to read the brief description of the country's characteristics, and after a short team discussion, one of its members runs to the blank map and writes the name of the country in the correct place. It is a matter of speed and accuracy (spelling and grammar do not matter).
- We continue in this way in respect of the other countries.
- When the maps have been completed, we jointly check them and we can use an atlas or wall map. We award the teams one point for every correct answer.
- Lastly, we check the spelling of the names of the countries and jointly correct any mistakes .

Classroom language:

*Listen carefully.*

*I'm going to read a sentence.*

*You must identify the country that I'm reading about.*

*Run to the map and write the name of the country in the right place.*

Pozorně poslouchajte.

Přečtu větu.

Musíte poznat stát, o kterém čtu.

Utíkejte k mapě a запиšte jeho jméno na správné místo.

1. It is situated in the south of Europe, the capital is Tirana. (Albania)
2. It is a country known for its polders, large artificially reclaimed areas below sea level. (The Netherlands)
3. There are thousands of lakes and islands in this country. (Finland)
4. It is the westernmost country in which the bulk of the population is Slavonic. (Czech Republic)
5. In this country, famous chocolate truffles (pralinky) are made. (Belgium)
6. A country known for having tea at five o'clock. (Great Britain/The United Kingdom)
7. Country with the highest number of volcanoes in Europe. (Iceland)
8. Country with the highest production of nuclear energy. (France)
9. The shape of this country resembles a female boot. (Italy)
10. What countries are located in two continents? (Egypt, Turkey, Russia)

## **What country is it?**

Recommended grade: 8.

Object of activity: Location of information, guessing the name of a country and its capital

Target language: Names of countries and cities; forming questions

Aids: Cards with countries and their capitals

Time allowed: 20 minutes

- Each student draws either a card with the name of a country, or a card with the name of the capital (if there is an odd number of students, the instructor participates).
- The students wander freely round the class and ask their classmates for information about the name on their card, so that a country finds its capital or a capital its country. They must not ask directly for the name and they must not show the piece of paper to anyone (conversation shall be in English only).
- When the correct pairs meet one another, the students sit in their benches and jointly write five questions on a sheet of paper on the basis of which it will be easier to find the cities and countries, e.g. 1. Does this country lie in Europe?, 2. Does this country have a cross in its flag?, 3. Did the Vikings ever live in this country?, 4. Does the ABBA band come from this country?, 5. Does the Nobel Prize Academy reside in this country? (relates to Sweden).
- They then sort the questions into a descending order (from the most difficult to the easiest) and note the answers.
- When all the students are seated in their benches, the second stage of the game begins. Pairs of students successively read their questions aloud to the class and the others write down their answers.
- Lastly, they state what country it involved. The pair of students which has given the largest number of correct answers, wins.

### Classroom language:

*Take one card.*

*Walk around the classroom and make a country and capital pairing.*

*Don't show your card to anybody.*

*Write down five questions that you can ask when searching for a capital or a country.*

*Order the questions from the most difficult to the easiest.*

*Read out the questions, please.*

*Write down the answers.*

*Which country is it?*

*Vezměte si jednu kartu.*

*Chodte po třídě a utvořte páry hlavní město-stát.*

*Nikomu svou kartu neukazujte.*

*Napište pět otázek, na které se můžete ptát při hledání hlavního města nebo země.*

*Seřadte otázky od nejtěžší po nejlehčí.*

*Přečtete otázky, prosím.*

*Napište odpovědi.*

*Který je to stát?*

## **The secret of the European smile**

Recommended grade: 8.

Object of activity: Matching of concepts and countries

Target language: Names of European countries; *truffles, island country, Pope, bullfights, the Danube, olives, pasta, The Eiffel Tower, Chernobyl, The Puszta*

Aids: Worksheets/diagrams based on the number of students in the class, atlas, blackboard, small magnets (paper circles)

Time allowed: 15 minutes

- We place a blank map of Europe of adequate size on the magnetic board and place small magnets on it, as shown in the map below. If we do not have a magnetic board, we attach a map to an ordinary blackboard or wall using self-adhesive putty and e.g. coloured paper circles instead of magnets. We place small ovals carrying concepts round the blank map (there should ideally be a concept for every student in the class).
- The students successively go to the board, choose a concept and match it to the country to which it is related. A concept may be only joined to one small magnet on the map.
- When they have matched the concept correctly, they write the name of the country into the oval below the concept and explain in English what the concept means and what country it is associated with, e.g.: "*Truffles are creamy chocolate sweets from Belgium.*"

### Classroom language:

*Choose a bubble.*

*Which country does the word relate to?*

*Match the word to a country.*

*What are truffles?*

*Explain it in English, please.*

Vyber si bublinu.

Se kterou zemí souvisí daný pojem?

Přiřaď pojem k zemi.

Co jsou *truffles*?

Vysvětli to v angličtině, prosím.

### Alternative:

The exercise can be conducted as a contest between teams. Each team has its own map and concepts and the team which correctly matches the concepts and the countries first, wins.

### Supplementary activity:

The students may find details and interesting facts, e.g. about the history of pralines, pasta (legend has it that Marco Polo brought them back from China), events in Chernobyl, etc.

## Typical Europe

Recommended grade: 8.

Object of activity: Allocation of a characteristic trait to a country, review of general knowledge

Target language: Names of countries

Aids: Blank map of Europe, cards with pictures and jokers, top hat or bag

Time allowed: 15 minutes

- The students sit in a circle, in whose centre we place a large blank map of Europe. We place a deck of cards face down, next to the maps so that the students cannot see what is on the cards. We include some jokers among the picture cards.
- The students successively take cards from the deck. They name the pictures and match them to the country they think relates to them. If a student's linguistic skills allow, he/she can try to justify them. For example: "*This is a Viking. The Vikings came from Scandinavia*" and place the card on the map where the Scandinavian countries are marked.
- When someone gets a joker, they must answer the question (see examples below). The questions are set by the instructor, the other students or a particular student pulls them out of the hat, or the bag. The student who fails to name a picture, or the student who matches a picture incorrectly, also draws a question.

### Classroom language:

*Take a card from the top.*

*What's on the card?*

*Which country does it belong to?*

*Why do you think so?*

*Place the card on the country.*

*Ah, you've got the Joker.*

*Pick a question.*

Vezmi si kartu svrchu.

Co je na kartě?

Ke které zemi to patří?

Proč si to myslíš?

Polož kartu na danou zemi.

Máš žolíka.

Vytáhni si otázku.

### **Joker:**

*What's the capital of...?*

*Where are olives grown?*

*What languages are spoken in Switzerland?*

*Who was Marco Polo?*

*What's the Czech name for the Thames?*

Jaké je hlavní město...?

Kde jsou pěstovány olivy?

Jakými jazyky se mluví ve Švýcarsku?

Kdo byl Marco Polo?

Jak zní v češtině Thames?

## **Weather forecast**

Recommended grade: 6.

Object of activity: Search for information in English, practice and presentation of weather forecasts, development of cooperation

Target language: *Temperature, showers, wind speed, pressure, cloudless, clear, cloudy, overcast, drizzle, snow, fog....*

Cross-curricular relationships: Physics, biology, ICT

Aids: Video player, computer, data projector (or notebook)

Time allowed: 3-minute presentation per person, home preparation

- We encourage the students by showing them a weather forecast, first in Czech and then in English. The teacher can demonstrate the forecast.
- We divide the students into groups such that each member can work independently with the other groups (12 students – 4 groups of 3 members, 20 students – 5 groups of 4, etc.). If we have a different number, two students can teach in the group.
- For the presentation, the public should be seated on two benches pushed together (islands).
- The students determine and then present the data of a weather forecast at a selected global location in <http://www.bbc.co.uk/>.
- Each group prepares a weather forecast for the location in question for the following day.
- Each group member must learn key words relating to weather report by his/her team.
- They make cards with symbols for graphic illustrations of changes in the atmosphere.
- Before the presentation, the instructor familiarizes the audience with the words which appear in the forecast.
- He/she then presents the weather forecast.
- The groups try to understand the presentation. We can then ask a member of the audience for a brief interpretation.

Key words:

**temperature, showers, wind speed, pressure, cloudless, cloudy, overcast, drizzle, snow, fog....**

## **Words around us**

Recommended grade: 8.-9.

Object of activity: Work with [www.mapy.cz](http://www.mapy.cz) , [www.maps.google.cz](http://www.maps.google.cz) or with the programme Google Earth (can be downloaded free of charge from <http://earth.google.com/intl/cs/download-earth.html>), location of objects on satellite pictures whose shape resembles large letters of the alphabet, their insertion in Office Word and the construction from them of as many English words as possible

Target language: General

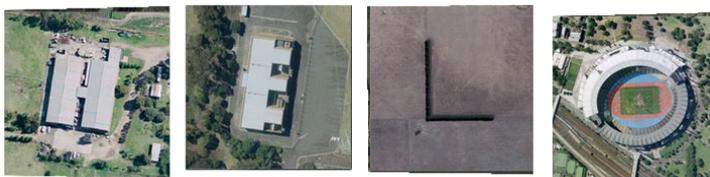
Cross-curricular relationships: ICT

Aids: Computer with internet access

Time allowed: Mini-project (collection and processing of data for approximately one week)

- We divide the students into groups of two, three, and more depending on the capacity of our school computer room.
- The students open a web page (see above). They can select any region/city in the world, where they want to look for buildings or building complexes, whose shapes resemble large capital letters of the alphabet. They click on “satellite map.”
- When they find the letter, they take a picture of the map using the Print Screen button and insert it into Office Word (or into another programme). They click on Format picture and Crop in Tools, enabling them to cut out unwanted areas of the picture., only keeping the letter.
- They can insert where the photo comes from (country, city) under the picture of the letter.
- Each member of the group looks for a different letter.
- They must assemble as many English words as possible composed of the letters discovered (analogy to the board game Scrabble). They can use the dictionary to check if a word exists.
- The group with the greatest number of real words, wins. It would be a good idea to prepare a reward for the winning team.

### Demonstration:



Source: <http://rhetttdashwood.com.au>.

## **Isohypsies of Europe**

Recommended grade: 8.

Object of activity: Review of knowledge of isohypsies of Europe, to improve atlas-related skills

Target language: *Volcano, island, sea, the Arctic Circle, altitude (above sea level) mountains/mountain-range*

Aids: School atlas, worksheets, dictionaries

Time allowed: 15 minutes

- We divide the students into groups of four.
- Each group receives a worksheet in English. The students implement the task using their knowledge of English and intuition. This process endeavours to expand their vocabulary.
- The group which implements the tasks on the worksheet correctly, first wins.
- Lastly, we jointly we go through the correct answers.

## Europe – quick quiz

Recommended grade: 8.

Object of activity: Repetition of Europe-related study material via questions

Target language: See questions

Aids: Cards with questions

Time allowed: 10 minutes

- We sketch a table on the blackboard, mark the columns with the letters of the alphabet and the rows with numbers. We then place the cards with questions in the table face down.
- The students divide into teams and one of the teams chooses a random question number, e.g. 2C.
- The instructor reads the question and the team has 30 seconds to answer either YES or NO. If it answers correctly within 30 seconds, we take the question down from the blackboard and place the symbol belonging to the team in its place, e.g. a cross. If the group fails to answer within the time limit or if it answers incorrectly, the question stays on the blackboard, face up. The next team cannot select it because the answer is already obvious (there are only two possibilities).
- When all of the questions are exhausted, we award the number of correct answers to each team. The team which gave the highest number of correct answers wins.
- Lastly, we review the questions and answers or extend them by additional information.

### QUESTIONS:

1. Lze se lodí přepravit z Baltského do Kaspického moře? Yes  
***Is it possible to go by boat from the Baltic Sea to the Caspian Sea?***
2. Vládne v Lichtenštejnsku velkovévoda? No  
***Does a grand duke reign in Liechtenstein?***
3. Pochází lego z Dánska? Yes  
***Does Lego come from Denmark?***
4. Když projíždíte celým Ruskem, musíte si více než desetkrát posunout hodinky? No  
***When you travel through the whole of Russia, do you have to change the time on your watch more than 10 times?***
5. Pocházel Alfréd Nobel ze Skandinávie? Yes  
***Did Alfred Nobel come from Scandinavia?***
6. Je Karel Marx pochován v Londýně? Yes  
***Is Karl Marx buried in London?***
7. Je v části Skandinávie v jistých měsících úplná tma? No  
***Is it completely dark in a part of Scandinavia in certain months?***
8. Leží Island za polárním kruhem? No  
***Is Iceland situated inside the Arctic Circle?***
9. Leží největší evropský ledovec v Alpách? No  
***Is the biggest European glacier situated in the Alps?***
10. Je největší Evropské jezero v Rusku? No

- Is the largest European lake in Russia?***
11. Podle některých amerických geografů je nejvyšší horou Evropy Elbrus? Yes  
***Is Elbrus the highest mountain in Europe according to some American geographers?***
  12. Je v Černém moři voda slaná? Yes  
***Is the water in the Black Sea salty?***
  13. Protéká Dunaj Německem? Yes  
***Does the Danube flow through Germany?***
  14. Navrhl Eiffelovu věž a Sochu Svobody stejný architekt? Yes  
***Is the architect who designed the Eiffel Tower the same architect who designed the Statue of Liberty?***
  15. Je dlouhodobě nejchladnějším měsícem v ČR prosinec? No  
***In long term trends, is December the coldest month in the Czech Republic?***
  16. Náleží Finsku více než desetkrát víc ostrovů než Řecku? Yes  
***Does Finland have more than 10 times the number of islands than Greece?***
  17. Vládne v Lucembursku prezident? No  
***Does Luxemburg have a president?***
  18. Mluví se ve Švýcarsku čtyřmi úředními jazyky? Yes  
***Are four official languages spoken in Switzerland?***
  19. Žije většina portugalsky mluvících obyvatel v Evropě? No  
***Do most native Portuguese speaking people live in Europe?***
  20. Je nejvyšší vrchol Uralu vyšší než naše nejvyšší hora? Yes  
***Is the highest peak of the Ural mountains higher than the highest mountain in the Czech Republic?***
  21. Sousedí Slovensko s Rumunskem? No  
***Does Slovakia border Romania?***
  22. Má Wales větší rozlohu než Skotsko? No  
***Is Wales larger than Scotland?***

Alternative:

We can give the questions to each student. They attempt to answer them individually as quickly as possible.

## **Religious pilgrims**

Recommended grade: 9.

Object of activity: Introduction to world religions

Target language: *Pray, religion, religious, Mecca, Ramadan, pilgrim*

Cross-curricular relationships: Civics

Aids: Cut-up card with concepts, pebbles/toothpicks/beads, etc.

Amount of time: 15 minutes

- We first move the bench(es) to the wall so that the students have a free space in which to move about. The classroom represents the world.
- The students shall draw pieces of paper with concepts relating to world religions. They read what is written on the card, but do they do not show it to the others.
- The students also receive 5 toothpicks/pebbles etc.
- The students walk round the classroom and speak English with the passers-by, e.g.: "The followers of my religion live mainly in India" or: "Today I already prayed in the direction of Mecca, what about you?", "Today is a beautiful day of Ramadan. Have you eaten today?", "Do you like ham? Have you eaten beef yet?", "Where will you go carolling?" We use these questions to try and determine which religion the follower/classmate adheres to.
- If they think that they know the correct answer, they try guessing. If they guess correctly, they are awarded a pebble; a mistake will cost them a pebble. If they meet someone of the same religion, they wander through the world together.
- At the end of the game, groups are formed in the class according to individual religions, for which points are counted.

Note: In the easier version, the English words appear on the cards only and the students can communicate in Czech. We gain interesting feedback if we repeat this task after the study material has been covered.

### Classroom language:

*The people of this religion mainly live in India.*

*Today I prayed towards Mecca. How about you?*

*Such a lovely Ramadan. Have you eaten today?*

*Do you like ham?*

*Have you ever eaten beef before?*

*Where are you going carol singing?*

Lidé tohoto vyznání žijí převážně v Indii.

Dnes jsem se modlil k Mekce. Co ty?

To máme dnes ale pěkný Ramadán. Jsi dnes najedený?

Máš rád šunku?

Jedl jsi už hovězí?

Kam půjdeš koledovat?

## **The secret of the longest day**

Recommended grade: 6.

Object of activity: Review of the order of days based on their length, disclosure of the mystery word

Target language: Months, numerals

Aids: Cards with date sequences

Time allowed: 10 minutes

- We fasten cards on the wall. Each card has three dates written on it. It is important that they should be legible and sufficiently large.
- The students look for the longest day of the three. Below the dates are letters which on the correct selection of the longest day disclose the mystery word. The students also record the letter under the longest day of the three.
- When they have finished, the students sit down and decode the mystery word.
- The person who discloses the mystery word first, wins.

### Classroom language:

*Find the longest day out of the three dates.*

Ze třech dat najděte nejdelší den.

*Copy the letter that is written under the longest day.*

Napište si písmeno, které je napsané pod nejdelším dnem.

*What's the solution?*

Jaká je tajenka?

Note: The solution is found in the first column, but the letters should be rearranged at random.

## **What country do you have?**

Recommended grade 7.

Object of activity: Determination by questioning what country our classmate has, knowledge of working with information

Target language: Formulation of questions; *to be situated/located, lie, flow through, language, sea, ocean, earthquake, volcano, river, mountains, seashore*

Aids: Cards with names of countries, blank sheets of A4 paper, writing materials, base plates as support are ideal, bag

Time allowed: 30 minutes

- As an introduction to this game, we talk to the students about countries of South and North America, which were already covered. The students contribute to the discussion with their own experience and knowledge of the country in question.
- We distribute sheets of blank paper to the players.
- For the purpose of this game, we tell the students the countries, which the players write on a blank sheet of A4 paper.
- We explain to the students how the game will proceed, namely that each player draws a country and determines which countries the other classmates have, using identifying questions. It would be a good thing to discuss/provide examples of sentences to be used and to write useful words on the blackboard, e.g. Does this country lie by the sea? Do they speak Spanish in this country? Is this country in Europe? Does this country lie on the Pacific coast? Etc.
- The students shall prepare questions, writing these sentences on paper. The questions may only be declaratory, with an expected answer Yes or No. Each person shall only ask three questions. We give the students approximately 10 minutes for this preparatory stage.
- In the next stage, we spread cards with names of countries which we prepared in advance on a table (they may be drawn from a bag). The students take turns to draw a card. They read the name of the country and keep it to themselves.
- The students wander freely about the classroom and engage in conversations with classmates about their countries. They make notes about the acquired information. When a student has succeeded in determining what country his/her classmate has, they record his/her name on their sheet of paper against the name of the country.
- If the game begins to falter, we can allow the students to ask questions in Czech.
- The students return to their seats to check their answers. The instructor reads out the individual countries and asks the class who had them.
- Lastly, we jointly go through the questions which the students had asked and note the good ones, i.e. the questions that were appropriately posed.

Countries used:

**Panama**

**Venezuela**

**Germany**

**France**

**Brazil**

**Russia**

**Cuba**

**Jamaica**

**Chile**

**Bolivia**

**The U.S.A**  
**The UK**  
**Argentina**  
**Mexico**  
**Canada**  
**The Czech Republic**  
**Egypt**

**Peru**  
**Ecuador**  
**Poland**

Classroom language:

*Is this country situated by the sea?*

*Does the River Amazon flow through it?*

*Are there active volcanoes?*

*Do they speak Spanish in this country?*

*Is the country in South America?*

*Is it a rich country?*

*Are there any rain forests?*

*Is the Pacific Ocean located off this country's shores?*

Leží tato země u moře?

Protéká tudy Amazonka?

Jsou tam aktivní sopky?

Mluví se v této zemi španělsky?

Je tato země v Jižní Americe?

Je to bohatá země?

Jsou tam deštné pralesy?

Nachází se tato země na pobřeží Tichého oceánu?

## Scrambled waters

Recommended grade: 7.

Object of activity: Review of the waters of South America

Target language: *Drake Passage, Panama Straits, The River Amazon, Orinoco River, Paraná River, The Atlantic Ocean, The Pacific Ocean, The Gulf of the Rio de la Plata, The Gulf of Venezuela, The Caribbean Sea*; using the definite article in front of geographical names, or a preposition, global directions, other geographical names

Aids: Worksheets

Time allowed: 10 minutes

- We divide the students into groups of four. Each student is given a worksheet
- Geographical names are scrambled in the frames. They need to be unscrambled and correctly marked on the map. Each group member is responsible for one frame. Note: Should the students not be able to advance towards their destination, they can secure help by searching in the atlas.
- The fastest group wins, but their answers must also be correct.
- We jointly check the answers and show the waters on the wall map.
- The students try at first to mark certain articles with the names.
- We check the answers and summarise the rules of using articles with the geographical names of waters (in the mother tongue).

Classroom language:

*The names of several South American waters are mixed up.*      *Názvy několika vodstev Jižní Ameriky jsou pomíchány.*

*Can you solve it?*

*Dokážete je rozluštit?*

*Mark them on the map.*

*Označte je na mapě.*

*You can use an atlas.*

*Můžete použít atlas.*

Correct answers:

**the** Drake Passage

**the** Panama Canal

**the** Amazon (River)

**the** Orinoco (River)

**the** Paraná (River)

**the** Atlantic (Ocean)

**the** Pacific (Ocean)

**the** Gulf of the Rio de la Plata

**the** Gulf of Venezuela

**the** Caribbean Sea

Rules: The definite article *the* is used with names of rivers, seas, oceans, channels, and gulfs. We do not use any article with the names of lakes.

Supplementary activity:

If the students have good linguistic skills, they also specify where the waters are located.

## **Countries and capitals of South America**

Recommended grade: 7.

Object of activity: Determination of the country and its capital, based on a description

Target language: See worksheet

Aids: Worksheet, wall map

Time allowed: 15 minutes

- The students divide into several teams.
- Each team receives a table in English together with a map. The table with text is cut up and each team designates and marks one country, i.e. the students divide the work, rather than have the whole team searching for one country.
- They write in the name of the country in English, its capital city, and mark the country with a number on the map.
- The team which finds all the countries and their capitals first, wins.
- Lastly, we jointly check the answers. We read the description in chorus, then ask a student to pronounce in one sentence the name of the country and of its capital. An answer may for example be: *“This country is called (Ecuador), and its capital is Quito.”* Another student goes to the map and points out the country.

Classroom language:

*Write down the name of the country and its capital.*

*Mark the country on the map.*

Napište název státu a jeho hlavní město.

Označte stát na mapě.

Correct answers:

1:Ecuador capital: Quito
2:Paraguay capital: Asunción
3.Brazil capital: Brasilia
4.Venezuela capital: Caracas
5.Chile capital: Santiago
6.Columbia capital: Bogota



Supplementary activity 1:

The students fill in the text using the expressions in the box below.

south	equator	longitude	latitude	bathes	shores
		lies	passes through		

- 1 The sea is .....of the city.
- 2 The .....divides the Earth into its northern and southern hemispheres.
- 3 Tuva lies between 89 degrees and 100 degrees east ....., and 49 and 53 degrees north .....
- 4 Panama .....between Costa Rica and Columbia.
- 5 The Mediterranean Sea .....the .....of Italy, Spain and Portugal.
- 6 The Tropic of Capricorn .....Australia.

Correct answers:

- 1 The sea is SOUTH of the city.
- 2 The EQUATOR divides the Earth into northern countries and southern countries.
- 3 Tuva lies between 89 degrees and 100 degrees east LONGITUDE, and 49 and 53 degrees north LATITUDE.
- 4 Panama LIES between Costa Rica and Columbia.
- 5 The Mediterranean Sea BATHES the SHORES of Italy, Spain and Portugal.
- 6 The Tropic of Capricorn PASSES THROUGH Australia.

Supplementary activity 2:

The students must use the following words in a story: *Tropic of Capricorn, the Atlantic Ocean, bathe (omývat), south of the equator, the fortieth degree of west longitude.* The instructor chooses the words.

## **IRN of South America**

Recommended grade: 7.

Object of activity: Insertion of the name of the country into a blank map and allocation of the correct IRN

Target language: *International registration number (IRN)*, names of countries in South America

Aids: Worksheet, blank map of South America, atlas, scissors

Time allowed: 10 minutes

- Initially we talk to the students about the meaning of international registration numbers. \*)
- We divide the students into smaller groups.
- Each group receives a blank map of South America (<http://www.zemepis.com/smjiznia.php>) and a worksheet, from which they cut out all boxes and the IRN (we can cut them out and laminate them in advance).
- Individual groups compete with one another, which team can correctly place the cards with the name of the country, IRN and the characteristic symbol into the blank map first. They can first create a triad from the cards associated by meaning. After filling them in correctly, they use an atlas as an aid. Countries with an "R" (Republic) in front of the first letter of their name are Chile and Argentina; we mention this because Switzerland (CH) and Austria (A) also use a similar system.
- Lastly, we jointly check the answers. The students try to speak in coherent sentences, e.g.: "*The international registration number CO is for/belongs to Colombia. This country grows and exports coffee.*" They show the country on the wall map.

### Classroom language:

*Cut out the boxes.*

*Place each pile of cards*

*in the correct place on the empty map.*

*The international registration number CO is for/belongs to Colombia.*

*This country grows and exports coffee.*

Nastříhejte rámečky.

Umístěte každou skupinu kartiček na správné místo do slepé mapy.

MPZ CO je Kolumbie/patří Kolumbii.

Tato země pěstuje a vyváží kávu.

**\*)International Registration Number (IRN)** designates the country in which the motor vehicle was registered. An international registration number consisting of one to four letters, has been assigned to every member-country of U.N. These letters must be marked on the vehicle in black letters on a white background and be elliptical. An international registration number may assume one of several forms, e.g. shape of an elliptical table of metal or self-adhesive elliptical sticker or even a graphical design using colours (white, black) on the vehicle body. The international registration number is always placed on the back of the vehicle.

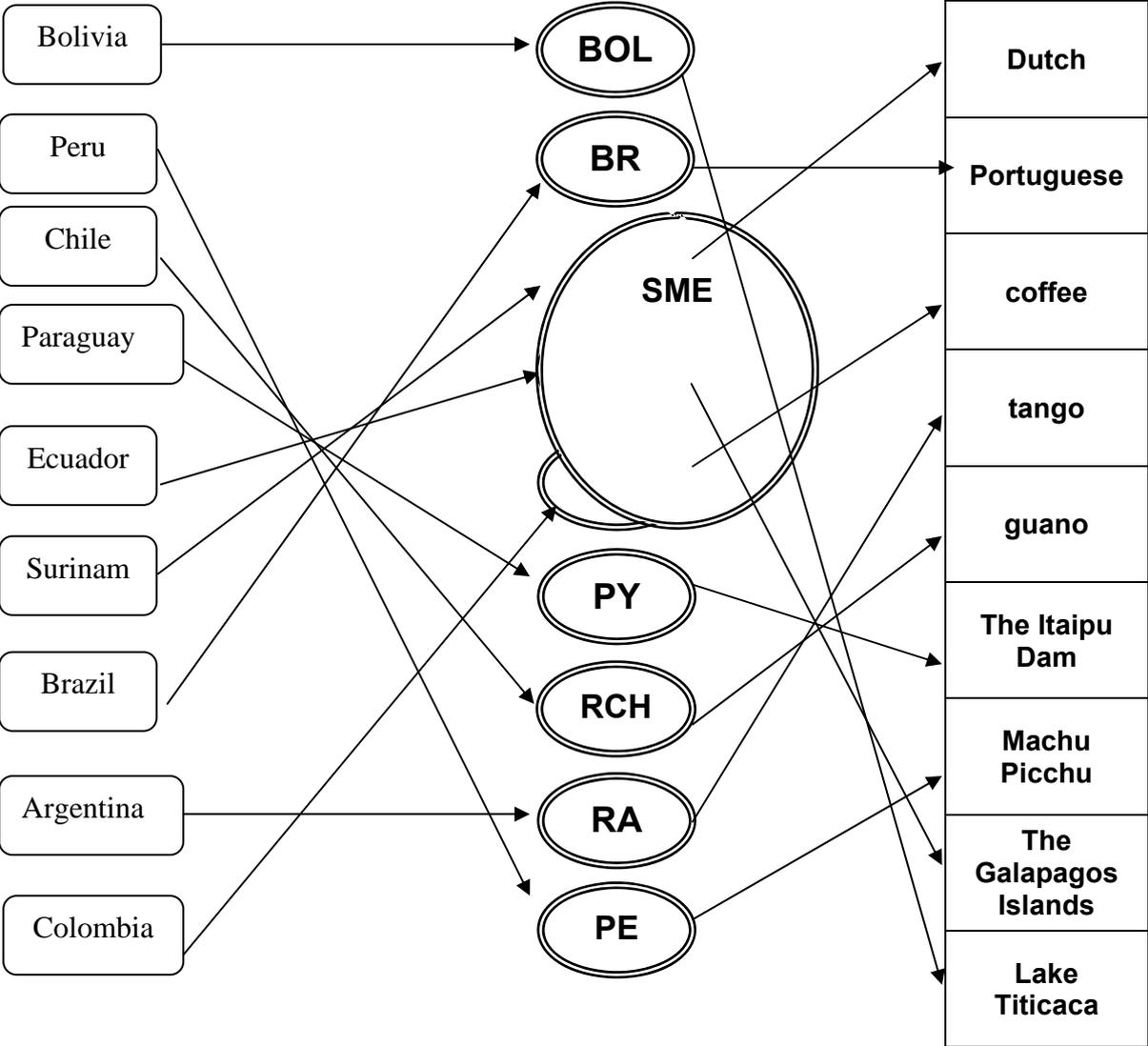
### Alternative:

We create a large blank map of South America and place it on the wall. We cut up all of the cards and distribute them to the students one by one. The students must create triads of: country name –IRN – characteristic symbol, i.e. they walk round the classroom and look for their counterparts. When they have found them, they go to the blank map and place the cards on it, e.g. on the territory of Colombia, they place the name of the country Colombia, CO, and coffee. They may use the atlas as an aid.

Supplementary activity:

We place the IRN next to one another and the students try to form as many words from them in English as possible.

Correct answers:



## **Fauna and Flora of Asia**

Recommended grade: 8.

Object of activity: Vegetation/natural landscapes of Asia, creation of word pairs

Target language: Geographical names, the terms fauna and flora

Cross-curricular relationships: Biology

Aids: Worksheet, pocket dictionaries, atlas

Time allowed: 10 minutes

- The students work individually, or in pairs. They must arrange words into correct pairs, i.e. plant or animal and the natural habitat.
- The students have the specific regions of occurrence of each animal or plant available to them as an aid .
- As an optional aid (at the instructor's discretion), we can hang several enlarged copies of the vocabulary (see below), in which the types of natural habitats, animals, and plants are translated.
- The students may walk freely round the classroom and find the meanings of words, or they can first search the atlas for the natural habitats.

### **VOCABULARY:**

<i>temperate coniferous forest (taiga)</i>	jehličnatý les mírného pásu (tajga)
<i>forest-tundra</i>	lesotundra
<i>temperate deciduous forest</i>	listnatý les mírného pásu
<i>monsoonal forest</i>	monzunový les
<i>polar landscape</i>	polární mrazová krajina
<i>desert</i>	poušť
<i>semi-desert</i>	polopoušť
<i>prairie</i>	prérie
<i>temperate mixed forest</i>	smíšený les mírného pásu
<i>steppe</i>	step
<i>savanna</i>	savana
<i>Mediterranean region</i>	středozemní oblast
<i>tropical rainforest</i>	tropický deštný les
<i>tropical forest</i>	tropický les
<i>permanently glaciated landscape</i>	trvale zaledněná krajina
<i>tundra</i>	tundra
<i>reindeer</i>	sob
<i>lichen</i>	lišejník
<i>moss</i>	mech
<i>bamboo</i>	bambus
<i>cedar of Lebanon</i>	cedr libanonský
<i>Przewalski horse</i>	kůň Převalského

Correct answers:

reindeer ... .. tundra  
Indian elephant ... .. monsoonal forest  
giant panda ... .. tropical forest  
Przewalski horse ... .. steppe  
camel ... .. semi-deserts / desert  
orangutan ... .. tropical rainforest  
Siberian tiger ... .. taiga  
Cedar of Lebanon ... .. Mediterranean region  
lichen/moss ... .. tundra  
bamboo ... .. monsoonal forest / tropical rainforest

## **Tour guide of US national parks**

Recommended grade: 8.-9.

Object of activity: Acquisition of and processing in writing of information about US national parks and presentation of the findings, teamwork, division of tasks within the team

Target language: Vocabulary relating to US national parks

Cross-curricular relationships: ICT

Aids: Computer with internet access

Time allowed: One week for the acquisition and processing of data

- We divide the students into teams based on the season in which they were born., creating a summer, a winter, an autumn, and a spring team. If the groups have unequal numbers, we can reassign.
- Each team draws one national park and prepares information about it according to instructions.
- The teams are given instructions (see below) by the instructor, either directly in class or by e-mail. The instructor acts as adviser/consultant. It would also be a good thing to involve the English instructor.
- We give the students approximately a week to prepare the information. They then present their results to the class. They can enrich their presentations with photographs, maps, etc. The best presentation receives a reward; the others are also be complimented on their work.
- The students can submit the completed task in digital, printed, or written form. If possible, at least partially, we ask the English instructor to correct the students' work from the language viewpoint to provide feedback.

### **Teacher's instructions:**

- 1) Go to <http://www.nps.gov> and search for information on a chosen national park.
- 2) Find out the following:
  - a. The year it was founded in.
  - b. The area it covers (compared to Czech national parks).
  - c. The American state in which the park is located.
  - d. Why is the park protected?
  - e. The price of tickets for your class.
  - f. Basic information needed to plan the trip for our class.
- 3) Prepare a presentation on the chosen National Park which involves all team members equally.

## **The Panama Canal**

Recommended grade: 7.

Object of activity: Answering questions about the construction of the Panama Canal, based on the video

Target language: Vocabulary relating to the construction of the canal, simple past tense

Cross-curricular relationships: ICT

Aids: Computer with internet access, worksheet (suitable projector)

Time allowed: 15 minutes

- We first ask the students what they know about the Panama Canal and we jointly review its location on the map.
- We show the students a short film on the construction of the Panama Canal on <http://www.youtube.com/watch?v=J-hfGUpbqxE&feature=related> (the short document is accompanied by music and the text appears on the screen in written form).
- We ask them what information they remember after the first viewing: *“What facts can you remember?”*
- We then distribute questions about the video to the students. During the documentary, they try to record the correct answers. If necessary, we play the video twice.
- After jointly checking the answers (the students answer using complete sentences), the students try to retell the story of the Panama Canal in their own words.

### Correct answers:

- 1) The Panama Canal is 40 miles long which is approx. 64.5km.
- 2) The French started the canal.
- 3) Difficult terrain, disease and a wet climate delayed the construction.
- 4) The second builder paid \$40 million.
- 5) The U.S.A. bought the route from the French.
- 6) The canal was sold in 1903 because the French project went bankrupt.
- 7) No, the U.S.A. did not get permission from Colombia.
- 8) The U.S.A. helped organise a rebellion in Panama and sent war ships to Colombia.
- 9) The second phase of the construction began in 1904.
- 10) They stopped the spread of diseases by spraying oil over stagnant water.
- 11) The canal was opened on the 15th of August, 1914.
- 12) 5% of world trade currently passes through the Panama Canal.

## **The British Isles**

Recommended grade: 8.

Object of activity: Insertion of geographical names into the blank map of the United Kingdom.

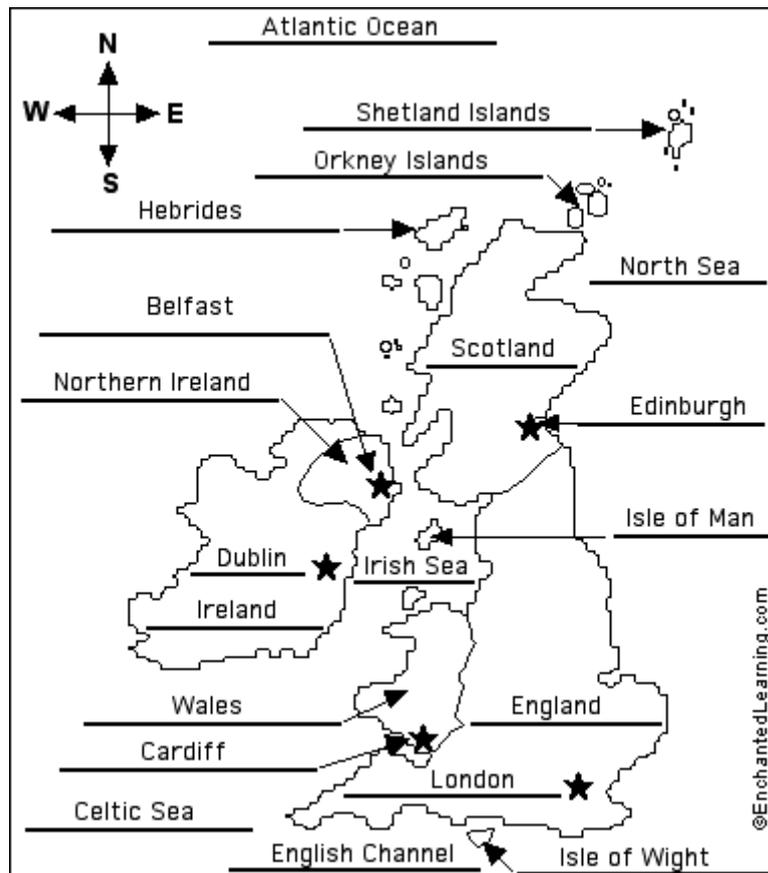
Target language: *Island, sea, capital, to separate from, to border, to be located*

Aids: blank map of the British Isles

Time allowed: 10 minutes

- We divide students into teams. If we have sufficient space in the classroom, the teams can move into various corners of the classroom. Each team is given an A3 map of the British Isles and geographical names relating to the British Isles along with description.
- Based on the description of individual objects, the students must correctly label them on the map: *“Label the British Isles on the map.”*
- The team which first correctly labels the specified objects on the map, wins.
- Lastly, we jointly check the answers.

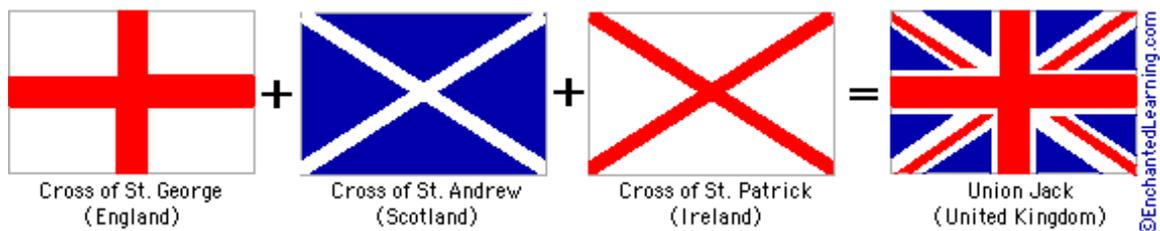
Correct answers:



Interesting fact: The British flag

The flag of the United Kingdom of Great Britain and Northern Ireland is sometimes called the Union Jack. This red, white and blue flag was first used in 1801.

The flag of the UK is a combination of the flags of England (the cross of St. George), Scotland (the cross of St. Andrew), and Ireland (the cross of St. Patrick).



## **James Cook**

Recommended grade: 6.-9.

Object of activity: Labelling on the map, on the basis of the audio description, the voyages of James Cook

Target language: *Journey, to sail, expedition, explorer, voyage*

Aids: Worksheet with world map

Time allowed: 10 minutes

- We hand out world maps on which the students draw the individual journeys of James Cook during the listening exercise. For easier viewing, they use pencil crayons.

### Script:

*James Cook was born on October 27<sup>th</sup> 1728, and died on February 14<sup>th</sup> 1779. He was a British explorer and astronomer who went on many expeditions to the Pacific Ocean, the Arctic, the Antarctic, and all over the world.*

**Cook's first journey** lasted from August 26<sup>th</sup> 1768 to July 13<sup>th</sup> 1771, when he sailed to Tahiti on the Endeavour in order to observe [Venus](#) as it passed between the Earth and the Sun. This is called the transit of Venus and it's when Venus is visible as a small black dot moving across the Sun. The time the transit took was used to calculate the distance between the Earth and the Sun more accurately. On this first journey, Cook was also searching for a large, southern continent that was thought to exist, but actually does not. Many scientists accompanied him on his voyage including the botanist Joseph Banks.

*During the expedition he sailed from Plymouth in England to Brazil, around Cape Horn (the southern tip of South America) and to Tahiti, where he arrived on April 11<sup>th</sup> 1769. He stayed there for many months in order to observe the [transit of Venus](#). He then sailed to, and named, the Society Islands, A name he chose to honour the Royal Society, the same organisation that had sponsored the trip.*

*Cook sailed to [New Zealand](#) on October the 6<sup>th</sup> 1769, where he and his crew fought with the earliest inhabitants of New Zealand, the Maori. He also mapped much of the two major islands. The strait between the two islands is now called Cook Strait in his honour and it showed that New Zealand was not part of a larger southern continent.*

*He then sailed to and mapped eastern and northern [Australia](#). His ship, the Endeavour, was stuck for a day on the Great Barrier Reef just off north-eastern Australia. The ship was damaged by coral and almost sank. The crew repaired the ship in northern Queensland at the site of present day Cook town and the mouth of the Endeavour River. They completed the repairs on the 6<sup>th</sup> of August 1770. Cook then sailed through the strait between Australia and New Guinea and reached Batavia on the island of Java on October 1770. It was here that about 30 members of the crew died from malaria (a disease carried by mosquitoes). Cook replaced these crew members in South Africa.*

*On July 13<sup>th</sup> 1771, the Endeavour returned to England after a journey of almost three years.*

**Cook's second expedition** took place between 1772 and 1775. The trip took him to [Antarctica](#) and to Easter Island on a voyage intended to show that there was no large southern continent. Cook's two ships on this voyage were the Resolution and the Adventure. Again, many scientists accompanied him on the trip.

Cook left Plymouth, England on July 13th 1772 and sailed to Cape Town, South Africa, and on to Bouvet Island, near Antarctica. This made Captain Cook the first person to cross into the Antarctic Circle. The two ships were separated in February 1773 and met again in New Zealand in April 1773. They then explored areas to the north and east of New Zealand, including Tahiti and Tonga. The ships were again separated and Cook sailed south reaching a record latitude of 71 degrees and 10 minutes (roughly 1250 miles from the South Pole). The other ship returned to England and made Captain Furneaux the first man to sail around the world from east to west. Cook then sailed from Cape Horn (the southernmost tip of South America) to the Cape of Good Hope (the southernmost point of Africa) and back to England. He arrived back in England on July 29th 1775.

**Cook's last expedition** was undertaken between 1776 and 1779. Cook was searching for a Northwest Passage above North America to Asia and he started looking from the Pacific side of this mythical route. Cook sailed from England on July 12th 1776 on the Resolution. Officers on the ship included George Vancouver and William Bligh, who would later be the captain of the Bounty, whose crew would stage a revolt.

Cook arrived in Capetown, South Africa, on October 18th 1776, and sailed to the Indian Ocean and on to New Zealand, the Cook Islands, and Tonga. While heading for Alaska, Cook sailed to and named the Christmas Islands because he arrived there on December 25th 1777. He then sailed to and named the Sandwich Islands in honour of the Earl of Sandwich, one of Cook's patrons. Cook searched for a Northwest Passage in Alaska, but was unsuccessful. He then returned to the Sandwich Islands.

The Sandwich Islands are now called the Hawaiian Islands and it was here that Cook was killed, by a gang of natives, on February 14th 1779. At the time of his death he was trying to take the local chief hostage to get the natives to return a stolen sailboat. Cook's ship returned to England without its captain on October 4<sup>th</sup> 1780.

Captain Cook was the first captain to stop the scurvy disease, which is now known to be caused by a lack of vitamin C, by providing his sailors with fresh fruits. Before this, scurvy had killed or incapacitated many sailors on long trips.