



Secondary Goes Europe

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EdGATE

Education Gate

Secondary Goes Europe

Teaching Modules for

European Regional Schooling

Secondary School Level

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PREFACE

Europe demands increasing mobility and flexibility of its citizens. People must live in the places where there is work available. When a family moves its home base within Europe in order for the parents to pursue their careers, either short-term or for a longer period, they will look for a school for their children which is able to provide these young Europeans with a problem-free transfer. Children who have to give up the familiar everyday routines of home, who change their circle of friends and their schools, should find a familiar environment at the European Regional College: with English as a common and connecting language of instruction, and with recognisable features in the school curriculum.

In the framework of the EDGATE project, teachers at the First Vienna Bilingual Middle School have chosen themes from the curriculum areas German, English, History, Art, Geography, Physics, Chemistry and Biology which are of particular significance for our young citizens of Europe.

The materials have been created for the middle years curriculum (10 – 14 year-olds) with reference to the following criteria:

- anchorage of the theme in the national curriculum
- the importance of the theme for European citizenship
- a cross-curricular approach
- a common language of instruction (English)

My thanks are addressed to Mag. Dr. Franz Schimek, Head of the European Office of the Vienna Education Board, and Stuart Simpson, Project Coordinator of EdGATE, as well as towards the Project Team of the First Vienna Bilingual Middle School who have for the past two years created, selected, adapted and piloted suitable working materials for the curriculum of the European Regional College.

Mag. Martha Hafner
Head Teacher of the VBS 10, Wendstattgasse 3

FOREWORD

The 10th district of Vienna, Favoriten, is one of the largest districts, with a significant migrant population, and an understanding of people from other nations and cultures is of particular importance for peaceful community relations.

European projects play an essential part in the nurturing of this understanding among young people. Mobility of communication, attitudes and social encounters is the foundation for the development of a European consciousness.

The Head Teacher and staff of the First Vienna Bilingual Middle School have played a significant role in this development ever since the school's foundation in 1994.

Their work is characterised by their social competence and professional expertise, as well as their enthusiasm and commitment towards a common Europe.

The building of positive relationships with the pupils is the foundation for the successful implementation of this unique school model, which has gained a high profile and recognition far beyond the borders of the school district.

The following teaching materials have been developed with regard to these principles in encounters with the pupils, and with orientation towards a European consciousness among tomorrow's adult population.

May these materials provide an impulse towards the consolidation of the European dimension in secondary schools!

Mag. Dr. Josef Pammer
School Inspector

PROJECT EdGATE

EdGATE (Education Gate) – scheduled to end in December 2007 - was a network to foster professional educational exchange between institutions and their representatives from all over Europe with the aim of strengthening economic and social cohesion. 12 partners from ten regions were involved in the project.

EdGATE was part-financed by the EU in the context of INTERREG IIIC, an ongoing programme that helps Europe's regions form partnerships to work together on common projects; by sharing knowledge and experience. These partnerships enable the development of solutions to common economic, social and environmental challenges.

In the funding period 2004-2007, 270 INTERREG IIIC projects were implemented involving 2700 local and regional actors from 50 countries.

EdGATE was one of the 270 projects.

The five components of EdGATE:

Component 1: Management and Coordination

Organisation of the project.

Component 2: Regional Implementation

Regional decision-makers cooperated to find ways and means how specific project outputs could help strengthen their regions.

Component 3: Mobility and Exchange

Regional experts met to exchange best practice models and to develop new educational concepts for their regions.

Component 4: Pilot: European Regional College (ERC)

Regional experts developed a concept for a new type of European school for the 5/6 - 18/19 year-olds (the European Regional College (ERC)) – the 'EdGATE vision'.

Component 5: Dissemination

Information and publicity measures informed an interested public about the progress and outcomes of the project.

The EdGATE Partners

There were 12 partners from ten European regions involved in the EdGATE project. Five regions were in EU Member States and five regions from so-called Third Countries. The European Office of the Vienna Board of Education was the Lead Partner (LP).

Partners:

European Office, Vienna Board of Education (AT) – (Lead Partner)

Moray House School of Education, University of Edinburgh (UK)

Cracow Pedagogical University (PL)

Federal Ministry of Education and Science, Bosnia Herzegovina (BiH)

Office for Education and Sport, City of Zagreb (HR)

Department of Education, City Assembly of Belgrade (SCG)

School Inspectorate of the County of Calarasi (RO)

Open & Distance Learning Centre, Calarasi (RO)

Main Education and Science Board, Kiev City State Administration (UA)

Ministry of Education, Science and Cultural Affairs, Mecklenburg-West Pomerania (DE)

Institute for School and Further Education, Mecklenburg-West Pomerania (DE)

State Institute for Schools, North-Rhine Westphalia (DE)

**The EdGATE Vision – MOBILITY for Europe – a MOBILE Europe -
The European Regional College (ERC)**

'Subject areas are given different priorities in different Member States. Varying emphases are placed on the context of learning at different ages and stages. Methodologies differ. Teaching and learning is embedded in different structures. Countries diverge in their linguistic and cultural histories. These cultural patterns bring a depth and richness to the dialogue at European level. They provide a strong basis for Member States to learn from one another.'

(European Commission: European report on the quality of school education. Sixteen quality indicators, 2000)

'...a strong basis for Member States to learn from one another.' This was the fundamental principle of the EdGATE project; regions from EU Member States and regions from an enlarged Europe, still not members of the EU learn from one another. This has been particularly evident in the process of developing a concept for a new type of regional European school.

Why is there a need for a new type of regional European School?

A modern united Europe needs **MOBILITY**.

The European labour market is in a process of transition. Citizens, if necessary, might have to move to other European regions. An important consideration for parents contemplating such a move is the type of schooling for their children. If families have to move to another region, they will want to find a school that, in terms of its basic concept, is similar to the one attended at home.

MOBILITY of Communication – ERC students will be perfect European ambassadors with outstanding competence in their mother tongue plus English plus another European language. They will learn to listen to others and communicate without difficulty.

MOBILITY of Thinking – ERC students will learn to be mobile in thinking, studying according to a European Curriculum and focusing on European themes in a new study field called 'European Studies'. They will learn to understand European issues and positively contribute to the region and the wider society they are living in.

MOBILITY of Interaction – ERC students will learn to work and cooperate with other European students either at their own ERC or in other European regions. They will learn to face challenges, solve problems and look for common solutions with colleagues from all over Europe.

In this context, one of the main aims of EdGATE has been to develop a new educational concept for a European Regional College (ERC) that will enable European students aged 5/6 – 18/19 to become mobile in a united Europe of tomorrow.

EdGATE Component 4: Pilot: European Regional College (ERC) - European Networking

This component represented the 'EdGATE vision' and involved the development of a general educational concept for a regional European school. This multicultural, multilingual educational initiative, which embraces the European dimension as pedagogic principle in all areas of the concept, offers a basis for a new type of regional education.

Goals of the component:

- Developing an ERC general educational concept for students aged between 5/6 - 18/19;
- Improving understanding of the connection between education and regional development;
- Improving the qualifications of young people for the regional and European job market;
- Strengthening of a European consciousness through the development of a joint model;
- Improving workforce mobility.

The ERC concept was developed in the context of four European Regional College (ERC) Conferences:

European Regional College (ERC) Conference 1

On 6-7 June 2005 Regional Experts from the EdGATE partner regions met for the first time in Vienna (AT) at the first European Regional College (ERC) Conference to exchange Best Practice models from their regions in the area of European education and to initiate the development process of a European Regional College (ERC) concept.

European Regional College (ERC) Conference 2

The same group of Regional Experts met again approximately six months later for the second European Regional College (ERC) Conference in Cracow (PL) on 7-8 November 2005 to continue the development process.

At this conference, a draft ERC concept was developed, which was later published and presented at the EdGATE Interim Conference in Vienna on 29 May 2006.

European Regional College (ERC) Conference 3

Between conferences, the Regional Experts exchanged views and opinions on the developing concept via internet and e-mail.

On 6-7 November 2006, the third ERC Conference was held in Schwerin (DE) where the interim concept was developed further.

European Regional College (ERC) Conference 4

Finally, on 23-24 April 2007 the fourth and final ERC Conference was held in Edinburgh (UK).

At this conference the final version of the European Regional College (ERC) concept was unanimously decided on and accepted by all the regions in the EdGATE project.

ERC Teaching Material

A basic aspect of any ERC will be high-quality and appropriate teaching material. The question arises: 'How to teach European competence?'

We are deeply grateful to:

The ERC Concept Pilot Implementation Team: Head Teacher and Staff of the First Bilingual Middle School (Vienna) – Ms Martha HAFNER; Ms Rebecca FEYERTAG-PRESSEL; Ms Birgit MILACHOWSKI; Ms Jennifer SUSÖY; Ms Michaela DAUERBÖCK; Mr Arturo SILVA

for their hard work, dedication and professionalism in developing exemplary ERC teaching material, which is aimed at fostering European competence.

Outlook

The ERC concept is completed and exemplary teaching material has been provided; it is hoped that regional and national education authorities in the EdGATE regions can be involved in discussions about the concept and that they will decide to establish European Regional Colleges in their countries and regions.

Perhaps other European regions, who were not partners in the EdGATE project will find the concept attractive and challenging and will decide to establish an ERC or ERCs in their regions.

The strength of the concept lies in *the extent of the Europe-wide ERC Network*.

With the opening of every new European Regional College, the EdGATE vision will come one step nearer to fulfilment:

The EdGATE Vision – MOBILITY for Europe – a MOBILE Europe

Stuart Simpson,
EdGATE Project Coordinator

INTRODUCTION

This collection of "Best Practice" materials represents one part of the work by the EDGATE partners across Europe to develop a curriculum for the European Regional Colleges. The warmest appreciation and thanks are due to the team of teachers at the Vienna Bilingual Middle School, Wendstattgasse, who developed the materials. The Head of School, Martha Hafner, worked with a team of teachers including Michaela Dauerböck, Rebecca Feyertag, Susanna Grübl, Birgit Milachowski, Jennifer Süsoy and Arturo Silva to identify areas of the standard Austrian curriculum which lend themselves particularly to the European dimension, and then to develop work modules and accompanying materials to match different areas of the Austrian lower secondary curriculum, differentiated according to language ability and learning skills.

The concept of **ANCTEDS** (**A**reas of **N**ational **C**urricula **T**eachable with a **E**uropean **D**imension) provides a useful tool with which to identify the areas which are likely to be common to many national curricula in Europe, and also to various levels in the national curricula. **ANCTEDS** were initiated back in 1995 within the **COMENIUS ACTION-3** project **"PRIMARY GOES EUROPE"**. Four national teams of primary education experts and teacher-trainers from the UK, Portugal, Germany and Austria identified many areas of the primary curriculum which could be taught with a European dimension, and grouped them into six **ANCTEDS**:

1. Living in a world of thoughts and feelings, ideas and dreams
2. Living in harmony with people around us
3. Living a healthy life
4. Looking at the world around us
5. Looking at our past
6. Living in a world of communications

It is clear that these curriculum areas and the European dimension itself could be utilised equally well at the secondary level to provide a framework to link national curricula towards a common European Regional College curriculum.

The outstanding quality of the teaching materials published here for the lower secondary level reflects the various areas of expertise possessed by members of the European Curriculum Development Working Group in Vienna. They have been selected as examples of outstanding teaching from the much larger bank of materials developed at the VBS Wendstattgasse over a number of years. The selection was made not for a homogenous group of learners, but rather in order to represent a range of different subject areas and age levels in the school curriculum, as well as different levels of language ability and skills. It encompasses language and social studies (history and geography) as well as environment, social education and art topics. The materials have been developed according to the standards identified in the Common European Framework of Languages for Listening, Reading, Writing, Interactive and Productive Speaking and are graded according to the standard scales A1 – B1, or in some cases B2 for extension activities. All have been piloted at the VBS Wendstattgasse and have been adapted to provide opportunities for differentiation for groups of pupils with varying levels of language ability.

It will be for other middle school teachers across Europe to decide when and how this treasury of materials and ideas can be implemented in a range of different situations, but the working group hopes that it will offer the necessary flexibility to fit into the varied curricula in the middle schools in different regions of Europe, and will also underline the links and common ground in the work of pupils and teachers across the continent, wherever English is used as the language of instruction.

Mag. Dr. Franz Schimek
Head of the EdGATE Project.

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1

WE, EUROPEANS

AUTHORS:

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ANCTEDS:

Living in harmony with other people

Looking at the world around us

SUBJECT AREAS:

English

LEVEL OF COMPETENCE:

Elementary (A1-A2), with extension work for more competent speakers.

OBJECTIVES

The starting point is the students' immediate environment – home and school, family and friends, physical and emotional aspects of their daily lives such as likes and dislikes, interests and concerns. The typical home and school environment for students in many parts of Europe today is multicultural and plurilingual, and the primary aim should be to develop the communicative language skills needed to develop their knowledge and understanding of their own backgrounds as well as to exchange information with people of their age of other cultures and environments around Europe and the world.

- 1) Students will first introduce themselves and learn how to talk about themselves (origins, backgrounds, interests) both orally and in writing; ask one another questions and fill in forms.
- 2) They will practise basic communicative strategies (question forms) in order to explore the diversity of cultures, languages and interests in their class, starting with familiar topics and ideas - their favourite things, pastimes and sports. They will read and interpret easy texts about sports and hobbies. One task practises specialised skills for interviewing and recording results in graph form; and then displaying the results attractively in the classroom.
- 3) Students will be introduced to their new school and the typical classroom routines in European schools. They will learn vocabulary and spelling for classroom equipment and practise basic classroom language. As an extension they will study some poems about school life in Europe.
- 4) They will then focus on describing people they know in their immediate environment, especially members of their own families, classmates, friends and teachers. They will learn vocabulary for parts of the body and clothes and some descriptive vocabulary (adjectives) in order to build on their ability to talk and write about people's cultural backgrounds, different interests and inclinations.

Throughout these steps, students are introduced to individualised working techniques and led towards an independent approach to learning, taking responsibility for their own progress by choosing tasks and working partners, following instructions and differentiating their performance (ie. a native speaker of English may choose different tasks or give more substantial responses to common tasks than a beginner).

Students develop self-organisation and learning techniques, and start to collect evidence of progress and language ability (preparatory to introduction of the Language Portfolio).

PRACTICAL IMPLEMENTATION: Getting to Know You

Introduction: Getting to Know You

Explain ONLY ENGLISH IS TO BE SPOKEN! Everyone in the group is different. We want to find out more about one another. Where do we all come from? How many different countries do we know and how many different languages do we speak? What are our favourite things? First we will play a game together.

Game - The Hot Seat

What to do:

In a group, sit in a circle. One person sits in the HOT SEAT. The others find out as much as they can about him or her in 3 minutes. Ask him or her lots of questions!

Examples of questions (display on an overhead projector or cards, if required):

List 1	List 2
What is your name?	How tall are you?
Where are you from?	What is your weight?
What is your address?	What colour are your eyes?
Which languages do you speak?	What is your hair like?
How old are you?	How many brothers and sisters do you have?
What is your star sign?	Do you have a pet?
Who are your best friends?	What is your favourite sport?
What is your best subject?	What are your hobbies?
What is your favourite country?	Who is your favourite pop star or film star?
What is your favourite food?	What is your favourite animal?
What is your favourite colour?	What languages do you speak?

Activity Box 1. Getting to Know One Another – Activities for individual choice

Briefly present a "Getting-to-Know-You" box containing the work cards and worksheets (materials on pp. 4 - 8).

Explain ground rules for independent work in English lessons:

ONLY ENGLISH TO BE SPOKEN

choose tasks from the box; choose own seating, partners or groups

read instructions before asking questions

use a dictionary or ask a friend for help (teachers do not join in unless absolutely necessary!)

complete one task before starting the next – ask teacher to check written work or listen to you speaking AFTER you have practised with a friend

keep working materials in order (papers in a folder; written work drafted in exercise books, work for presentation corrected on paper)

take responsibility for completing and correcting written work, practising speech or learning vocabulary / spelling for homework

Provide each student with a check-list of the tasks and homework.

Getting to Know You: Student Check List

What to do:	Homework:	Done?
(i) Question Game: Match questions and answers 😊😊 📄 Worksheet "Questions about people". <i>Match up the questions and answers (you could use colours; work together or alone). Check your work, then practise asking and answering the questions with your partner.</i>	Put the sheet in your folder. Practise the questions at home.	
	Due:	
(ii) Interviews: 😊😊 📄 Interview sheet <i>Find someone you don't know. Ask the person questions and fill in the information on the sheet.</i>		
	Due:	
(iii) Writing card: All about me ✍️😊 Work card: All About Me <i>Write in your exercise book. Don't forget a margin, the date and a title. Write questions and answers. Then write three paragraphs, all about you.</i>		
(iv) Here I am! ✍️✍️😊 📄 Fill-in sheet "Here I am!"; a photo of yourself; "Star Signs" card. <i>Use a pencil first to fill in all the information on the sheet. Check for mistakes! Then go over your writing in ink and decorate the paper beautifully using lots of colours. Your sheet will be displayed on the wall!</i>	Complete this work! Finish the decorating!	
(v) Test: Writing about yourself. Writing questions.	☹️ Learn! Test date:	

Getting to Know You (i) - Match the Questions – Match up the questions with the answers (you could use colours; work together or alone) : Check your work, then practise asking and answering the questions with your partner. Put the sheet in your folder and practice some more at home!

Match the Questions

Can you match up the questions with answers?
Practise the dialogues.

What's your name?

Where are you from?

How old are you?

What's your address?

What is your star sign?

Who are your best friends?

What's your best subject?

What's your favourite food?

What's your favourite colour?

What are your hobbies?

How tall are you?

What colour are your eyes?

What is your hair like?

How many brothers and sisters have you got?

Have you got a pet?

Who is your favourite pop star?

What is your favourite sport?

What is your favourite animal?

What languages do you speak?

What is your weight?

I am ten years old.

My hobbies are scooting and dancing.

I weigh 32 kilos.

I speak Serbian, German and English.

My favourite colour is blue.

I have two brothers and a sister.

My favourite animal is a tiger.

My favourite sport is soccer.

I am 1 meter 48.

I am from the Serbia.

My best friends are Sarah and Magda.

I have a hamster and a dog.

My eyes are green.

My favourite pop star is

My name's Sanja.

My favourite food is rice.

My best subject is English.

My hair is long, straight and black.

My star sign is Libra.

My address is Favoritenstrasse 245, 1100 Vienna.

Getting to Know You (ii). Interview a friend: *Find someone you don't know and ask some questions. Fill in the information on the Interview Sheet.*

Interview Sheet

Name:	
Where he/she comes from:	_____ _____
Age:	
Looks: (hair, eyes, ...)	_____ _____ _____
Pets:	_____ _____ _____
Family:	_____ _____ _____
Hobbies:	_____ _____ _____
Favourite food:	_____ _____
Favourite school subjects:	_____ _____
Favourite music:	_____ _____
Favourite film or TV programme:	_____ _____
Favourite game:	_____ _____

Getting to Know You (iii) Writing card: Talking to a friend

Write in your exercise book. Don't forget a margin, the date and a title.

a) Write questions and answers.

Hello! ... is your name?
Hi! ... name is Alexander.
... do you come from?
I ... from Vienna.
... old are you?
I ... ten years old.
... many brothers and sisters do you have?
I ... one brother and one sister.
... is your favourite sport?
My favourite sport ... cricket.
Do you have a pet?
No, I ... got a pet, but my sister ... a rabbit.

b) Copy the questions and sentences and use the words in the boxes to complete them.

Questions:	what	where	how
------------	------	-------	-----

... tall are you? ... is your name? ... are you from?... much do you weigh?
... colour is your hair?... old are you?... is your favourite food?

Answers:	my	is	I	am	have	weigh	tall
----------	----	----	---	----	------	-------	------

... name is Thomas. I ... brown eyes. I am 1m 40cm ... I ... 50 kg. I ... from Vienna. I ...
short blond hair. My favourite food ... ice cream.

c) Write three paragraphs about yourself. Get your work corrected and then copy the paragraphs neatly on lined paper with a margin. Keep it safely in your folder!

All About Me

My name - - . I live - - (but I come from -). My address - and my telephone number is - I
speak - very well and some - too. I - - years old and my birthday is - My star sign - -.

I am – tall. My eyes - - and my hair - - and -. My best friends - They are

My favourite drink - - and my favourite food - - . My best subject is – and my best sport is - .
My favourite place is – and my favourite animal is a (an) When I am older I want to be a
(an) ...

Getting to Know You (iv): Here I am!: Use a pencil first to fill in all the information on the sheet. Check for mistakes! Then go over your writing in ink and decorate the paper beautifully, using lots of colours. Display your sheet on the wall.

Here I am

Central Photo Area: Photo

Categories and Questions:

- Name:**
- Nickname:**
- Nationality:**
- Languages:**
- Family:**
- Best friends:**
- Best subject:**
- Worst subject:**
- Sports:**
- Hobbies:**
- Hair colour:**
- A lock of my hair:**
- Glasses:** Yes / No
- Eye colour:**
- Shoe size:**
- Height:**
- Star sign:**
- Age:**
- Birthdate:**
- Telephone:**
- Mobile:**
- Address:**

Getting to Know You (v): Test - All About Me (*overhead or worksheet*)

a) *Read the text about Pat. Then write a true text all about yourself.*

My name is Pat. I was born in Austria but my mum and dad are from the Philippines. My best language is German but I speak English quite well too. I also speak a little Tagalog. I am ten years old and I have a brother who is eight. I haven't got a sister but I have got two pets – a rabbit and a guinea pig. My best friends are Philip, Susi and Petra.

My favourite subject is English but I also like P.E. My best sport is volleyball. I'm not very good at Maths. I like singing and all kinds of music and I can play the guitar. I like reading too. My favourite book is Harry Potter and my favourite film is The Lord of the Rings.

b) *Write the questions!*

My name is Mario.

I am from Croatia.

I speak Croatian, German and a bit of English.

I am ten years old.

My best friends are Tom and David.

My best subject is Maths.

My favourite food is rice.

My hobbies are skating and soccer.

I have a dog and a cat.

I have short dark hair.

WE, EUROPEANS: Sports and Favourites

PRACTICAL IMPLEMENTATION

Sports and Favourites - Introduction

We already know quite a lot about one another now and we have discovered that although people in our class have many different backgrounds, we also have a lot of the same interests. Let's talk about some of our interests, free-time activities and favourite things now. We could start with sports....

Sports and Favourites Box

Remind... ONLY ENGLISH IS TO BE SPOKEN!

Briefly present the box "Sports and Favourites" (materials on pp. 10 - 19) and hand out a check-list of the different tasks (below). Go through the instructions for each task, stressing that it is the students' own responsibility to follow the instructions which come with the materials and work through them at their own pace. Remind them of the ground rules for independent work in English lessons!

(That having been said, either the Bingo game or the Favourites Survey (or both) can be organised as whole-class activities rather than group work under teacher direction, if preferred. Experience shows that students enjoy playing the Bingo game enough for several sessions with different group constellations!)

Sports and Favourites: Student Check List

What to do:	Homework:	Done?
(i) Sports Bingo ☺☺☺☺☺☺☺☺ Game cards Match the names with the sports. Play Bingo. Make a SPORTS list at the back of your exercise book.	Learn the names of the sports. Spelling test:	
(ii) Favourites Survey ✍️☺☺☺☺☺☺☺☺ Work card 📄 Poster <i>Choose a topic and make a survey in the class.</i> <i>Make a bar graph to show your results. Pin it up on the wall.</i>		
(iii) I Like Sports ✍️☺☺ Work card Please write sentences neatly in your exercise book. It will be checked! Practise the dialogue with a friend.	Finish your work card at home.	
(iv) Reading comprehension ☺📖✍️ Work card: Sports on Earth <i>Read about Captain Astoria and write down the names of the six sports she saw.</i> <i>Write in your exercise book two more reports that Captain Astoria sent home!</i>	Due: Finish your reports at home.	
(v) Hobbies📖☺☺ A1/A2 📄 <i>Read about the hobbies and match up the pictures. Then fill in the table and talk about it with a friend.</i> EXT. A2 <i>Write about your hobby.</i>	Due: Finish the writing.	
(vi) Spelling and vocabulary test: <i>Sports and hobbies; like .. don't like ... likes ... doesn't like</i>	Due:	

Sports and Favourites (i) Bingo!

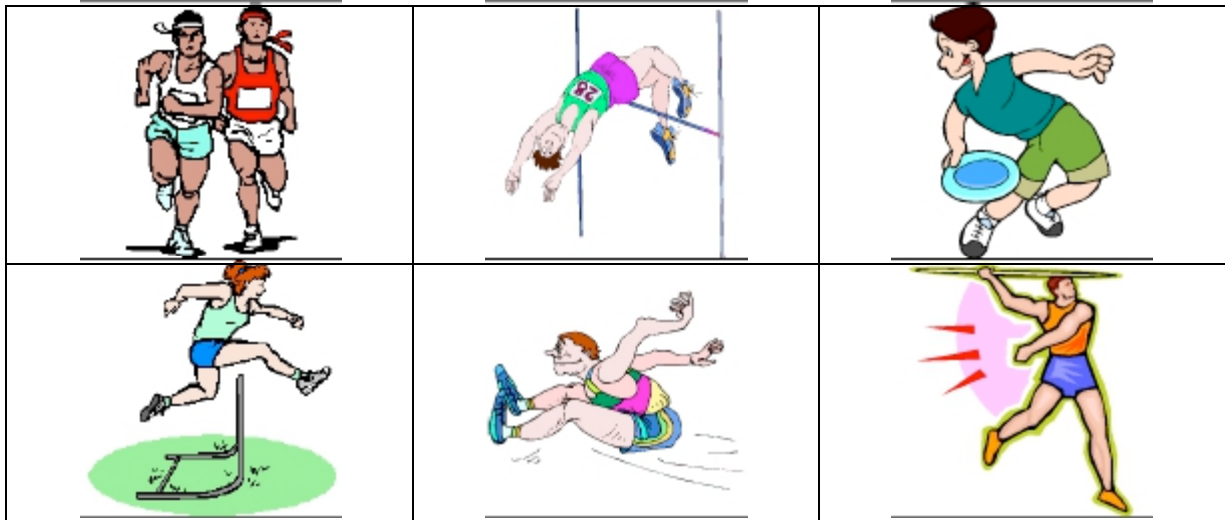
What to do:

Make Bingo Cards and small cards with the names of the sports. First try to match all the names on the small cards with the pictures of sports on the Bingo cards.

Then play Bingo. You need 4 or more players. Put all the name cards upside down on a table. One person picks up cards and reads them out. The other players share out the big sports cards. The first card to get filled with the names is the winner.

(Solution p. 43)

Bingo Card 1: Athletics



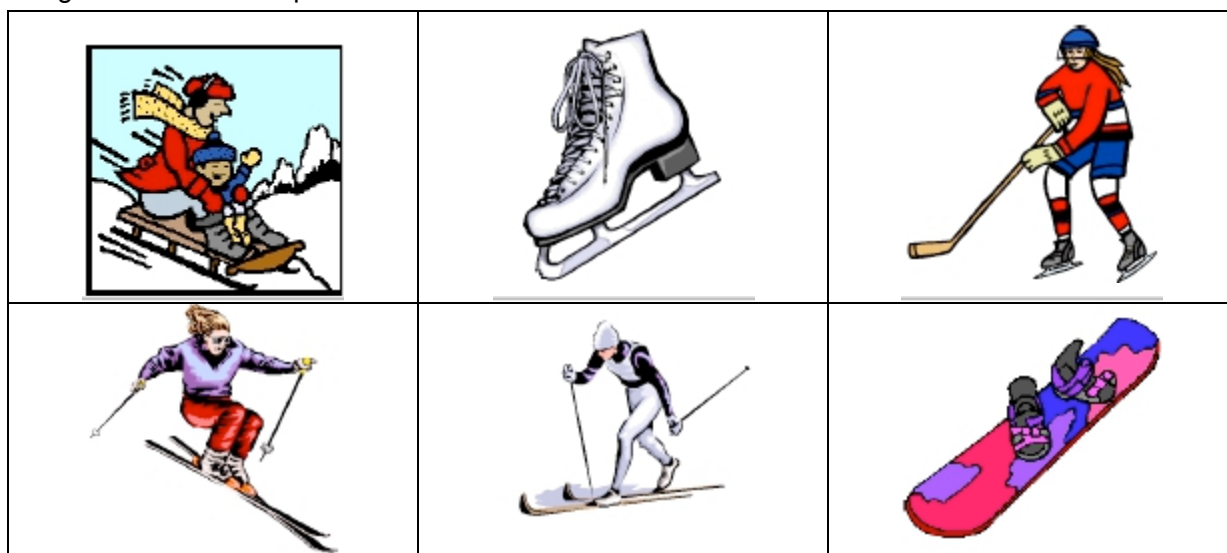
Bingo Card 2: Individual ball sports



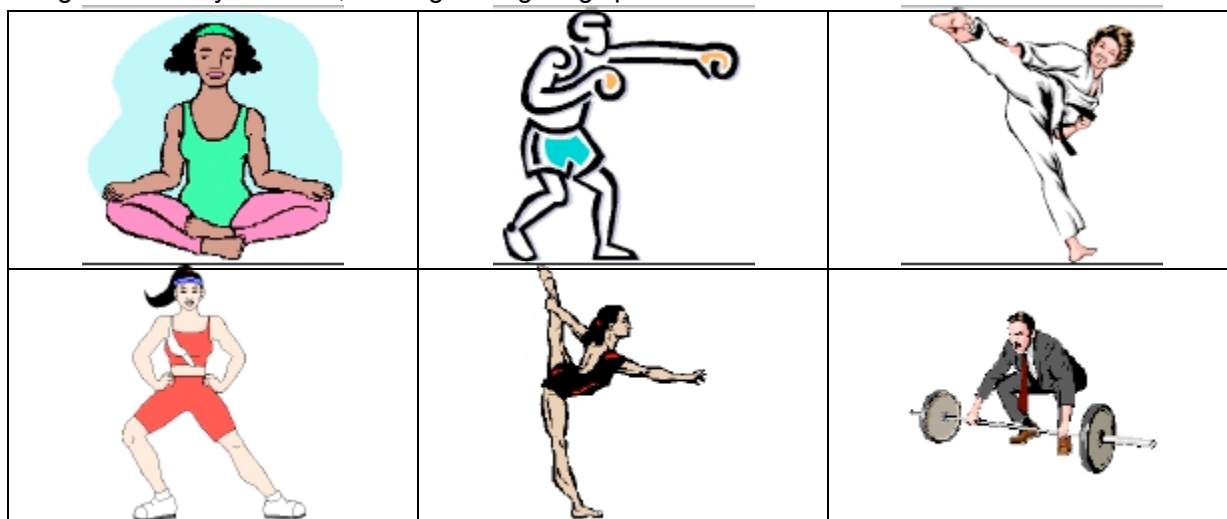
Bingo Card 3: Team ball sports



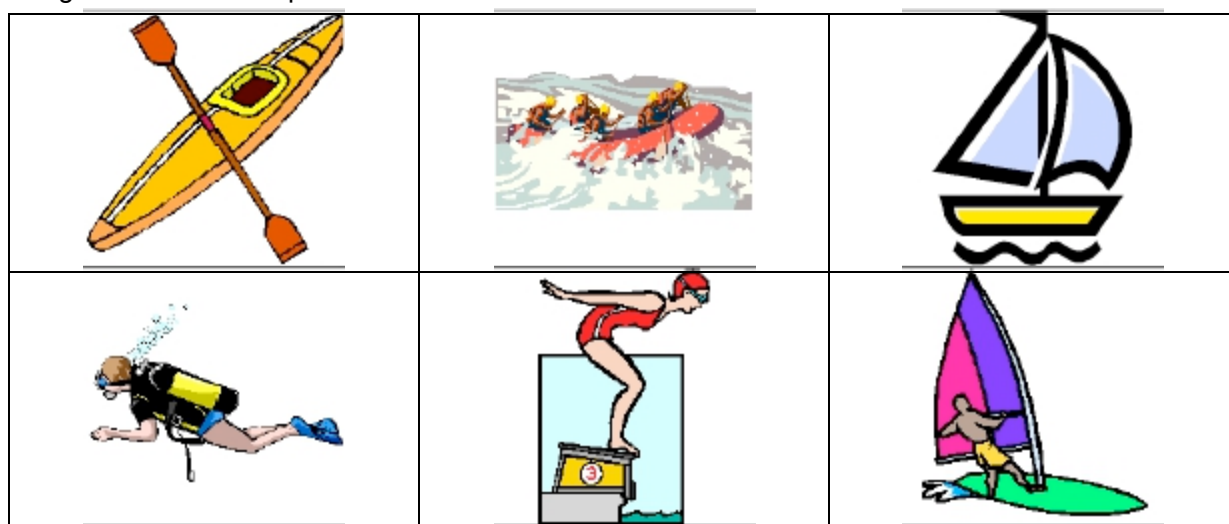
Bingo Card 4: Winter sports



Bingo Card 5: Gymnastics, training and fighting sports



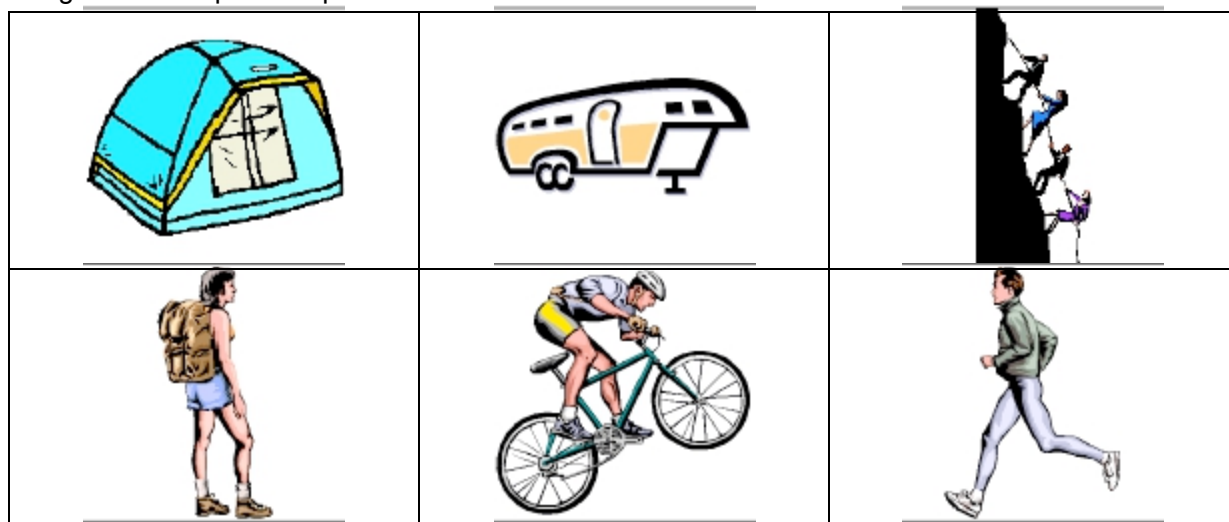
Bingo Card 6: Water sports



Bingo Card 7: Sports on wheels



Bingo Card 8: Open Air sports



Sport Name Cards

running	skateboarding	cycling
jogging	long jump	ice skating
sailing	soccer	javelin
mountain biking	table tennis	golf
flying	motor racing	gymnastics
high jump	bowling	rollerblading
volleyball	tennis	baseball
aerobics	American football	billiards
skiing	ice hockey	boxing
swimming	karate	motor biking
cross-country skiing	sledging	rafting
hurdles	climbing	basketball
hiking	discus	weight-lifting
camping	cricket	canoeing
caravanning	croquet	diving
snowboarding	yoga	windsurfing

Sports and Favourites (ii) Favourites Survey

What to do:

Your job is to make a survey of favourites among your friends or in your class.

1. Choose a topic – here are some ideas:

food	films	hobbies	web sites
animals	tv programmes	books	subjects
sports	pop stars	computer games	colours

2. Now go round and ask everyone a question:

What is your favourite..... (soccer team)?

3. Make a note of the answers. The best way is to make a list and make a mark for each answer – example:

Rapid // // // // // //

Memphis //

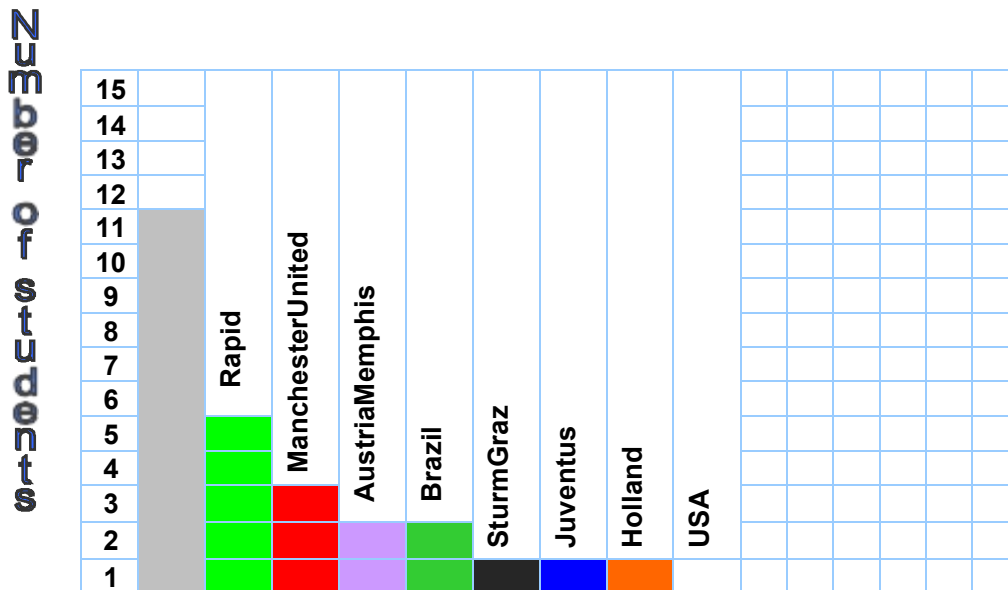
ManU ///

and so on...

4. Next make a graph like the one here. There is a sheet with a grid that you can use.

Make it neat and colourful to look at. Display it on the wall – everybody will be interested in your results.

1B's Favourite Soccer Teams



(iii) I Like Sports







1) Fill in don't or doesn't!

- a) Sherin ... like climbing.
- b) Jussuf and Alban ... like tennis.
- c) My friends ... like sailing.
- d) I ... like table tennis.
- e) Ricarda ... like basketball and Tamara ... like hiking.
- f) Agnes ... like ice hockey.











2) Fill in like or likes!

- a) I ... biking and skating.
- b) My brothers ... football.
- c) All the students in my class ... rollerblading.
- d) My sister ... soccer.
- e) Do you ... golf?
- f) My best friend ... swimming and dancing.

3) Write these sentences:







- a) Peter  skateboarding.
- b) My friends  skiing.
- c) They  volleyball and soccer.
- d) Laurin  weight lifting.
- e) Wissam  formula one racing.
- f) Jasmin and Alessandra  snowboarding.





Sports Dialogue

	Do you want to come for a run with me? I want to get fit.	No thanks, I don't like running much. I get so tired.	
	What about a game of tennis, then? It's really good exercise.	I can't play tennis. It's too difficult.	
	Well, let's go for a swim, then. I want to get a tan.	No thanks. I don't like the cold water and I can't swim.	
	Oh, well... shall we go home and play FIFA on the computer, then?	Yes, that's a great idea. I love FIFA!	
	After tea we can watch the Derby on the television.	Fantastic. Soccer's my favourite sport!	

Oh, dear! I hope you are a bit more enthusiastic about sports. Can you talk about them? What is your favourite sport? Why do you like it? What's your worst sport? Why don't you like it? What sports can you do? What sports can't you do? What about your friends?

Copy and complete...

I like ...  but I don't like ...  . I can ride a ...  but I can't ride a I  like ...  because it is fun to play with my friends in a team. I don't like ...because  it is too dangerous.

My friend can play ...  but she can't play ...  ... She likes ...because it's  good exercise in the winter. She doesn't like ...because  it is so noisy and dangerous.

Now you can write about yourself and your friends.

(Solution p. 44)

(iv) Sports on Earth

Captain Astoria was sent from Saturn to find out about sport on Earth. She sent these reports back to her planet.

1

Earth people are very strange. I can see hundreds of them sitting and standing around a green rectangle. They are watching 22 Earth people running around after a ball.

2

I can see more very strange behaviour. I can see two Earth people dressed in white suits with black belts. They are hugging each other – they seem to be good friends. But all of a sudden one of them throws the other on to the ground!

3

How odd they are – I can't believe it!! I can see two Earth people with very big red hands. They are jumping around looking at each other but they do not speak. When a bell rings they hit each other. When the bell rings again they stop.

4

Are these Earth people still hunters? I can see one with a long spear. Is he hunting? Is he trying to kill something with the long spear? He throws it into the air and after a few seconds the spear comes down again and gets stuck in the ground.

5

Here are some Earth creatures sitting on machines with two tyres. They seem to be in a hurry because they are all going very fast. The first creature to cross a line on the ground is raising his hands and screaming. What's wrong with him?

6

Look at this!! The Earth creatures I can see here look very dangerous. They move very fast over the white ground. They jump into the air and spin around like tops. They have sharp knives on their feet. But who are they fighting? An invisible enemy?



What to do:

Match the pictures with the paragraphs. What are the names of the sports that Captain Astoria saw? Write down your answers.

Make up two more reports that Captain Astoria might have sent home about Earth sports.

Based on an idea from: **ENGLISH HEADWORK 4**
By Deborah Waters and Chris Culshaw
Oxford University Press 1986

(Solution p. 44)

(v) Hobbies

What to do: Read what these teenagers say about their hobbies

1. Read quickly. Find a picture to go with the hobby and fill in the number



Example

2. Fill in the table (write *no*, *yes* or *?*) and speak about it.

	A hobby you'd like to try	Can be done alone	Good for meeting people	Need to be fit and healthy	Expensive	Easy to learn
Rock climbing						
Chess						
Playing in a band						
Karate						
Making models						

Based on an idea from:

ENGLISH
HEADWORK 3
by Deborah Waters
and Chris Culshaw
Oxford University
Press 1986

2) In my spare time I play in a band. I play the drums. It all started when our school band needed a drummer. I tried to play it and liked it from the very first moment. Now I spend all my spare time practising. I also work hard for school because my parents have promised me a new set of drums if my report is all right. I really appreciate this present because I know that a high quality instrument is really expensive.

3) I go to a karate club twice a week. I started going three years ago with my cousin. I'm an orange belt now. Before I started karate I was very shy. Through my sport I have gained self-confidence.

4) I make airplane models in my spare time. I became interested when my uncle showed me how to make a model. After that I built my own models. At the beginning I used paper and matchsticks. Now I save all my pocket money to buy the latest construction sets. They are quite expensive.

1) I love playing chess. My grandfather taught me and it was very difficult in the beginning but I have learned a lot from my granddad. When I grew older I also sometimes beat him. When my grandfather died I did not have a partner and started to play chess on the computer. After a while I found out that it is nicer to play a real person than a machine. I decided to join a chess club. There I found a lot of challenging partners and new friends.

5) My hobby is climbing. My parents are both excellent climbers and they have always taken me with them. They also taught me the dangers of this sport. Now I go climbing most weekends in the summer. I usually go with friends to Snowdonia National Park, where we camp. The equipment is quite expensive.

(Solution p. 45)

Sports and Favourites (vi): Spelling and Vocabulary Test - All About Me (dictation)

Example of a possible text for dictation:

a) Listen and then write....

Favourite Sports

Mr/s....(*teacher's name*)....'s favourite sport is hiking because s/he likes the countryside. S/He likes biking, swimming and diving too.

S/He doesn't like formula one racing because it is noisy and dangerous. S/He doesn't like soccer because s/he gets sad about the team that loses. S/He doesn't like running because it's boring.

b) Copy and complete (from the blackboard)

My favourite sport is because I don't like because

.

WE, EUROPEANS: NEW SCHOOL

PRACTICAL IMPLEMENTATION

New School - Introduction

It is important to know lots of things when you start your new school year. What do you need for school? How do you ask for information? Let's start with some games.

Remind... ONLY ENGLISH IS TO BE SPOKEN!

Students sit in a circle. Begin with one or the other of the two following games and continue as a whole class activity or in smaller groups under teacher direction at intervals during the following week.

New School Question Game: What have I got in my schoolbag?

☺☺☺☺☺☺☺☺

There are 12 things in the bag and each one is a different colour. Guess!

When we put back the things, see if you can remember – write a list! (⌚3 mins. – eg. an orange pen, a white ruler, a silver pair of scissors)

Who remembered the most things? (The colour must be right too!).

New School Shopping Game: ☺☺☺☺☺☺☺☺...

A group sits in a circle. You must be quiet and concentrate! One person begins...

"I went to the stationers and I got a green schoolbag."

Next person: "I went to the stationers and I got a green schoolbag and a yellow folder."

Third person: "I went to the stationers and I got a green schoolbag, a yellow folder and a blue pen."

... and so on until somebody makes a mistake and is out.

New School Box

Briefly present the box "New School" (materials on pp. 23 - 28) and hand out a check-list of the different tasks (overleaf). Remind them again of the ground rules for independent work in English lessons!

Using the vocabulary sheet (i), go through a list of equipment the students need for school.

New School: Classroom Equipment and Language

What to do:	Homework:	Done?
(i) Classroom equipment: Vocabulary sheet 🖋️📝😊😊 Start your vocabulary/spelling collection! Colour in your vocabulary sheet and draw pictures of the things we need in the classroom. Check your school things and make a shopping list!	Check your school things. Then learn the vocabulary for a spelling test.	
(ii) Classroom equipment: Work card <i>What has she got in her schoolbag? What have you got? I have got...</i> Practise speaking!		
(iii) Open Learning Symbols 🖋️😊🖋️😊😊😊📝 Work card What do the symbols mean? The meanings are muddled up. Make a list in the back of your exercise book – draw the symbols so that you remember them better. Then practise talking to a partner.		
(iv) Tell somebody what to do! 🖋️🖋️😊😊📝 Work card Please write sentences neatly in your exercise book. They will be checked!		
(v) Classroom conversation EXT. A1 🖋️🖋️😊😊📝 You could use colours to match up the questions and answers. Then act out the conversations: you could try to record your voices on a cassette recorder.	Learn the conversations to show the class.	
(vi) Classroom phrases 😊🖋️📝 Work card: Make sure you understand the classroom phrases! Practice saying them. Then choose one phrase or think of a phrase of your own. Practise writing it correctly. Then make a sentence card to hang in the classroom.	Due: Finish your sentence card at home.	
(vii) School Poems 📖🖋️ EXT. A2 - B1 <i>Choose a poem and learn it off by heart.</i> Good school poetry: <i>Homework! Oh, homework!</i> <i>Four O'Clock Friday</i> <i>Unfair</i> <i>A Teacher's Lament</i> etc. Sources: <i>School Poems</i> , compiled by Jennifer Curry, Scholastic Hippo, London, 1999; <i>Please Mrs Butler</i> , Alan Ahlberg, Puffin http://www.thegrid.org.uk/learning/english/ks3/ http://www.teachit.co.uk/index.asp?CurrMenu=64	Due: Learn the poem ready to tell to the class.	
(viii) Books about school 📖 EXTENSION B1 <i>There are many books about school. Choose one to read. (See Novel Studies activities and book lists).</i> <i>Some examples of books overleaf:</i> <i>The Demon Headmaster: Gillian Cross</i>	Due: Read the book!	

<i>The Turbulent Term of Tyke Tiler: Gene Kemp</i> <i>Harry Potter and the Philosopher's Stone: J.K. Rowling</i> <i>Matilda: Roald Dahl</i> <i>The Cat Ate My Gymsuit: Paula Danzinger</i> <i>Judy Moody saves the World: Megan McDonald</i> <i>Tales of a Fourth Grade Nothing: Judy Blume</i> <i>Mr Majeika series: Humphrey Carpenter</i> <i>Sideways stories from Wayside School series: Louis Sachar</i> <i>The Worst Witch series: Jill Murphy</i>		
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New School (i) - VOCABULARY WORD SHEET: CLASSROOM EQUIPMENT - COLOURS

red	schoolbag
yellow	pencil case
blue	pencils
green	marker pens
orange	cartridge pen
turquoise	ball-point pen
grey	sharpener
purple	scissors (a pair of scissors)
pink	glue stick
white	eraser
black	ruler
brown	folder
beige	dictionary
rough	disk
plain	paper (a piece of paper)
lined	
squared	exercise book

What do you have?

What do you need?

Colour in the bars with the correct colours!

Draw pictures or write translations of the words on the right!

New School (ii) - Classroom Equipment

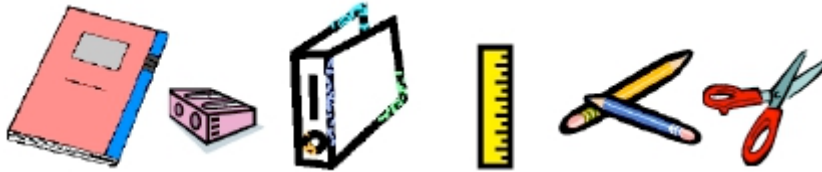
1. Say what they have in their schoolbags?

Example: Maria

Maria has got a folder, an eraser, some pencils, an exercise book, some scissors (or a pair of scissors) and a sharpener. She hasn't got a ruler.



Peter:



Nadine:



Martin:



2. Work with a partner. Each write some true sentences in your exercise books. Don't show your partner the list! Use:

red	blue	green	yellow	pencil	pen	exercise book
orange	white	black		school bag	pencil case	eraser
				ruler	pencil sharpener	

Now guess the things on your partner's list:

YOU: Have you got a white eraser?

PARTNER: No, I haven't.

YOU: Have you got an orange exercise book?

PARTNER: Yes, I have.

New School (iii) Open Learning Symbols

Match the symbols with the instructions.



Use a dictionary!

Listen!

Take a Din A4 sheet and write it down!

Draw a picture!

Cut it out!

Write it down!

Act out the dialogue!

Read it!

Put it into your folder!

Collect your worksheets!

This exercise should take about 15 minutes!

Try to do it as fast as possible!

Speak it out loud!

Write it on the computer!

Practice with a partner

Daniela: Excuse me, can you help me, please?

Paul: Sure. What's the problem?

Daniela: What does this symbol mean?

Paul: This symbol means that you have to.....

(Solution p. 45)

New School (iv) -Tell somebody what to do!

Write sentences in your exercise book! Use these beginnings and use the pictures to help you. You can use other words too.

Turn on ...	Listen to ...	Put down ...
Shut ...	Write down ...	Empty ...
Put on ...	Drink ...	Read ...
Pick up ...	Turn off ...	Watch ...
Clean ...	Open ...	Look at ...
Sharpen ...	Take off ...	Get ...



Now play a game with a partner.

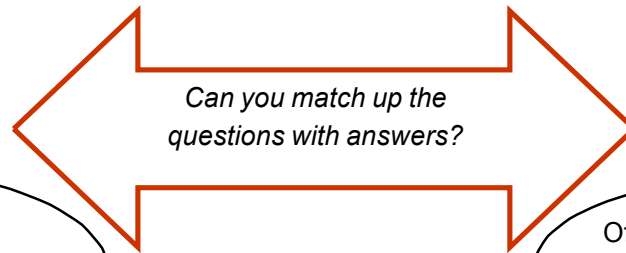
1. Each person writes down five things for the other person to do. Don't show your list.

Example: Drink a glass of water. Sharpen your pencil. Write down your name. Switch on the light. Take off your glasses.

2. Now read out the list. Your partner must remember and do all of the things in the right order. Then change over.

(Solution p. 46)

New School (v): Classroom Conversation



Could you please help me on the computer?

Your sandwich looks delicious, can I have bite?

Can I copy your homework?

We have got a maths test now.
Could I please borrow your calculator?

Could you please put my chair on the desk?
I can't do it with my broken arm.

Oh, sorry! I didn't see you.
Did I hurt you?

I'm so hungry! I'm going to the snack machine. Do you want anything?

Of course I'll do it for you.

No, it's o.k., but please look out next time.

No way! Do it yourself. It's good practice.

No, thanks. I've just had a big cheese sandwich.

Yes, you can, but please give it back to me after the test.

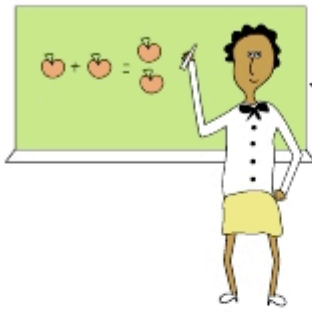
Yes, sure, go ahead. I made it myself.

What's the problem?
Have you opened the file?

When you have finished, choose a question and answer and act it out with a friend.

New School (vi) Classroom Phrases A1

1. What does the teacher want to say?

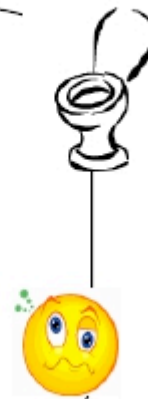


Good morning!
Sit down please!
How do you spell your name?
Speak up please!
Get me some chalk please.
Can you clean the board please?
Bring me the overhead projector.
Where is the sponge?
Take out your books.
Copy the sentences.
Hand out the homework, please.
Shut your books.
Be quiet!
Calm down!
Sssssssshhhhhhhhh!!!!!!

2. What do you want to say?



Good morning!
Sorry I'm late.
Sorry, I've forgotten my English book.
Sorry I don't understand.
May I go to the toilet please?
Could you speak more slowly?
Can I open the window please.
How do you say "Mappe" in English?
How do you spell "folder"?
Can I have a drink of water?
Can I have locker key number 145?



What to do:

- Think of a question or a sentence that you are not sure how to say in English. Is there a mistake that you or your friends often make?
- Find out how to say your sentence with no mistakes! Write it down and get it checked by a teacher.
- Write it in big clear letters on a card, using a pencil to begin with. Make sure someone can read it from the other side of the room.
- Then make it very colourful and beautiful. We will laminate the cards and hang them up in the classroom.

WE, EUROPEANS: Describing People

PRACTICAL IMPLEMENTATION

Describing People - Introduction

Everyone in our group is different. We look different and we behave differently. Can you describe people? Do you know the words for clothes and parts of the body?

Remind... ONLY ENGLISH IS TO BE SPOKEN!

Game: Simon Says!

Most people know how to play this.

One person tells the others what to do. For example:

Simon says: "Touch your toes!" = everybody must touch their toes.

"Bend your knees!" (with no 'Simon says') = You must not do it or you are out!

- this game can be repeated ad infinitum: they never tire of it!

Try to include all the body parts in your game! Ideas:

Put your left hand on your head.

Touch your nose with your finger.

Touch your right foot with your left hand.

Touch your left ear with your right hand.

Put your left hand on your right knee.

Touch your chin with one knee.

Put your right hand on your forehead.

Shut your right eye.

Show your tongue.

Touch your neck with your left hand.

Touch your toes with your fingers.

Bend your knees.

Put your right hand on your left shoulder.

Touch your right ankle with your left hand.

Touch your left wrist with your right hand.

Where is your left thigh? –Put your left hand on it.

Feel your right shinbone with your left hand.

Touch your left knee with your right elbow.

Touch your right hand with one toe on your left foot.

Put your hands on your waist.

Describing People

Briefly present the box "Describing People" (materials on pp. 31 – 36) and hand out a checklist of the different tasks. Remind them again of the ground rules for independent work in English lessons!

Describing People

	Homework:	Done?
(i) The Human Body 🧠📖✍️ Worksheet📄 <i>Read about Stephan. Draw his clothes. Then label the parts of the body.</i>	Finish labelling. Learn the words!	
	<i>Due:</i>	
(ii) "Guess the person" card game. 😊😊😊😊 <i>Put all the cards upright on the table. One person picks out three cards that describe someone in the room or one of the teachers. The others must guess who it is.</i>	Make a list of words to describe people.	
	<i>Due:</i>	
(iii) The Jox and the Grizz 😊😊 ✍️✂️ <i>Listen to the cassette. Draw the space creatures. Draw your own space creature and describe it to your friend.</i> <i>EXT. A2 Write about your space creatures.</i>		
(iv) Words to describe things <i>Work card Write sentences and draw pictures in your exercise book. Don't forget to make a list of opposites!</i>	Finish and learn your list of opposites.	
	<i>Due:</i>	
(v) Talking about clothes 😊😊 ✍️✂️ <i>Work with a partner to make a collage! Cut out some pictures of clothes from magazines (fashion magazines are best). Stick lots of pictures onto a poster and label as many different types of clothes as possible. Use a dictionary to check up the names of the clothes. Be careful with spelling!</i>	Learn the vocabulary!	
	<i>Due:</i>	
(vi) Game: Make your own person. 😊😊😊😊 ✍️✂️ <i>Game card, game board, colour die</i> <i>Follow the instructions carefully!</i>		
(vii) Test on clothes and describing people	Learn all the vocabulary!	
<i>Test date:</i>		

Describing People (i) - The Human Body

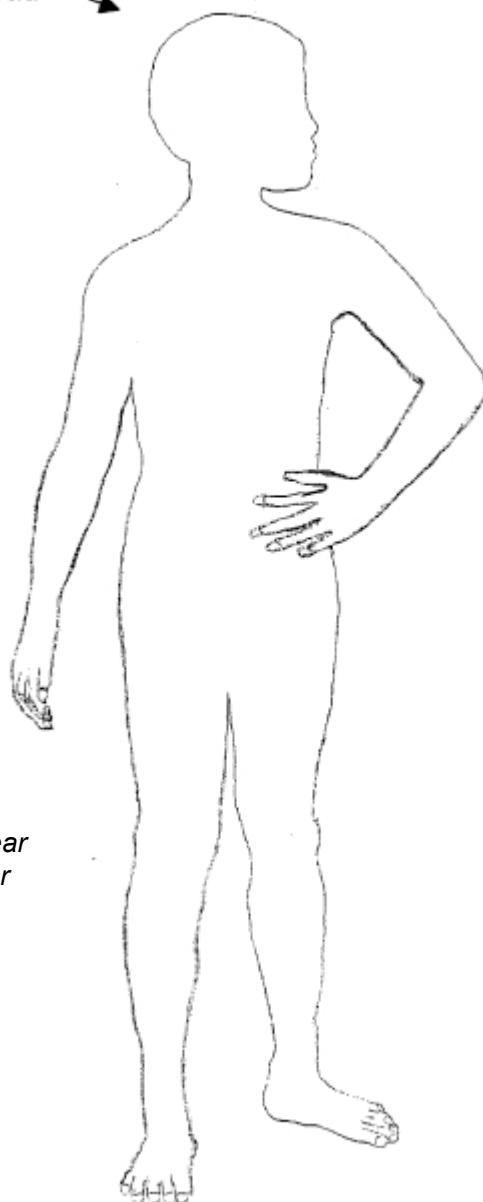
Jim has short blond hair and blue eyes. He has a red and white striped t-shirt and blue jeans. Jim has glasses. He has a black belt round his waist and a blue watch on his wrist. He has brown sandals.

What to do:

1. Draw Jim's hair, eyes and clothes.
2. Do you know all the words for the parts of the body? Label Jim! Use a dictionary for the words you do not know.

Example:

head



VOCABULARY BOX

head hair face eyes nose mouth ear
tongue teeth lips chin neck shoulder
chest arm elbow wrist
hand fingers waist hips leg thigh
knee shin ankle foot toes
right left

(Solution p. 47)

Describing People (ii) - GUESS-THE-PERSON GAME

What to do:

Play a game. Put all the cards upright on the table. One person picks out three cards that describe someone in the room or one of the teachers. The others must guess who it is.

brown hair	blond hair	black hair	red hair
curly hair	straight hair	frizzy hair	grey hair
short hair	long hair	green eyes	hazel eyes
brown eyes	black eyes	blue eyes	short
tall	slim	heavy	thin
white skin	freckles	brown skin	black skin
nice teeth	glasses	a beard	a moustache

Describing People (iii) - Creatures from Outer Space – The Jox and the Grizz

What to do: Listen to someone reading the texts below. Don't look at the texts! Then:.

1. **Draw the Jox**
2. **Draw the Grizz**

Then look at the texts and check them with a friend. Who has drawn the best space creature?

Extra:

Now, you and your friends can make more pictures. Draw a Ping from Pluto, a Mogg from Mars, a Shugg from Uranus, etc... Describe your picture to someone else and see if he or she can draw it. Put the best pictures up on the wall.



The Jox lives on Saturn. It has a body like a potato. The creature has five legs and its feet look like CDs. The Jox has a short, thin tail like a candle. It has a neck like a giraffe. Its head is like a watering can. It has four round eyes. Its mouth is a big hole. It has no teeth.

The Jox has a green body, a yellow head and red legs and feet.

The Grizz lives on Jupiter. It has a body like a wheel. It has eight legs and it has hooks instead of feet.

It has a long wiggly neck with a head like a round ball at the end. It has four noses and lots of eyes all round its head. It has one big square mouth.

The Grizz has an orange body, a blue head and purple legs.

Describing People (iv) - Words to describe things (Opposites)

1. Write the sentences in your exercise books. Draw a picture!

This is a car.

This is a pencil.

Mr Jordan is a teacher.

Ms Jauk has hair.

short	green	big
tall	red	thin
	fair	

2. Draw some more pictures and write your own sentences.

3. Find the missing words and write the sentences.

a. A *thin* man is the opposite of a one.

b. A *light* colour is the opposite of a one.

c. A day is the opposite of a *wet* one.

d. A person is the opposite of a *sad* one.

e. A *high* building is the opposite of a one.

f. The opposite of a *short* line is a one.

g. The opposite of a *short* boy is a one.

h. A *bus* is *slow*, but a *racing car* is ...

i. *Ms Feyertag* is *old* but *Mr Jordan* is ...

j. The opposite of an *old* coat is a one.

happy	long	fat
fair	young	fast
dark	dry	low
tall		

4. Write a list of opposites in the back of your exercise book!

Describing People (vi) - MAKE YOUR OWN PERSON

What to do:

Work in a group of 3 or 4 people!

You need one game board, one word list and one coloured die per group.

1. With the group, fill in the game board with words. You can think up your own words or use the word list. Make sure everybody understands all the words!

2. When the board is full, each member of the group throws the coloured die seven times.

Write down your seven different features in a list.

Example:

<i>Age: fifteen</i> <i>Looks: green eyes</i> <i>Clothes: baggy</i> <i>Type: comical</i>	<i>Likes: snakes</i> <i>Job / Ambition: inventor</i> <i>Where? Vienna</i>
--	---

3. Now you can give your person a name and write a paragraph about him or her:

Example:

My friend Rachel is fifteen. She is from Vienna. She has green eyes and wears baggy clothes. She is a comical type. She likes snakes and she wants to be an inventor when she is older.

(see next page for game board and vocabulary list)

Describing People (vi) – cont. - MAKE YOUR OWN PERSON: GAME BOARD

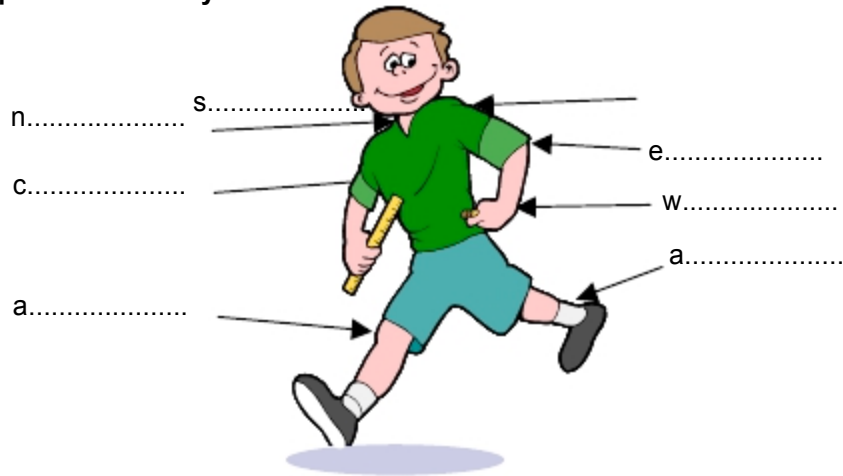
FEATURES	RED	YELLOW	BLUE	GREEN	PURPLE	ORANGE
AGE	ten	fifteen				seventy-two
LOOKS				green eyes		
CLOTHES					baggy	
TYPE			comical			
LIKES						snakes
JOB (AMBITION)		inventor				
PLACE	Vienna	New York				

Describing People (vi) – cont. - MAKE YOUR OWN PEOPLE: WORD LIST

Looks	Type	Clothes	Job (Ambition)	Likes
average size	artistic	cool	detective	soccer
two meters tall	brave	glamorous	teacher	golf
overweight	clever	old	pilot	mountaineering
slim	comical	messy	astronaut	gardening
underweight	forgetful	neat	olympic runner	Beethoven
dark	gentle	rough	journalist	video games
ugly	intelligent	scruffy	banker	rave parties
handsome	jealous	smart	fireman	cooking
pretty	kind	untidy	doctor	cats
sunburned	lonely	unusual	vet	snakes
bald	loud	well-dressed	inventor	antiques
beard	mad	elegant	musician	science fiction
moustache	nervous	colourful	writer	
green eyes	quiet		film star	
pimples	shy			
squint	stupid			
hair dyed blue	thoughtful	etc....	etc....	etc....
etc...	etc....			

Describing People (vii): Practice Test

1) Label the parts of the body.



2) Copy and complete:

Ms ...(teacher's name)**... has hair.**

Mr ...(teacher's name)**... short hair and ...**
..... eyes.



... I have hair and

3) What are the opposites?

tall.....	fat.....
fair.....	heavy
curly.....	ugly.....

(Solution p. 48)

WE, EUROPEANS: Me and My Family

PRACTICAL IMPLEMENTATION

Me and My Family - Introduction

How many people are there in your family? What about all your relatives? How much do you know about your grandparents, aunts, uncles, and the great grandparents? You should find out! Most people's families are spread different countries? In which countries have you got relatives?

Me and My Family Box:

Briefly present the box "Me and My Family" (materials on pp. 38 - 41) and hand out a check-list of the different tasks (below). Remind them again of the ground rules for independent work in English lessons!

Me and My Family

		Done?
(i) My Family ☺📖✍️ Text card <i>Read the text and answer the questions. Then write all about your own family.</i>	Finish your writing.	
	<i>Due:</i>	
(ii) The Harrison Family 📖✍️ 📖 <i>Read about Mrs Harrison and fill in her form..</i>		
(iii) Jenny writes home 📖✍️ Work card <i>Read the letter about Jenny's holiday and make a table in your exercise book. Then solve the email problem and write it out in your book.</i>		
(iv) My Family Circle EXTENSION A2 Draw a small circle in the middle of a piece of paper and write Me inside. Draw a larger circle round it and divide this circle into two parts, one for your mother and one for your father . Then draw another even larger circle round that one and divide it into four parts, one for each of your grandparents . The outside circle should be divided into eight parts, one for each of your great grandparents . In each part of each circle, you should write some information: your relative's name and anything else you can find out or want to include - for example where your relative live(d), his or her nationality and language(s), etc. Compare your Family Circle with a friend's.	You will need to ask your parents for help with this!	
(v) Poems about families 📖 EXTENSION B1 Work cards: Family poems / How to learn a poem. <i>Choose a poem and learn it off by heart.</i> (Children's poetry anthologies include: <i>The Kingfisher Book of Family Poems</i> , ed. Belinda Hollyer; <i>The Mad Family</i> , Puffin, ed. Tony Bradman; <i>Beastly Boys and Ghastly Girls</i> , Methuen, ed. William Cole	Learn the poem ready to tell to the class.	
Test: Say your poem in front of the class		
	<i>Test date:</i>	

Me and My Family (i): My Family

My name is Flora and there are five people in my family – my mum and dad, my two brothers Felix and Joseph and me. I also have one grandmother, four aunts, four uncles and eight cousins. I am thirteen years old and I have long brown hair and brown eyes. I like sports and I am in the girls' soccer team at school. I play the piano and read a lot but I like to go out with my friends too. I hate tidying up my room and doing homework.

My dad grew up in Austria and he works in a bank here in Vienna. He is tall and he has blue eyes and a moustache. He hasn't got any hair and he is too fat. He often wears a suit, a shirt and a tie. His hobbies are cooking, collecting old books and looking for mushrooms. He loves reading newspapers and he likes shopping. His favourite television programme is 'Kunst and Krempel'. He also likes listening to music and news on the radio.

My mum grew up in the United Kingdom so she speaks English to us children. She is a teacher. She works really hard! She is quite tall, and she has red-brown hair, brown eyes and glasses. Her favourite subjects are English and Geography. Her hobby is gardening and she likes reading and going on long boring walks. She loves music and her favourite composer is Bach. She doesn't watch much television but she likes to see the news. She hates cooking but she usually washes the dishes and the clothes.

My brother Felix is nineteen and he is in the army. He is tall and very thin, with short brown hair and blue eyes. He usually wears his green army uniform. He wants to go to university and study Computer Science. He likes playing the guitar and he loves chocolate (especially my chocolate). He doesn't like sport and he hates the army because he has to get up too early. Felix is sometimes very annoying but I like him because he helps me to fix my computer.

My other brother Joseph is sixteen so he still goes to school. He is very tall and strong, with short hair and light brown eyes. He usually wears jeans and football shirts. He loves sport and he plays soccer, rugby and tennis. He also plays the guitar. His favourite soccer teams are Rapid, ManU and Edinburgh Hibernian but he hates Austria Memphis. His favourite food is pizza and he likes playing computer games (especially my computer games). He likes reading and his favourite book is "The Lord of the Rings". Joseph is also sometimes annoying but I like him because he helps me with my homework.

What to do:

Questions

- 1) Who is the youngest person in this family?
- 2) How many languages do you think the children speak?
- 3) Who - do you think - does most of the cooking in this family?
- 4) Who usually washes the dishes?
- 5) Who does the gardening?
- 6) Find one thing that everybody in this family likes.
- 7) Find something that all three children like to do.
- 8) Find something that two children like and the other one doesn't like.
- 9) Why are Flora's brothers annoying?

Writing

Write about your family.

Example: My name is Lisa and there are

Me and My Family (ii): The Harrison Family

"Hello. My name is Jane Harrison. I'm 36 years old and I was born in York, in England. I'm married and have two children. Five years ago we moved to Manchester where we bought a house on Victoria Road.

At school I was good at English and German. After school I wanted to become a teacher and went to a college. But then I got pregnant and I did not finish my education.

I work as a part time shop assistant at Tesco's and I have got the house and a small girl and a baby boy to look after. Sometimes I think this is just too much. At the weekends I'm so exhausted and have not got enough energy to do anything with the kids. My husband works as a quality controller at TOPTOY. Although we have both got a job we earn just enough to pay all our bills.

I love Qui Gong but I just haven't got enough time to do my exercises every day. I try to do it three times a week at least because I know it's so important for my health."

What to do: Use the description of the Harrison family to fill in the form.

Age:

☐

male

☐

female

Address:

Place of birth:

Marital status:

☐

single

☐

married

☐

separated

☐

divorced

Children:

☐

male

☐

female

Job:

Place of work:

Career (school and job):

Hobbies:

Problems:

(Solution p. 49)

Me and My Family (iii) - Jenny Writes Home

Holiday Camp
Shark Bay
Tuesday, 28th July



Dear Mum and Dad,

I hope everything is all right at home. Did you get my email? I am having a fantastic time but I'm worried about Bonzo. Does he miss me? Please play with him every day. I have drawn a picture of him....

Can you send me two more T-Shirts and some more money please? We play rugby every evening and all my shirts are dirty. I have spent all my money on pizzas. There is a great pizza place on the camp site. The food in the camp is o.k. but it's not enough. You know how hungry I get when I do a lot of sport.

We all have to get up at 7 o' clock and go for a run. It's a little bit like the army! The camp site is great. It's in the woods and there's a swimming pool. The pool gets a bit crowded but it has a terrific water slide.

The weather was good till yesterday when it started to rain. It is still raining and our stuff in the tent is starting to get wet. I was a bit homesick at first, but I have made a lot of new friends. I will miss them back home.

Love
Jenny

P.S. Don't forget to feed Bonzo.

What to do:

1. Read the letter. Draw a table in your exercise book and make two lists....

Good things about Jenny's holiday	Bad things about Jenny's holiday

2. Jenny's parents got Jenny's letter and sent her an email. Unfortunately the sentences got into a muddle. Can you put them into the correct order? Write out the email correctly.

To: jenny.flint@hotmail.com
cc:
Re: Holiday

So you don't have to worry about Bonzo -
Of course we will send you more shirts and some more money.
Dear Jenny,
He is having great fun playing with his friends in the park.
It's very hot in London at the moment, so
We are happy to hear that you are enjoying your holiday.
Enjoy the last week with your friends.
We miss you.
Love Mum and Dad
It's so easy today with the internet.
we don't want you to starve.
we spend a lot of time in shady parks.
You can keep in touch after the holiday.

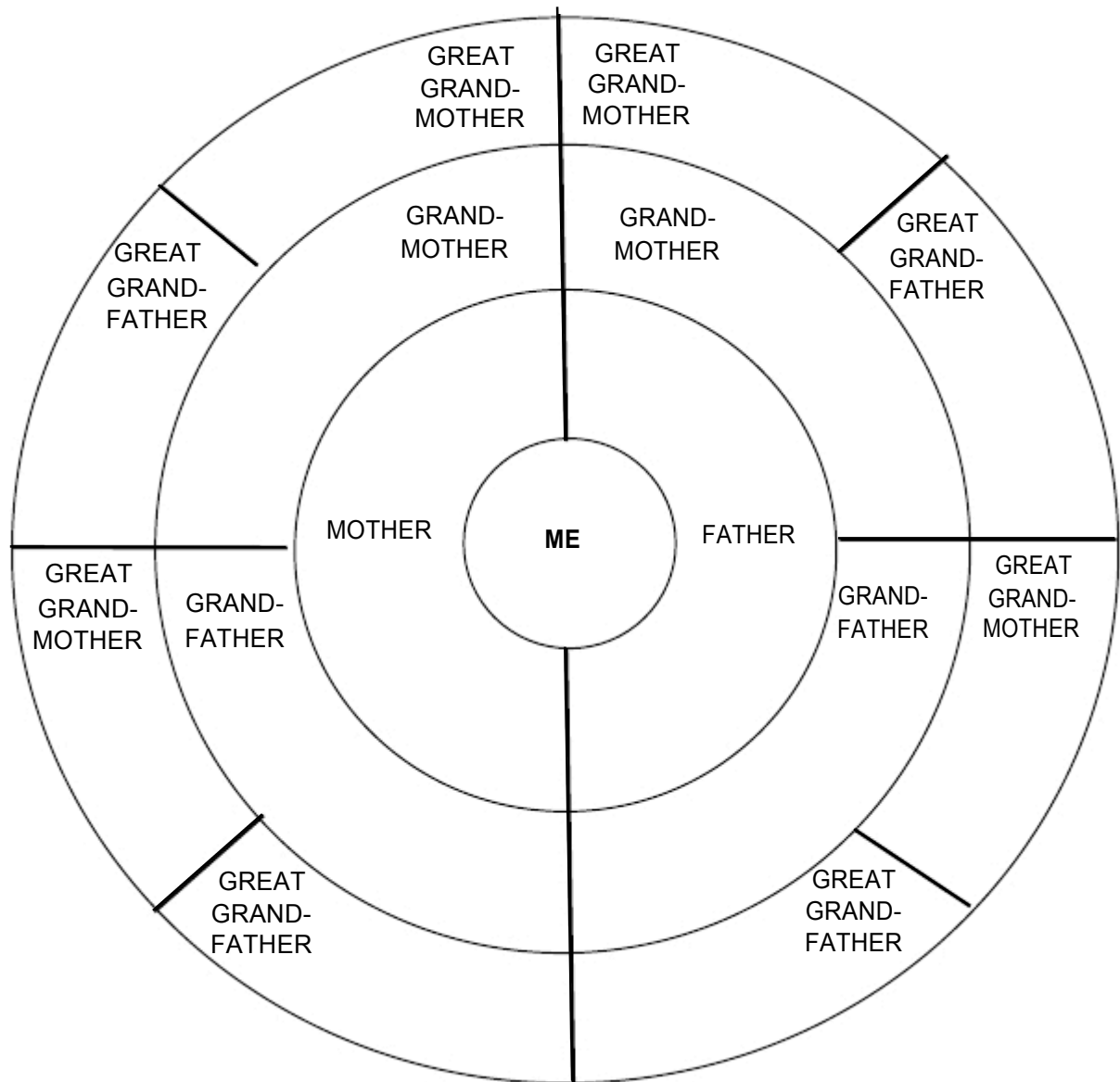
(Solution p. 49)

Me and My Family (iv) - My Family Circle

What to do:

Draw some circles on a big piece of paper, as below, and divide them into parts for the members of your family.

In each part, you should write some information: your relative's name and anything else you can find out or want to include - for example where your relative live(d), his or her nationality and language(s), etc. Compare your Family Circle with a friend's.



SOLUTIONS

Getting to Know You (i) Solution: Match the Questions

Can you match up the questions with answers?
Practise the dialogues.

What's your name? 1

Where are you from? 2

How old are you? 3

What's your address? 4

Who are your best friends? 6

What's your favourite food? 8

What's your favourite colour? 10

How tall are you? 11

How many brothers and sisters have you got? 15

What is your favourite sport? 17

What languages do you speak? 18

What is your weight? 20

What is your star sign? 5

What's your best subject? 7

What are your hobbies? 9

What colour are your eyes? 12

What is your hair like? 13

Have you got a pet? 14

Who is your favourite pop star? 16

What is your favourite animal? 19

I am ten years old. 3

My hobbies are scooting and dancing. 9

I weigh 32 kilos. 20

I speak Serbian, German and English. 18

I have two brothers and a sister. 15

My favourite sport is soccer. 17

I am from Serbia. 2

My best friends are Sarah and Magda. 6

I have a hamster and a dog. 14

My favourite pop star is 16

My favourite food is rice. 8

My hair is long, straight and black. 14

My address is Favoritenstrasse 245, 1100 Vienna. 4

My favourite animal is a tiger. 19

I am 1 meter 48. 11

My favourite colour is blue. 10





My eyes are green. 12

My name's Sanja. 1













My best subject is English. 7

My star sign is Libra. 5

Sports and Favourites (i) Solution: Bingo!

Bingo Card 1: Athletics			Bingo Card 2: Individual ball sports		
 running	 high jump	 discus	 table tennis	 croquet	 bowling
 hurdles	 long jump	 javelin	 golf	 billiards	 tennis

Bingo Card 3: Team ball sports			Bingo Card 4: inter sports		
 volleyball	 basketball	 soccer	 sledding	 ice skating	 ice hockey
 American football	 baseball	 cricket	 skiing	 cross-country skiing	 snowboarding

Bingo Card 5: Gymnastics, training and fighting sports			Bingo Card 6: Water sports		
 yoga	 boxing	 karate	 canoeing	 rafting	 sailing
 aerobics	 gymnastics	 weight-lifting	 diving	 swimming	 windsurfing

Bingo Card 7: Sports on wheels			Bingo Card 8: Open Air sports		
 cycling	 skateboarding	 motor racing	 camping	 caravanning	 climbing
 motor biking	 flying	 rollerblading	 hiking	 mountain biking	 jogging

Sports and Favourites (ii) Solution: I Like Sports

1) Fill in like or likes!

- g) I ...**like**... biking and skating.
- h) My brothers **like** ... football.
- i) All the students in my class ... **like** ... rollerblading.
- j) My sister ... **likes**... soccer.
- k) Do you ... **like** ... golf?
- l) My best friend ... **likes**... swimming and dancing.

2) Fill in don't or doesn't!

- m) Sherin ...**doesn't**... like climbing.
- n) Jussuf and Alban ...**don't**... like tennis.
- o) My friends ... **don't** ... like sailing.
- p) I ... **don't** ... like table tennis.
- q) Ricarda ... **doesn't** ... like basketball and Tamara ... **doesn't** ... like hiking.
- r) Agnes ... **doesn't** ... like ice hockey.

3) Write these sentences:







- a) Peter 😊 **likes** skateboarding.
- b) My friends ☹️ **don't like** skiing.
- c) They 😊 **like** volleyball and soccer.
- d) Laurin ☹️ **likes** weight lifting.
- e) Wissam 😊 **likes** formula one racing.
- f) Jasmin and Alessandra ☹️ **don't like** snowboarding.

Copy and complete...

I like ...**soccer**... but I don't like ...**aerobics**.... I can ride a ... **bicycle**... but I can't ride a ... **horse**.... I like ...**basketball**... because it is fun to play with my friends in a team. I don't like ... **boxing**... because it is too dangerous.

My friend can play ...**tabletennis**... but she can't play ...**golf**....She likes ... **skating**... because it's good exercise in the winter. She doesn't like ... **motor racing**... because it is so noisy and dangerous.

Sports and Favourites (iii) Solution: Sports on Earth

	1 green rectangle		2 white suits with black belts		3 red hands
	4 long spear		5 machine with two tyres		6 spin round like tops

Sports and Favourites (iv) Solution: Hobbies

2. Read quickly. Find a picture to go with the hobby and fill in the number



Example

2. Fill in the table and speak about it.

	A hobby you'd like to try	Can be done alone	Good for meeting people	Need to be fit and healthy	Expensive	Easy to learn
Rock climbing	?	No	Yes	Yes	Yes	?
Chess	?	Yes	Yes	No	No	?
Playing in a band	?	No	Yes	No	Yes	?
Karate	?	No	Yes	Yes	No	?
Making models	?	Yes	No	No	Yes	?

Based on an idea from: ENGLISH HEADWORK 3 by Deborah Waters and Chris Culshaw Oxford University Press 1986

New School (iii) Solution: Open Learning Symbols



Cut it out!



Write it down!



Read it!



Use a dictionary!



Put it into your folder!



Take a Din A4 sheet and write it down!



Collect your worksheets!



Try to do it as fast as possible!



Write it on the computer!



Draw a picture!



This exercise should take you about 15 minutes!

Listen!

Act out the dialogue!

Speak it out loud!

New School (iv) Solution: -Tell people to do things

Finish these sentences. Use the pictures to help you. You can use other words too.

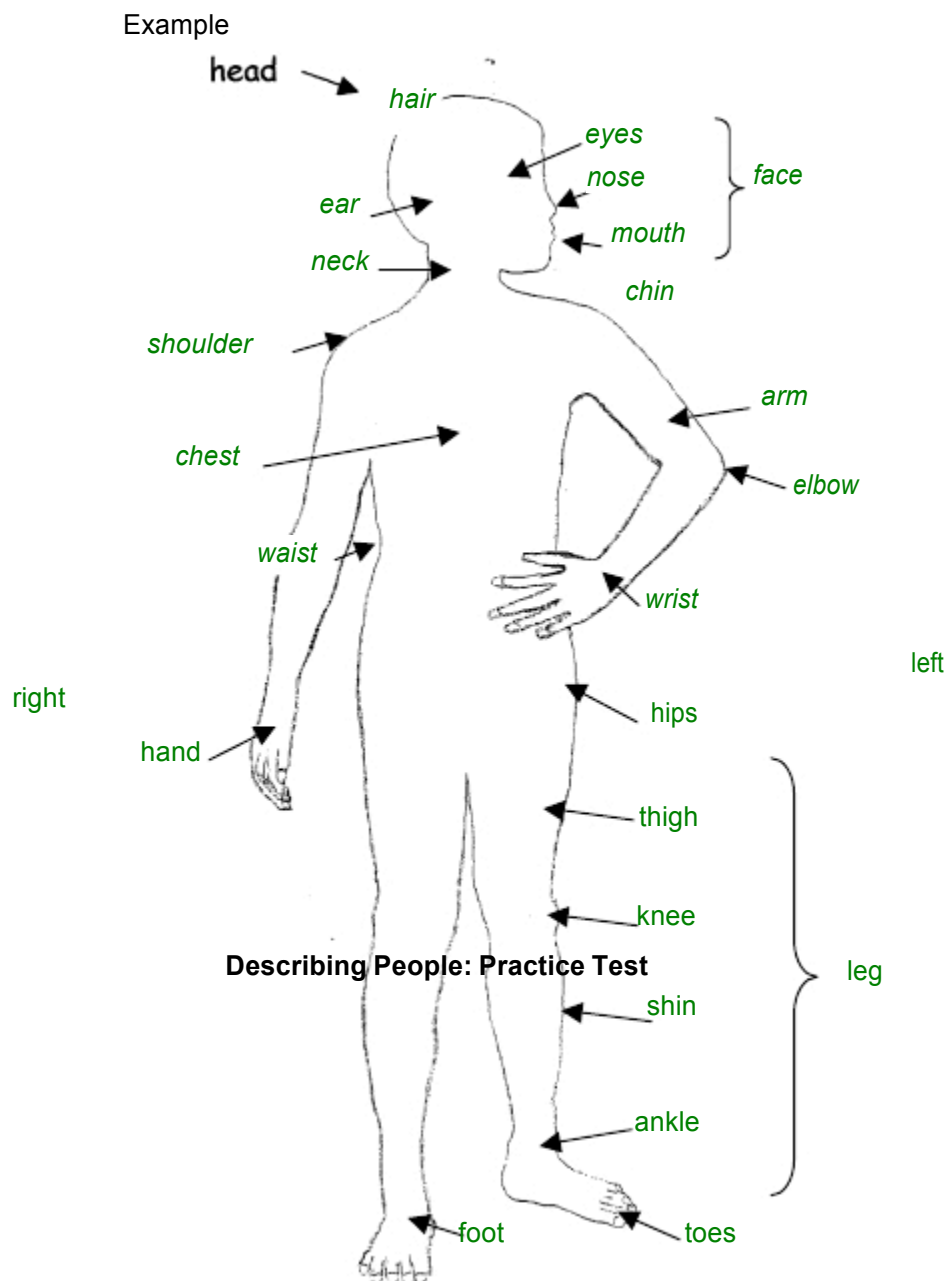
Turn on ...*the light, the tv, the heater, the switch*... .
Turn off ...*the light, the tv, the heater, the switch*... .
Shut ...*the window, the cupboard*.... .
Open ...*the window, the cupboard*... .
Put on ...*your shoes, slippers, jacket, glasses*.... .
Take off ...*your shoes, slippers, jacket*.... .
Pick up ...*the pencil, your schoolbag*... .
Put down ...*the pencil, your schoolbag*.... .
Clean ...*the blackboard*.... .
Empty ...*the rubbish bin*.... .
Sharpen ...*your pencil*... .
Read ...*the notes, the blackboard, the newspaper*... .
Listen to ...*the CD, the programme*..... .
Watch*the tv, the screen*.... .
Write down*the notes, the instructions*.... .
Look at*the blackboard, the computer screen*.... .
Drink ...*a glass of water, some milk*... .
Get ...*the remote control, your glasses*.... .

Describing People (i) Solution: The Human Body

Jim has short blond hair and blue eyes. He has a red and white striped t-shirt and blue jeans. Jim has glasses. He has a black belt round his waist and a blue watch on his wrist. He has brown sandals.

What to do:

3. Draw Jim's hair, eyes and clothes.
4. Do you know all the words for the parts of the body? Label Jim! Use a dictionary for the words you do not know.



Describing People (vii) Solution: Practice Test

1) Label the parts of the body.



2) Copy and complete:

Examples....

Ms ...(Jauk)... has ...short... ..fair... hair.

Mr ...(Silva)... ..has... short ...curly... hair and ...glasses... . I have ...long... ..brown... hair
and ...green... eyes.

3) What are the opposites?

tall....	short.....	fat....	thin.....
fair...	dark.....	heavy	light.....
curly...	straight.....	ugly.....	pretty.....

Me and My Family (ii) Solution: The Harrison Family

Age: 36

☐ male

☒ female

Address: *Victoria Road, Manchester*

Place of birth: *York*

Marital status: ☐ single

☒ married

☐ separated ☐ divorced

Children: *1* male

1 female

Job: *part time shop assistant*

Place of work: *Tesco's*

Career (school and job): *college – not finished*

Hobbies: *Qui Gong*

Problems: *exhausted; not enough money*

Me and My Family (iii) Solution: Jenny writes home

Good things about Jenny's holiday	Bad things about Jenny's holiday
<i>play rugby every evening great pizza place great campsite terrific water slide made new friends</i>	<i>worried about Bonzo shirts are dirty spent all the money swimming pool crowded started to rain; things get wet bit homesick at first</i>

To: jenny.flint@hotmail.com

cc:

Re: Holiday

Dear Jenny,

we are happy that you are enjoying your holiday.

It's very hot in London at the moment, so

we spend a lot of time in shady parks.

So you don't have to worry about Bonzo -

he is having great fun playing with his friends in the park.

Of course we will send you more shirts and some more money -

we don't want you to starve.

Enjoy the last week with your new friends.

You can keep in touch after the holiday.

It's so easy today with the internet.

We miss you.

Love Mum and Dad

2 YOUNG PEOPLE AND THEIR PROBLEMS

AUTHORS: Birgit Milachowski, Jennifer Süsoy

PILOTING: Birgit Milachowski, Jennifer Süsoy

ANCTEDS: Living in a world of thoughts and feelings, ideas and dreams
Living in harmony with people around us

SUBJECT AREAS: English, Biology (eating disorders)

LEVEL OF COMPETENCE: A2 to B1

OBJECTIVES: To raise awareness of teenage problems
To arouse discussion of issues and explore ways of solving them
To encourage a positive classroom atmosphere
To practise spelling and writing poetry with rhyme activities

PRACTICAL IMPLEMENTATION

Young people all over Europe are bound to have similar concerns, no matter where they come from. This module deals with teenage worries such as first love, school problems, eating disorders and bullying.

In the following activities students are encouraged to think about these problems and exchange opinions with others.

ACTIVITIES:

Letters to a Problem Page (Reading A2; Writing B1)

Song: You Need All the Friends You Can Get - Listening and creative writing (A2-B1)

(Source: <http://www.positivespin.com.au/innov8.htm>)

The Poet's Workshop: Games and activities with rhyme

Letters to a Problem Page

Do you have a problem? And you feel you can't tell anybody about it? Don't worry! Jill is here to help you!

Dear Jill,

All my friends are allowed to go out on Saturday evenings. But I've got to stay at home because my father says it's the only evening where both he and mum are home and we can all be together. My dad is very strict about that and there's no arguing about our Saturdays! I understand him, of course, and I do like our Saturday evenings, but I'd also like to go out with my friends. What can I do about it? I don't want to hurt my parents' feelings either!

Paloma

Dear Jill,

Can you help me? There's a new girl in our class. She's so pretty and I'd love to ask her out, but I'm just too shy. How can I find out if she likes me too?

Tibor

Dear Jill,

I've been bullied for about three years now and it just won't stop. I've tried sticking up for myself but that seems to make things worse. I don't have a clue why they pick on me. I hate going to school - I never know what they are going to do next. I'm losing all my self-confidence because the whole class seems to be against me, apart from a couple of good friends. I've stopped going out and I've lost my appetite. I feel that I can't turn to anyone. Please help me!

Alex

Dear Jill,

It's not me I want to tell you about, it's my best friend. We used to have such a lot of fun together – playing football, swimming, cycling, youth club. Then he got a new computer for his birthday and it has completely changed him. He never wants to go out any more. He just sits at home playing computer games. He's even told me that he doesn't want to go away with our class on the summer sports week because there are no computer games there!! What can I do?

Pierre

Dear Jill,

I'm worried about a girl in my class. I've known her since kindergarten and she's always been good fun to be with, but something must have happened to her. She's gone so pale and looks so miserable. She used to be quite tubby, but she's so thin now that even the smallest size jeans are too big for her. What can I do to help her?

Monika

Dear Jill,

This is my last year at middle school and next year I'll be starting at commercial college. My best friend and I were planning to go there together but now it seems that he won't pass this year. Last week I offered to study with him for the Maths test but when I went round he wasn't at home. He just doesn't take school seriously any more. Maybe he has given up because it's all too much for him. What can I do to help him out of this? If he goes on like this he'll be a drop-out.

Milan

Dear Jill,

I've got a problem that I can't tell anybody about. I've got a really great group of friends. We like hanging around together and chat about all sorts of things but there's one thing that bugs me. About two months ago one of the girls in our gang started smoking. All the others think she's really cool and they've started too. I know smoking is bad for you and I'm totally against it. The others say I'm a baby because I won't join in, but there's no way I'm going to give in to them. I'm worried they're going to kick me out of the gang. What can I do?

Ivana

Tasks:

1. Choose one of the letters and write an answer.
2. Get together in groups of 2 to 4 people. Read and compare each other's letters. Pick one of them and prepare a role-play which shows how the problem is solved.
3. What do your class mates think about the solution you found? Have a class discussion.

You need all the friends you can get

Concept: Carol Cayley. Lyrics: Rob Walker.© positivespin 2002

Some people hurt others with _____ and with stones
With punching and hitting they break all their _____.
Now that kind of _____ can get you in Court
But there's hurt and there's _____ of a different sort

That's gossip!
Vicious rumours.
Talking about people
_____ their back.

That's gossip!
_____ rumours
A heartless dog
In a vicious pack.

You need all the _____ you can get
When there's trouble, who will you call?
If you can't say nothing nice
It's _____ to be nice
And say nothing at all.

They say "What goes round comes round"
And you _____ what to do
Those bad _____ shot like arrows
Come back and stick in YOU.

words
know
bones
pain
better
violence
behind
friends
sticks
spreading

TASKS:

1. Read these lyrics and fill in the empty spaces using the words in the box.
2. Listen to the song and check your version.
3. What is the topic of the song?
4. Explain the phrase "What goes round comes round".

The Poet's Workshop

The lyrics of the song "*You need all the friends you can get*," tell us about how much pain is caused by talking about people behind their backs. When you read the "Letters to a Problem Page" you saw examples of other concerns that young people have.

Choose one of the topics or maybe even one of your own and try writing a poem, a song or a rap about it.

The lines of your text should have rhyme and rhythm. Make sure you have at least four verses of four lines. If you write a rap or a song remember you need a chorus.

At first you might find it hard to think of rhyming words. So let's have some practice. Have fun playing these rhyming games!

1. Memory.

Find the two matching rhymes.

2. Happy families.

Find the rhyming families.

3. The Rhyming Marathon

How many rhyming words can you find? Put the words on the worksheet into groups. Can you think of any more? Who is the Champion of Rhymes?

Teachers' resources

1. Memory

do	you	know	low
now	how	out	shout
hear	fear	blind	kind
sad	mad	feel	heal
give	live	wait	mate
dare	fair	try	shy
strong	wrong	me	be
miss	kiss	stop	drop
well	hell	should	good
depend	offend	what	lot

2. Happy Families

WHERE

hair – care – tear

HAIR

where – care – tear

CARE

where – hair – tear

TEAR

where – hair – care

CAUGHT

thought – bought – fought

THOUGHT

caught – bought – fought

BOUGHT

caught – thought – fought

FOUGHT

caught – thought – bought

SAY

pay – stay – weigh

PAY

say – stay – weigh

STAY

say – pay – weigh

WEIGH

say – pay – stay

SEA

be – key – free

BE

sea – key – free

KEY

sea – be – free

FREE

sea – be – key

YOU

too – blue – grew

TOO

you – blue – grew

BLUE

you – too – grew

GREW

you – too – blue

READ

instead – dead – led

INSTEAD

read – dead – led

DEAD

read – instead – led

LED

read – instead – dead

MORE

before – score – floor

BEFORE

more – score – floor

SCORE

more – before – floor

FLOOR

more – before – score

SIGH

try – lie – shy

TRY

sigh – lie – shy

LIE

sigh – try – shy

SHY

sigh – try – lie

The Rhyming Marathon

How many rhyming words can you find? Put the words on the worksheet into groups. Can you think of any more? Who is the Champion of Rhymes?

short knew say should free laid port fire sacked mud fade today
sew blade numb higher toe two fact mood key wood stay she
liar some clue degree flood neigh report attract below shoe could
raid prey glow you lacked become expire delayed quay blood
away court know shyer o.k. few good wire sleigh go act true
me thumb pyre played fort knee may tea shade

Which word is the odd one out? _____

Do you know any words that rhyme with it?

The Non-Stop-Nonsense-Poem

Now you have found all these rhyming words, why not write a nonsense poem? See how long you can make it!

Here is an example of a nonsense rhyme by Hughes Mearns.

*'As I was going up the stair,
I met a man, who wasn't there.
He wasn't there again today,
Oh, how I wish he'd go away.*

Solutions:

Gap Text:

You need all the friends you can get

Concept: Carol Cayley. Lyrics: Rob Walker.© **positivespin** 2002

Some people hurt others with **sticks** and with stones
With punching and hitting they break all their **bones**.
Now that kind of **violence** can get you in Court
But there's hurt and there's **pain** of a different sort

That's gossip!
Vicious rumours.
Talking about people
Behind their back.

That's gossip!
Spreading rumours
A heartless dog
In a vicious pack.

You need all the **friends** you can get
When there's trouble, who will you call?
If you can't say nothing nice
It's **better** to be nice
And say nothing at all.

They say "What goes round comes round"
And you **know** what to do
Those bad **words** shot like arrows
Come back and stick in YOU

From the album innov8 by positivespin.

Permission is granted to educators to reproduce this page.

Credits: Kerry Burke: lead vocals. Rob Walker: backing vocal, acoustic guitars. Robert Jarvis: recording, mixing, engineering. Simon Rose: post production
www.positivespin.com.au

The Rhyming Marathon

short – report – court – port – fort ...
say – away – may – stay – neigh – o.k. – prey – sleigh – today ...
free – me – knee – she – tea – key – quay – degree ...
blade – shade – laid – played – delayed – raid – fade ...
fire – expire – pyre – higher – wire – shyer – liar ...
some – numb – become – thumb ...
fact – lacked – attract – sacked – act ...
few – clue – you – knew – shoe – true – two ...
glow – go – sew – know – below – toe ...
good – should – could – wood - ...
mood
flood – mud - blood

The odd word is mood.



EUROPE

AUTHORS: Rebecca Feyertag-Pressl, Birgit Milachowski, Jennifer Süsoy

PILOTING: Rebecca Feyertag-Pressl, Gudrun Jauk, Monika Kumer, Sabine Metzger, Birgit Milachowski, Jennifer Süsoy

ANCTEDS: Looking at the world around us

SUBJECT AREAS: English, Geography

LEVEL OF COMPETENCE: A1 to A2

OBJECTIVES:

In this module students increase their background knowledge about Europe. They learn the names of countries and their capitals, the European languages, the countries' flags, the Eurozone and some geographical facts.

For some topics there is a choice of activities at different levels of competence.

The activities are designed to encourage the development of self-organisation and self-directed learning techniques.

PRACTICAL IMPLEMENTATION

ACTIVITIES:

The Map of Europe (A1)
Countries and Capitals (A1)
Games with the map of Europe! (A1)
Writing about the European Countries (A1)
The European Union (A1)
The United Kingdom: Great Britain and Northern Ireland (A1)
Writing about the UK (A2)
European Flags (reading comprehension and memory) (A2)
Useful adjectives (A1 to A2)
So many languages! (Wordsearch) (A1)
The Euro (A2 to B1)
The Austrian Euro (A2)
European Superlatives (a quiz) (A2 to B1)

Activity: The Map of Europe

What you need:

a blank map of Europe, an atlas, some colours

What to do:

Look at your map of Europe. Then look at your atlas. Colour all the sea blue.

- 1) *Do not look at your atlas now.*

Write on your map:

Atlantic Ocean

North Sea

Baltic Sea

Mediterranean

Black Sea

Now check to see if you are right.

- 2) *Do not look in your atlas*

Colour Iceland, Estonia, Ireland, Holland, Poland, Austria, Moldova, Serbia and Turkey in GREEN

Colour Norway, Latvia, Germany, Slovakia, Portugal, Croatia, Bulgaria and Albania in PURPLE

Colour Finland, Great Britain and Northern Ireland, Switzerland, Slovenia, the Ukraine, Spain and Macedonia in RED or PINK

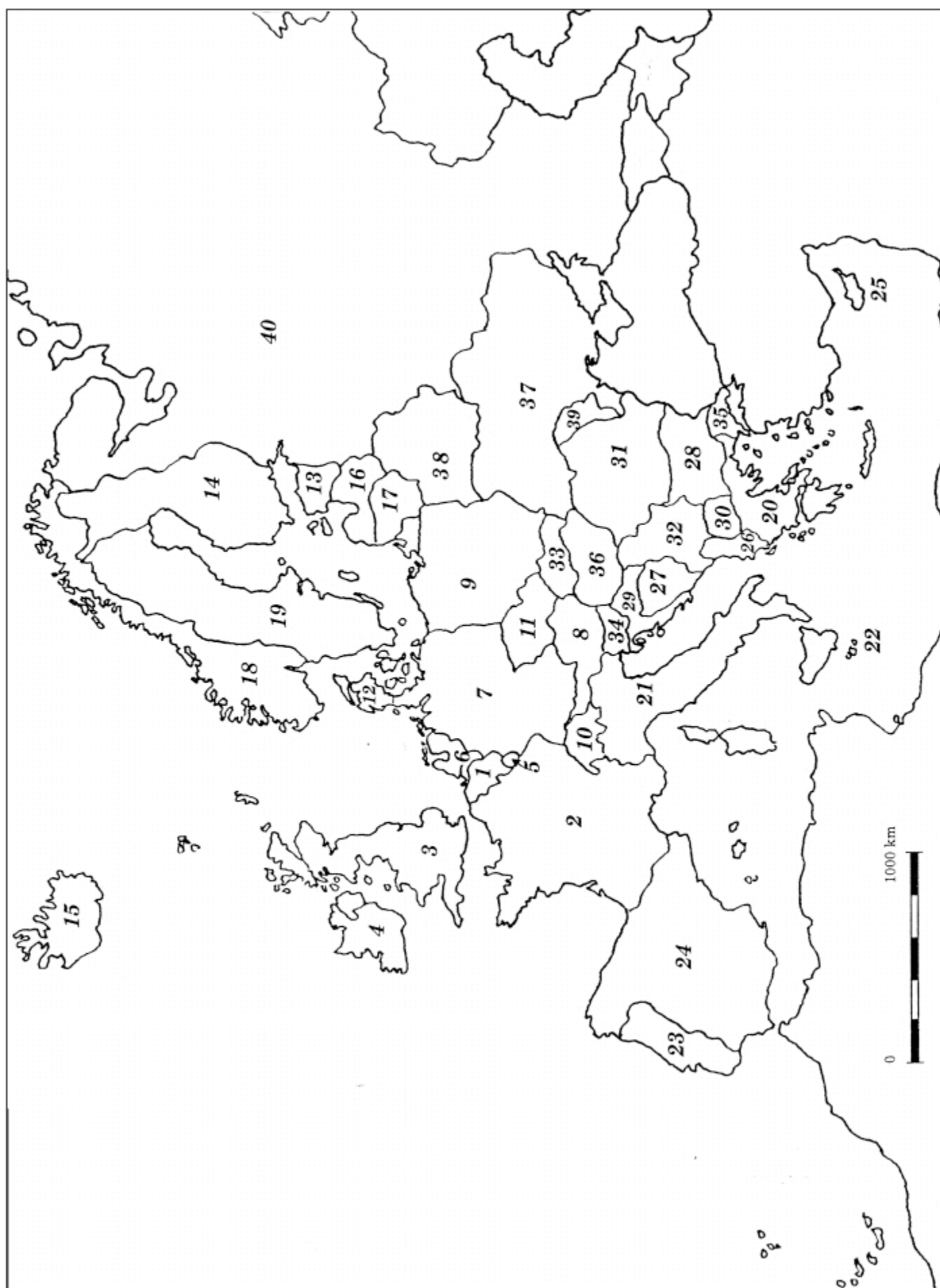
Colour Sweden, France, Malta, Czech Republic, Belarus, Bosnia and Herzegovina and Romania in ORANGE

Colour Denmark, Russia, Belgium, Italy, Hungary and Greece in YELLOW

Now check your atlas to see if you are right.

- 3) *Test: The countries have numbers on your map. How many names of countries do you know in English? What do the numbers mean?*

1	11	21	31
2	12	22	32
3	13	23	33
4	14	24	34
5	15	25	35
6	16	26	36
7	17	27	37
8	18	28	38
9	19	29	39
10	20	30	40



Activity: Countries and Capitals

Is Rome in Italy? Yes, it is.
 Is Bucharest in Bulgaria? No, it isn't.
 Where's Madrid? It's in Spain.

Look at these questions and answers:

Ask a friend some questions. Use the pairs below. Some are right and some are wrong so you must find out the wrong ones first!

London ~ the United Kingdom	Prague ~ Norway	Lisbon ~ Turkey
Vienna ~ Germany	Athens ~ Greece	Sofia ~ Spain
Madrid ~ Portugal	Bern ~ Switzerland	Helsinki ~ Finland
Bucharest ~ Romania	Berlin ~ Austria	Paris ~ France
The Hague ~ Holland	Warsaw ~ Poland	Stockholm ~ Ireland
Oslo ~ Sweden	Istanbul ~ Bulgaria	Rome ~ Czech Republic
Dublin ~ Denmark	Budapest ~ Hungary	Copenhagen ~ Italy

Now you can fill in some capital cities....

1 Belgium		21 Italy	
2 France		22 Malta	
3 United Kingdom		23 Portugal	
4 Ireland		24 Spain	
5 Luxembourg		25 Cyprus	
6 Netherlands (Holland)		26 Albania	
7 Germany		27 Bosnia & Herzegovina	
8 Austria		28 Bulgaria	
9 Poland		29 Croatia	
10 Switzerland		30 Macedonia	
11 Czech Republic		31 Romania	
12 Denmark		32 Serbia	
13 Estonia		33 Slovakia	
14 Finland		34 Slovenia	
15 Iceland		35 Turkey	
16 Latvia		36 Hungary	
17 Lithuania		37 Ukraine	
18 Norway		38 Belarus	
19 Sweden		39 Moldova	
20 Greece		40 Russia	

Activity: Games with the map of Europe!

Twenty Questions Game

You need:

2 or more people

a pack of cards with the name of a country on each card

One person picks a card. The others must ask questions to find out which country is written on the card. The person with the card can only answer questions with 'YES' or 'NO'. Ask questions from the table

Is the country	north south east west	of ... ?	Yes, it is. No, it isn't.
Is the country	next to near ?	Yes, it is. No, it isn't.
	between	... and ...?	
Does the capital city begin with		a, b, ...?	Yes, it does. No, it doesn't.

Countries and Capitals Memory

You need:

Two packs of cards – one with countries and the other with capitals.

Two or more people

Put all the cards face down on the table and take it in turns to turn up two cards. Your aim is to find a country and its capital!

Country Cards

United Kingdom	Switzerland	Romania	Norway
Ireland	Austria	Hungary	Sweden
Portugal	Italy	Slovakia	Finland
Spain	Slovenia	Czech Republic	Iceland
France	Croatia	Poland	Ukraine
Belgium	Bosnia & Herzegovina	Moldova	Russia
Netherlands	Albania	Lithuania	Turkey
Luxembourg	Macedonia	Belarus	Cyprus
Germany	Greece	Latvia	Serbia
Denmark	Bulgaria	Estonia	Malta

Capital City Cards

London	Bern	Bucharest	Oslo
Dublin	Vienna	Budapest	Stockholm
Lisbon	Rome	Bratislava	Helsinki
Madrid	Ljubljana	Prague	Reykjavik
Paris	Zagreb	Warsaw	Kiev
Brussels	Sarajevo	Chisinau	Moscow
The Hague	Tirana	Vilnius	Ankara
Luxembourg	Skopje	Minsk	Nicosia
Berlin	Athens	Riga	Belgrade
Copenhagen	Sofia	Tallinn	Valletta

Activity: Writing about the European Countries

1. Describing a map.

What to do:

Write this paragraph in your exercise book, putting in the missing words:

in between through
on next to near
north south east west

Austria is of Germany. It is Switzerland and Hungary. Romania is of Hungary and of Bulgaria. Moldova is Romania. The Ukraine is Romania and Belarus. Poland is of Belarus. Italy is Croatia. Spain is south-..... of France. Norway is of Denmark and Sweden. Finland is of Sweden. The river Danube flows Austria. Paris is the river Seine.

2. Europe: Country anagrams.

What to do:

The letters in these country names have got mixed up. Can you sort them out? The first one is done for you.

RED NAIL 4.....Ireland.....

DOT MINING DUKE

RAY WON

ED NEWS

BUG MILE

LARD HEN NETS

GREY MAN

PAL DON

CER FAN

FLAN DIN

WAZ SID TRELN

AT RUSIA

RHAY GUN

GOAL PURL

IN SAP

LAY IT

GOAL SAY VIU

REG EEC

ME DRANK

MURE LUG BOX

Activity: The European Union

At the moment the European Union is made up of 27 countries. *Colour in the EU countries YELLOW on your map.*

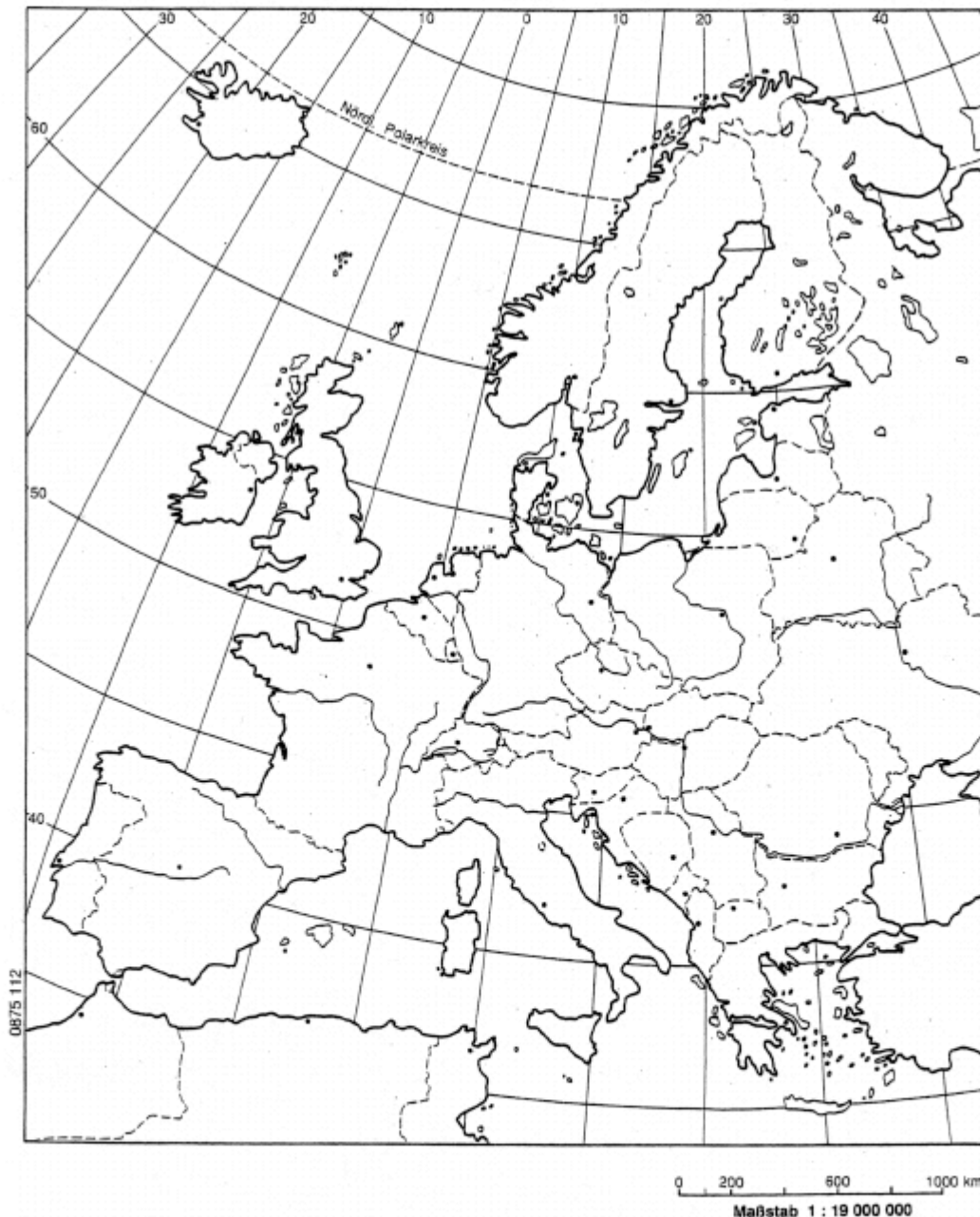
AUSTRIA	ESTONIA	IRELAND	NETHERLANDS	SPAIN
BELGIUM	FINLAND	ITALY	POLAND	SWEDEN
BULGARIA	FRANCE	LATVIA	PORTUGAL	UNITED KINGDOM
CYPRUS	GERMANY	LITHUANIA	ROMANIA	
CZECH REPUBLIC	GREECE	LUXEMBOURG	SLOVAKIA	
DENMARK	HUNGARY	MALTA	SLOVENIA	

Two more countries want to join soon! *Colour these countries BLUE on your map.*

CROATIA TURKEY

13 EU countries have the EURO as their official CURRENCY. *Mark these countries with the sign.*

AUSTRIA	FINLAND	LUXEMBOURG	SPAIN
BELGIUM	FRANCE	NETHERLANDS	
GERMANY	IRELAND	PORTUGAL	
GREECE	ITALY	SLOVENIA	



THE UNITED KINGDOM: GREAT BRITAIN AND NORTHERN IRELAND

Britain is the largest island in Europe. It is made up of three countries: England, Scotland and Wales.

Great Britain is the United Kingdom of Great Britain and Northern Ireland (UK). The southern part of Ireland is called the Republic of Eire. It is not part of the UK. The population of the U.K. is more than 55 000 000 people.



CITIES

London is the capital city of the whole United Kingdom. It is in the south of England. Some other big cities in England are Birmingham, Manchester and Newcastle upon Tyne. Scotland, Wales and Northern Ireland are not separate countries, but still they each have their own capital city. Edinburgh is the capital of Scotland, Belfast is the capital of Ireland and Cardiff is the capital of Wales.



RIVERS AND THE SEA

Britain is separated from France in the south-east by the English Channel. There is a train tunnel under the sea between Dover and France. The North Sea is to the north-east of Britain. The Irish Sea is to the west, between Britain and Ireland. The Atlantic Ocean is to the west of Ireland and Scotland.

The river Thames flows through London. It is one of the main rivers in Britain, and flows into the English Channel. Big ships can sail in from the sea as far as London. The longest river is the Severn, in the west of Britain. It is 354 kilometres long and it flows into the Bristol Channel near Cardiff. Edinburgh is on the south bank of the Firth of Forth.



WEATHER

Great Britain has mild, changeable weather and quite a lot of rain which makes its countryside green and lush. The west coast is warmed by an ocean current called the Gulf Stream.

MOUNTAINS

The highest mountain in Great Britain is Ben Nevis, in Scotland. It is 1344 meters high.



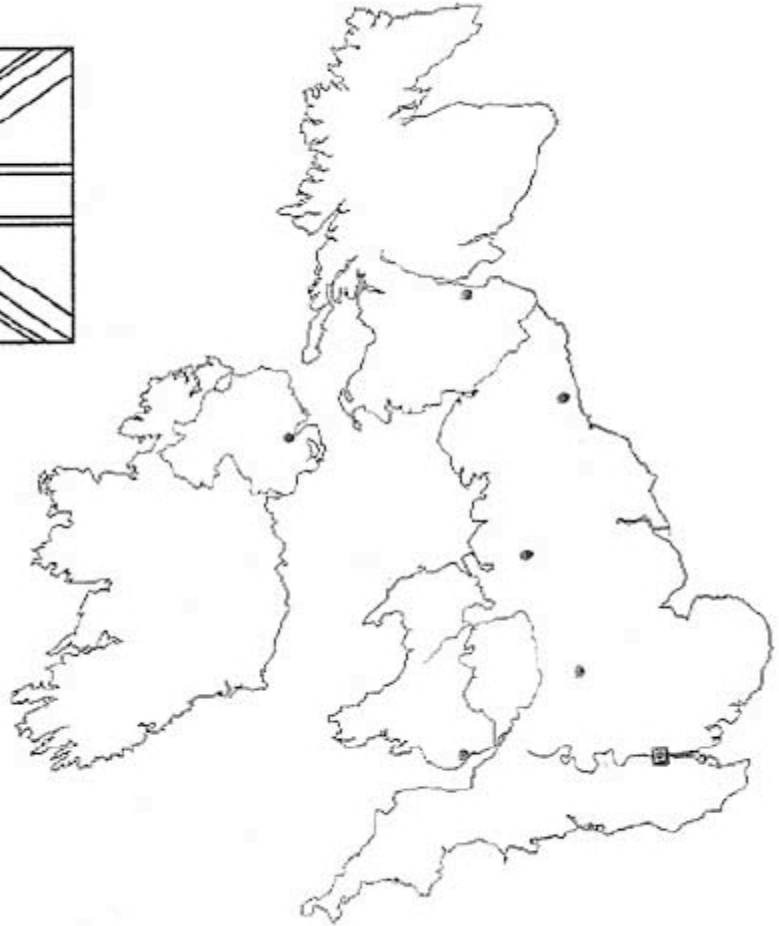
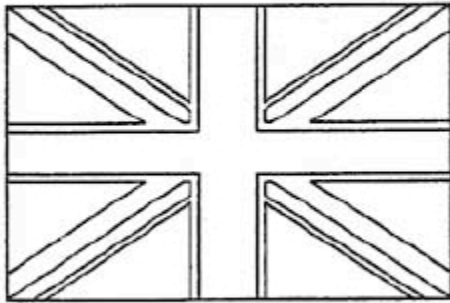
LANGUAGES

There are three languages in the U.K., English, Welsh and Gaelic. The Irish, Scottish and Welsh languages were first spoken by people called the Celts over 2000 years ago. They are still spoken in these countries today along with English, and are used on road signs.



Worksheet: Information about the U.K. (A2)

Read the information on the "United Kingdom" work card to fill in the information below.
Colour in the flag. Mark the names of the different countries and major cities on the outline map.



Currency: _____

Population: _____

Capital: _____

Main cities: _____

Languages: _____

Highest mountain: _____

Rivers: _____

Writing about the UK

Work in your exercise books!

1. Put in the missing words:

in	to	into	of
between	under	through	

Scotland is the north of England and Wales is ... the west. Eire and Northern Ireland make up a separate island ... the west of Britain.

London is ... the south of England and Newcastle is ... the north. London is the capital ... the whole United Kingdom. Edinburgh is the capital ... Scotland. Cardiff is ... Wales and Belfast is ... Northern Ireland.

The River Thames flows ... London and then it flows ... the English Channel. The Channel is ... England and France. There is a tunnel ... the Channel.

2. Answer the questions in sentences!

Which sea is to the east of Britain?

Which sea is between England and Ireland?

What is to the west of Ireland?

Which river flows by Edinburgh?

Which country is next to England, to the west?

Which country is south of Northern Ireland?

How many languages are there in the U.K.?

COUNTRY PROJECT

Choose a country in Europe. Work on your own or with a partner. Each person or pair should choose a different European country.
 Make a fact sheet, like the one on the worksheet *Information about the U.K.* Use the internet or a book to find the information.
 Make a colourful poster with pictures and short texts.
 Use the poster to present your country to the class.
 Try to show something interesting from the country – a national dish, a dance or a song, a souvenir...

How to make a good ORAL PRESENTATION

NAME:			Possible points
COUNTRY:			
ORGANISATION	Introduce your country clearly. Make your points one after another and do not muddle them up. Have a conclusion where you pull all your ideas together again.	10	
INFORMATION FACTS	Basic facts: population, currency, important places, weather, etc. Interesting details: specialities – history, food, music, dance, famous people, clothes, etc. Are you an expert on your country? (Do you know more than the listeners?)	10	
INTEREST	Clear speech. Talk to the audience. Make eye contact. (No reading!) Pleasant, interesting tone of voice. Fluency.	10	
LANGUAGE	Pronunciation Intonation Vocabulary Grammar	10	
VISUALS; SPECIAL EFFECTS	Pictures, maps, overheads, things to show, demonstrations, etc.	10	
TOTAL		50	

Project Grade:

🚩 EUROPEAN FLAGS 🚩

Domino Game

- Use an atlas to check how to colour in the flag cards. Make sure that you colour over the country name so that you can't see it any more! Then cut the cards into dominoes and play... Here are some clues to help you!

The Austrian flag has three horizontal stripes in red, white, red.

The flags of Luxembourg and the Netherlands are very similar. Both have three horizontal stripes in nearly the same colours. The only difference is that the blue stripe on the Luxembourgian flag is a little lighter than in the Dutch.

Denmark, Finland and Sweden all have flags with a large horizontal cross. The Danish flag has the same colours as the Austrian flag. The cross on the Swedish flag is yellow, the background of the Finnish flag is as white as snow.

The flags of Italy and Hungary use the same colours. The Italian flag has vertical stripes, while the Hungarian flag has horizontal ones.

There are three flags which have a black stripe. Two of them have the same colours: the Belgian flag has three vertical stripes, the German one three horizontal stripes. The third flag with a black stripe is the Estonian one.

The Latvian flag is similar to the Austrian one, but the white stripe is a little narrower and the red darker.

The French flag is like the Italian one with a blue stripe instead of a green one.

The Irish flag resembles the Italian one, but there is an orange stripe instead of a red one and the green is a bit lighter.

In one corner of the Greek flag there is a white cross on a blue background.

Half green, half red with an emblem: that's the Portuguese flag.

The British flag is the only one to have diagonal stripes.

Half white, half red: the Polish and Maltese flags have the same colours, but the Maltese flag also has an emblem, the Maltese cross.

The flag of the Czech Republic is the only one to have a blue triangle.



On the Cypriot flag you can see the island of Cyprus.

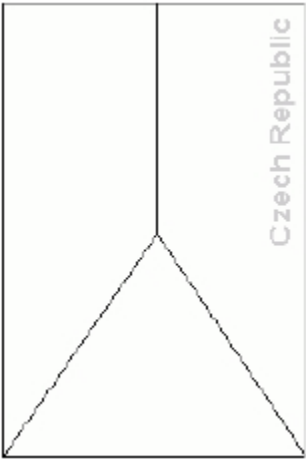

The Lithuanian flag has horizontal stripes. The colours are like traffic lights, but not in the same order.

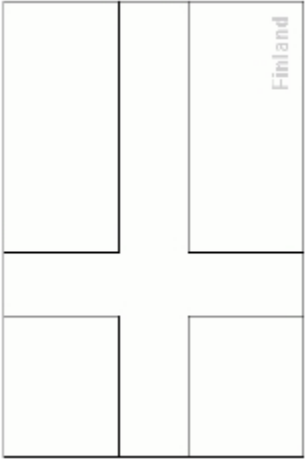
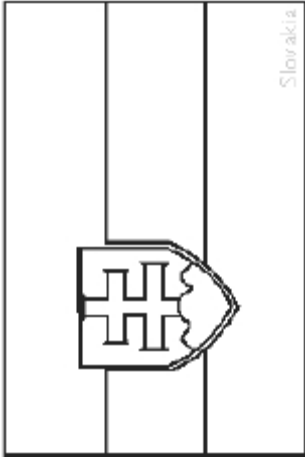
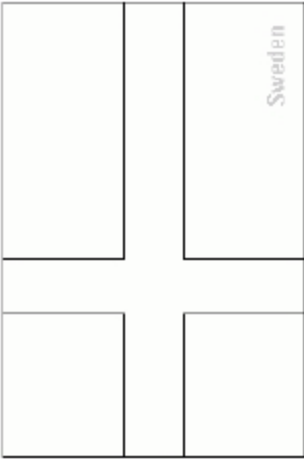
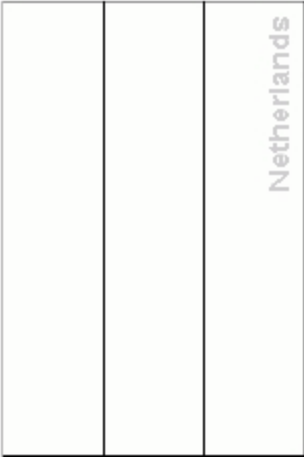
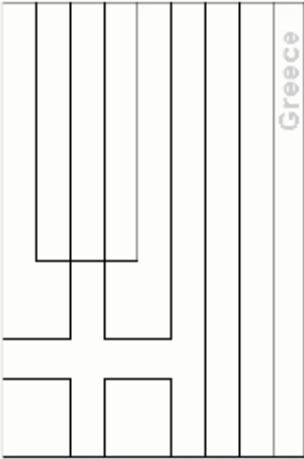

The Spanish flag has two red stripes with a larger yellow one in the middle, and it sometimes has the royal coat of arms in the centre.

The Slovakian and Slovenian flag are similar. Both have horizontal stripes and emblems. The emblem of Slovenia is a mountain with three stars.

<p>BULGARIA</p>	<div data-bbox="218 1167 521 1626"> <div></div> <div></div> <div>Austria</div> </div>	<p>AUSTRIA</p>	<div data-bbox="218 253 521 719"> <div></div> <div></div> <div>Denmark</div> </div>
<p>ROMANIA</p>	<div data-bbox="576 1167 879 1626"> <div></div> <div></div> <div>France</div> </div>	<p>FRANCE</p>	<div data-bbox="576 253 879 719"> <div></div> <div>United Kingdom</div> </div>
<p>LUXEMBORG</p>	<div data-bbox="949 1167 1252 1626"> <div></div> <div></div> <div>Italy</div> </div>	<p>ITALY</p>	<div data-bbox="949 253 1252 719"> <div></div> <div></div> <div>Spain</div> </div>

<p>DENMARK</p>	<div> <div></div> <div></div> <div></div> </div> <div>Ireland</div>	<p>IRELAND</p>	<div> <div></div> <div></div> <div></div> </div> <div>Estonia</div>
<p>GREAT BRITAIN</p>	<div> <div></div> <div></div> </div> <div>Poland</div>	<p>POLAND</p>	<div> <div></div> <div></div> <div></div> </div> <div>Hungary</div>
<p>SPAIN</p>	<div> <div>  </div> <div></div> <div></div> </div> <div>Slovenia</div>	<p>SLOVENIA</p>	<div>  </div> <div>Cyprus</div>

ESTONIA	 <div>Czech Republic</div>	CZECH REPUBLIC	<div> <div></div> <div></div> <div></div> </div> <div>Latvia</div>
HUNGARY	<div> <div></div> <div></div> <div></div> </div> <div>Germany</div>	GERMANY	<div> <div></div> <div></div> <div></div> </div> <div>Lithuania</div>
CYPRUS	 <div>Malta</div>	MALTA	<div> <div></div> <div></div> <div></div> </div> <div>Belgium</div>

LATVIA		Finland	FINLAND		Slovakia
LITHUANIA		Sweden	SWEDEN		Netherlands
BELGIUM		Greece	GREECE		Portugal

SLOVAKIA	<div> <div></div> <div></div> <div>Bulgaria</div> </div>	<p>Source of outline flag images: FOTW Flags Of The World website at http://flagspot.net/flags/ We thank the author of this site for permission to use the images for an educational, non-commercial purpose.</p>
NETHERLANDS	<div> <div></div> <div></div> <div>Romania</div> </div>	
PORTUGAL	<div> <div></div> <div></div> <div>Luxembourg</div> </div>	

🎨 USEFUL ADJECTIVES 🎨

If you look back at the text describing the flags of Europe you will find the adjectives for the different countries. Fill in the list below.

country	adjective
Austria	
Belgium	
Czech Republic	
Cyprus	
Denmark	
Estonia	
Finland	
France	
Germany	
Great Britain	
Greece	
Hungary	
Ireland	
Italy	
Latvia	
Lithuania	
Luxembourg	
Malta	
Netherlands	
Poland	
Portugal	
Slovakia	
Slovenia	
Spain	
Sweden	

In some cases you can't use the adjective of the country to indicate the language. What languages do they speak in

- Austria?
- Ireland?
- Belgium?
- Great Britain?

So Many Languages!

Find the names of the 23 official EU languages in this wordsearch.

Here are the names of the EU countries to help you.

Sweden, Denmark, Finland, Great Britain, Ireland, Belgium, the Netherlands, Luxembourg, Germany, Poland, France, Spain, Portugal, Italy, Austria, the Czech Republic, Slovakia, Hungary, Slovenia, Romania, Bulgaria, Latvia, Estonia, Lithuania, Greece, Cyprus, Malta.

The words can go in these directions: ↖ ↗ ↘ ↙ ↠ ↡ ⬆ ⬇! Have fun!

C	Z	E	C	H	A	A	N	A	I	N	A	M	O	R
P	X	E	Y	S	L	O	V	A	K	Q	M	S	U	W
W	L	S	T	I	M	A	L	T	E	S	E	W	X	U
U	I	T	A	L	I	A	N	Q	Z	U	B	E	C	L
C	S	O	L	O	N	W	H	S	I	N	A	D	V	I
P	L	N	R	P	S	S	W	J	N	G	B	I	C	T
J	O	I	K	N	O	H	S	P	A	N	I	S	H	H
Q	V	A	P	A	W	R	W	C	I	P	Q	H	F	U
F	E	N	Z	I	Q	H	T	W	R	Z	U	X	Z	A
I	N	W	Q	V	K	P	F	U	A	N	G	K	R	N
N	I	D	U	T	C	H	E	A	G	H	F	O	K	I
N	A	T	Z	A	I	U	G	A	L	U	R	E	Z	A
I	N	M	P	L	L	K	R	T	U	Z	E	D	K	N
S	Z	C	R	O	E	I	G	P	B	R	N	S	Q	W
H	V	B	D	E	A	J	L	K	G	M	C	T	E	Y
R	Y	T	E	N	G	L	I	S	H	W	H	V	Y	Z

THE €URO

I. Match the sentence halves and write down the complete sentences.

1. The euro is the
2. It is the single currency for
3. There are twelve member states
4. These countries became known as
5. The euro is also the official currency of the mini European states
6. They are allowed to

- a. who first adopted the euro in 2002.
- b. mint their own euro coins.
- c. official currency of the European Union.
- d. Monaco, San Marino and the Vatican City.
- e. over 300 million Europeans.
- f. the Eurozone, or sometimes Euroland or Eurogroup.

II. Read the following text and answer the questions.

The euro was introduced to world financial markets in 1999 and was launched as a currency in 2002. All EU member states can join the Eurozone if their economies are strong and stable. The euro is managed by the European Central Bank (ECB) which is based in Frankfurt and by the European System of Central Banks (ESCB). The ESCB is made up of the central banks of its member states. The ESCB is responsible for the printing, minting and distribution of euro notes and coins.

When was the euro first used as a currency?

In which European country does the ECB have its headquarters?

What is the name of the central bank of Austria?

Where is it based?

Match the definitions with these words from the text:

- | | |
|-------------|----------------------------------|
| 1. currency | a. fixed; not easily changed |
| 2. launch | b. production of paper banknotes |
| 3. stable | c. to organize and control |
| 4. printing | d. the money in use in a country |
| 5. minting | e. to start or introduce |
| 6. manage | f. production of coins |

III. Complete the following sentences, using the words in the box:

The euro is divided into a cents.

All euro coins have a common side showing the of the coin.

The other side has an image chosen by the country that has issued the

Monarchies often have a picture of their

Other countries have their national

Austria, for example, has an image of the edelweiss on its cent coin.

Finland and the Netherlands do not normally use the one and two coins.

All euro have a common design on both sides.

cent	coin	hundred	banknotes
value	monarch	two	symbols

IV. Find the names of the twelve original members of the Eurozone and copy them down.

N	B	A	I	R	T	S	U	A	B	Y	L
G	E	R	M	A	N	Y	A	T	S	C	U
E	L	T	N	F	I	N	X	P	T	E	X
O	G	U	H	S	P	F	R	A	N	C	E
L	I	Y	N	E	O	B	E	V	W	E	M
S	U	T	X	G	R	I	S	M	I	E	B
P	M	E	P	Y	T	L	P	X	T	R	O
C	K	O	Y	A	U	S	A	I	P	G	U
Q	R	U	L	M	G	L	I	N	A	E	R
T	U	Y	K	O	A	E	N	S	D	C	G
A	F	I	R	E	L	A	N	D	O	S	E
S	N	D	N	A	L	N	I	F	I	P	R



“THE AUSTRIAN EURO”



Match the coins with their descriptions:

1.  an edelweiss
2.  the Secession building in Vienna
3.  the portrait of Wolfgang Amadeus Mozart
4.  the portrait of the pacifist Berta von Suttner
5.  a blue alpine flower (gentian)
6.  an alpine primrose
7.  St. Stephen's cathedral
8.  the Belvedere Palace

European Superlatives 1

How much do you know about Europe? Don't worry if you don't know all the answers because your classmates can help you. Walk around and ask for the missing answers.

Which is the largest European country?	
Which European city has the most inhabitants?	
How many official languages are there in the EU?	There are 23 languages (Gaelic, Danish, German, English, Estonian, Finnish, French, Greek, Italian, Latvian, Lithuanian, Maltese, Dutch, Polish, Portuguese, Slovak, Slovenian, Spanish, Swedish, Czech, Hungarian, Romanian, Bulgarian).
Which is the longest river in Europe?	
What's the name of the largest lake in Europe?	
What's the name of the highest mountain?	Mont Blanc (4808 m).
Where is the biggest sand-dune in Europe?	
Where is the highest active volcano in Europe?	
What are the three biggest islands?	
Which European capitals are the coldest in winter?	Vilnius and Riga (average degrees: -10 / -11).
Which European country has the longest national anthem?	
Which has the largest number of inhabitants – the United States or the EU?	

European Superlatives 2

How much do you know about Europe? Don't worry if you don't know all the answers because your classmates can help you. Walk around and ask for the missing answers.

Which is the largest European country?	France (544.000 km ²).
Which European city has the most inhabitants?	
How many official languages are there in the EU?	
Which is the longest river in Europe?	The Danube (2888 km).
What's the name of the largest lake in Europe?	
What's the name of the highest mountain?	
Where is the biggest sand-dune in Europe?	
Where is the highest active volcano in Europe?	It is Mount Etna in Sicily, Italy (3323 m).
What are the three biggest islands?	
Which European capitals are the coldest in winter?	
Which European country has the longest national anthem?	
Which has the largest number of inhabitants – the United States or the EU?	

European Superlatives 3

How much do you know about Europe? Don't worry if you don't know all the answers because your classmates can help you. Walk around and ask for the missing answers.

Which is the largest European country?	
Which European city has the most inhabitants?	London (12,6 million, including the suburbs). In second place: Paris.
How many official languages are there in the EU?	
Which is the longest river in Europe?	
What's the name of the largest lake in Europe?	
What's the name of the highest mountain?	
Where is the biggest sand-dune in Europe?	It's in France. It's called Pyla, on the Atlantic coast (3 km long, 500m wide, 100-120 m high).
Where is the highest active volcano in Europe?	
What are the three biggest islands?	
Which European country has the longest national anthem?	Greece. The Greek anthem has 158 verses (which is also a world record).
Which has the largest number of inhabitants – the United States or the EU?	

European Superlatives 4

How much do you know about Europe? Don't worry if you don't know all the answers because your classmates can help you. Walk around and ask for the missing answers.

Which is the largest European country?	
Which European city has the most inhabitants?	
How many official languages are there in the EU?	
Which is the longest river in Europe?	
What's the name of the largest lake in Europe?	It's Lake Vänern in Sweden (5584 km²).
What's the name of the highest mountain?	
Where is the biggest sand-dune in Europe?	
Where is the highest active volcano in Europe?	
What are the three biggest islands?	Great Britain, Ireland, Sicily.
Which European capitals are the coldest in winter?	
Which European country has the longest national anthem?	
Which has the largest number of inhabitants – the United States or the EU?	The EU has about 190 million more people than the US.

Solutions: Europe

Solution: The Map of Europe

Key to the map:

1 Belgium	11 Czech Republic	21 Italy	31 Romania
2 France	12 Denmark	22 Malta	32 Serbia
3 United Kingdom	13 Estonia	23 Portugal	33 Slovakia
4 Ireland	14 Finland	24 Spain	34 Slovenia
5 Luxembourg	15 Iceland	25 Cyprus	35 Turkey
6 Netherlands (Holland)	16 Latvia	26 Albania	36 Czech Republic
7 Germany	17 Lithuania	27 Bosnia & Herzegovina	37 Ukraine
8 Austria	18 Norway	28 Bulgaria	38 Belarus
9 Poland	19 Sweden	29 Croatia	39 Moldova
10 Switzerland	20 Greece	30 Macedonia	40 Russia

Solution: Countries and Capitals

Now you can fill in some capital cities....

1 Belgium	Brussels	21 Italy	Rome
2 France	Paris	22 Malta	Valletta
3 United Kingdom	London	23 Portugal	Lisbon
4 Ireland	Dublin	24 Spain	Madrid
5 Luxembourg	Luxembourg	25 Cyprus	Nicosia
6 Netherlands (Holland)	The Hague	26 Albania	Tirana
7 Germany	Berlin	27 Bosnia & Herzegovina	Sarajevo
8 Austria	Vienna	28 Bulgaria	Sofia
9 Poland	Warsaw	29 Croatia	Zagreb
10 Switzerland	Bern	30 Macedonia	Skopje
11 Czech Republic	Prague	31 Romania	Bucharest
12 Denmark	Copenhagen	32 Serbia	Belgrade
13 Estonia	Tallinn	33 Slovakia	Bratislava
14 Finland	Helsinki	34 Slovenia	Ljubljana
15 Iceland	Reykjavik	35 Turkey	Ankara
16 Latvia	Riga	36 Hungary	Budapest
17 Lithuania	Vilnius	37 Ukraine	Kiev
18 Norway	Oslo	38 Belarus	Minsk
19 Sweden	Stockholm	39 Moldova	Chisinau
20 Greece	Athens	40 Russia	Moscow

Solution: Writing about the European Countries

1. Describing a map.

What to do:

Write this paragraph in your exercise book, putting in the missing words:

in between through
on next to near
north south east west

Austria is ..east.. of Germany. It is ..between.. Switzerland and Hungary. Romania is ..east.. of Hungary and ..north.. of Bulgaria. Moldova is ..next to.. Romania. The Ukraine is ...between.. Romania and Belarus. Poland is ..west.. of Belarus. Italy is ..near... Croatia. Spain is south-west.. of France. Norway is ..north.. of Denmark and ..next to.. Sweden. Finland is ..east.. of Sweden. The river Danube flows ..through.. Austria. Paris is ..on.. the river Seine.

2. Europe: Country anagrams.

What to do:

The letters in these country names have got mixed up. Can you sort them out? The first one is done for you.

RED NAIL 4.....Ireland.....

DOT MINING DUKE United Kingdom....

RAY WON Norway.....

ED NEWS Sweden.....

BUG MILE Belgium.....

LARD HEN NETS Netherlands.....

GREY MAN Germany.....

PAL DON Poland.....

CER FAN France.....

FLAN DIN Finland.....

WAZ SID TRELN Switzerland.....

AT RUSIA Austria.....

RHAY GUN Hungary.....

GOAT PURL Portugal.....

IN SAP Spain.....

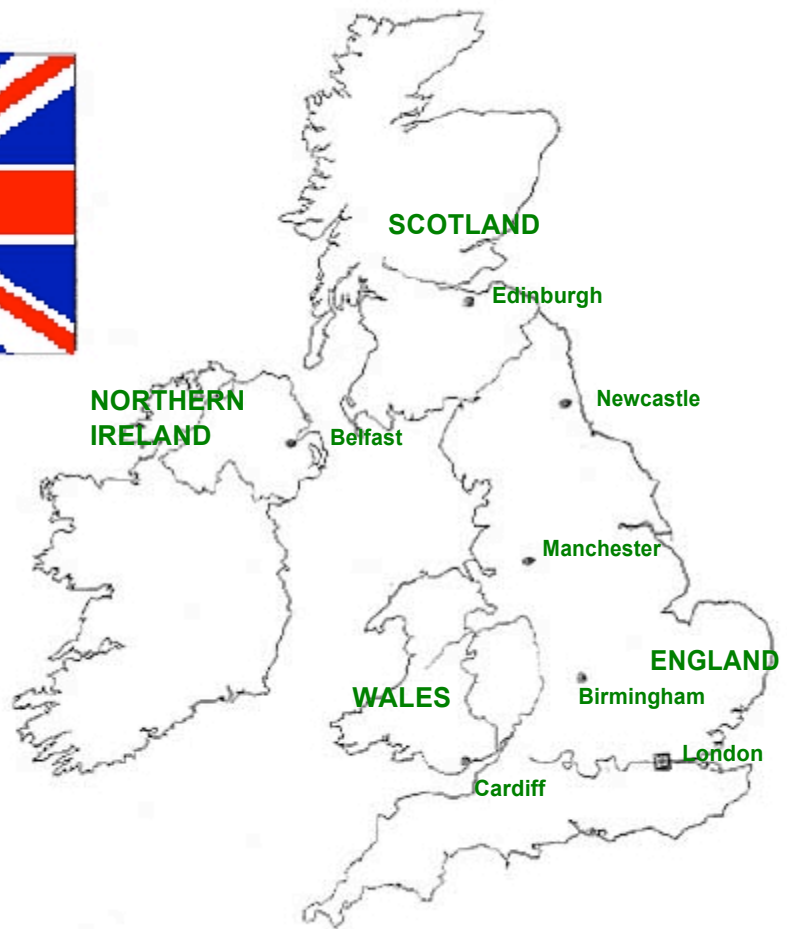
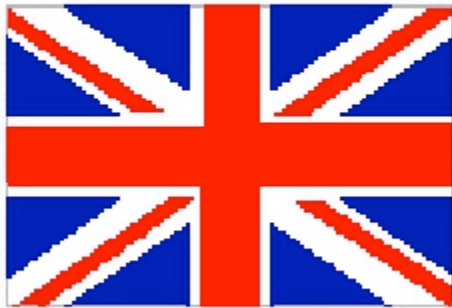
LAY IT Italy.....

ME DRANK Denmark.....

REG EEC Greece.....

Solution: Information about the U.K.

Read the information on the "United Kingdom" work card to fill in the information below.
Colour in the flag. Mark the names of the different countries and major cities on the outline map.



Currency: Pounds, pennies

Population: more than 55 000 000

Capital: London

Main cities: Birmingham, Manchester, Newcastle, Edinburgh, Belfast

Languages: English, Welsh, Gaelic

Highest mountain: Ben Nevis

Rivers: Thames, Severn, Forth

Solution: Writing about the UK

Work in your exercise books!

1. Put in the missing words:

in	to	into	of
between	under	through	

Scotland is **.in.** the north of England and Wales is **.in.** the west. Eire and Northern Ireland make up a separate island **.to.** the west of Britain.

London is **.in.** the south of England and Newcastle is **.in.** the north. London is the capital **.of.** the whole United Kingdom. Edinburgh is the capital **.of.** Scotland. Cardiff is **.in.** Wales and Belfast is **.in.** Northern Ireland.

The River Thames flows **.through.** London and then it flows **.into.** the English Channel. The Channel is **.between.** England and France. There is a tunnel **.under.** the Channel.

2. Answer the questions in sentences!

Which sea is to the east of Britain? **North Sea**

Which sea is between England and Ireland? **Irish Sea**

What is to the west of Ireland? **the Atlantic Ocean**

Which river flows by Edinburgh? **Forth**

Which country is next to England, to the west? **Wales**

Which country is south of Northern Ireland? **Eire**

How many languages are there in the U.K.? **three**

Solution: Useful adjectives

Austria – German

Ireland – English, Gaelic

Belgium – French, Flemish

Great Britain – English, Welsh, Gaelic

Solution: So many languages!

C	Z	E	C	H			N	A	I	N	A	M	O	R
		E		S	L	O	V	A	K			S		
		S		I	M	A	L	T	E	S	E	W		
	I	T	A	L	I	A	N					E		L
	S	O		O			H	S	I	N	A	D		I
	L	N		P					N			I		T
	O	I		N	O		S	P	A	N	I	S	H	H
	V	A		A		R			I			H		U
F	E	N		I			T		R		U			A
I	N			V				U	A	N				N
N	I	D	U	T	C	H			G		F		K	I
N	A			A	I			A	L	U	R	E		A
I	N	M		L	L		R		U		E			N
S			R		E	I			B	R	N	S		
H				E	A				G		C		E	
			E	N	G	L	I	S	H		H			

Solution: The Euro

I. Sentence halves

1 c, 2 e, 3 a, 4 f, 5 d, 6 b

II. Definitions :

1 d, 2 e, 3 a, 4 b, 5 f, 6 c

III.

The euro is divided into a **hundred** cents.

All euro coins have a common side showing the **value** of the coin.

The other side has an image chosen by the country that has issued the **coin**.

Monarchies often have a picture of their **monarch**.

Other countries have their national **symbols**.

Austria, for example, has an image of the edelweiss on its **two** cent coin.

Finland and the Netherlands do not normally use the one and two **cent** coins.

All euro **banknotes** have a common design on both sides.

IV.

N	B	A	I	R	T	S	U	A	B	Y	L
G	E	R	M	A	N	Y	A	T	S	C	U
E	L	T	N	F	I	N	X	P	T	E	X
O	G	U	H	S	P	F	R	A	N	C	E
L	I	Y	N	E	O	B	E	V	W	E	M
S	U	T	X	G	R	I	S	M	I	E	B
P	M	E	P	Y	T	L	P	X	T	R	O
C	K	O	Y	A	U	S	A	I	P	G	U
Q	R	U	L	M	G	L	I	N	A	E	R
T	U	Y	K	O	A	E	N	S	D	C	G
A	F	I	R	E	L	A	N	D	O	S	E
S	N	D	N	A	L	N	I	F	I	P	R

European Superlatives

Which is the largest European country?	France (544.000 km²).
Which European city has the most inhabitants?	London (12,6 million, including the suburbs). In second place: Paris.
How many official languages are there in the EU?	There are 23 languages (Gaelic, Danish, German, English, Estonian, Finnish, French, Greek, Italian, Latvian, Lithuanian, Maltese, Dutch, Polish, Portuguese, Slovak, Slovenian, Spanish, Swedish, Czech, Hungarian, Romanian, Bulgarian).
Which is the longest river in Europe?	The Danube (2888 km).
What's the name of the largest lake in Europe?	It's Lake Vänern in Sweden (5584 km²).
What's the name of the highest mountain?	Mont Blanc (4808 m).
Where is the biggest sand-dune in Europe?	It's in France. It's called Pyla, on the Atlantic coast (3 km long, 500m wide, 100-120 m high).
Where is the highest active volcano in Europe?	It is Mount Etna in Sicily, Italy (3323 m).
What are the three biggest islands?	Great Britain, Ireland, Sicily.
Which European capitals are the coldest in winter?	Vilnius and Riga (average degrees: -10 / -11).
Which European country has the longest national anthem?	Greece. The Greek anthem has 158 verses (which is also a world record).
Which has the largest number of inhabitants – the United States or the EU?	The EU has about 190 million more people than the US.

Sources: Das ist Europa (Kurier, 22.1.2006), www.globalgeografia.com/europa, „Allgemeinbildung kompakt (Duden).

4

THE CELTS

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PILOTING: Birgit Milachowski, Jennifer Süsoy, class 2b 2005-06 (VBS Wendstattgasse, 1100 Vienna)

ANCTEDS: Looking at our past

SUBJECT AREAS: English, History, Geography, Art, Crafts, Music

LEVEL OF COMPETENCE: A2 to B1

OBJECTIVES:

Finding out about the importance of the Celts in Europe's early history
Researching, compiling and presenting information from different sources
Doing an oral presentation

PRACTICAL IMPLEMENTATION

In this module students learn about the Celts and their role in European history. They research information about them, produce posters and activities and give talks on different aspects of Celtic life and culture.

The topic is introduced with the Celtic quiz and the story of Conall. These activities are intended as initial input to encourage a brainstorming session, after which students choose the topics they want to research.

This module requires extensive library and/or internet research.

ACTIVITIES:

A Celtic Quiz

Conall and the Thunder Hag

Simplified material for student research: Celtic fashion, Celtic language

Sample worksheets compiled by students during the course of the project: Celts at War, Famous Celts

A Celtic Quiz

How much do you know about the Celts??



- 1. The Celts have been around since about**
a. the Middle Ages b. 5000 BC c. 100 AD
- 2. An important Iron Age Celtic settlement was found in**
a. Hallstatt (A) b. Manchester (UK) c. Venice (I)
- 3. The Celts spread east as far as**
a. Slovakia b. Macedonia c. Turkey
- 4. The Celts spent most of their time**
a. farming b. fighting c. playing
- 5. The houses they lived in were**
a. square b. round c. rectangular
- 6. When they went to war they painted their bodies**
a. golden b. red c. blue
- 7. The Celts worked with a new material which was**
a. iron b. straw c. bronze
- 8. The most famous Celtic warrior in English legend was**
a. a woman b. a young boy c. a wizard
- 9. The Celts went into battle**
a. dressed normally b. in heavy armour c. naked
- 10. A Celtic religious leader was called a**
a. priest b. druid c. torque
- 11. The letters in the first Celtic alphabet, oghams, were**
a. lines b. cuneiform symbols c. pictures
- 12. The Celts believed in**
a. one god b. no god c. several gods
- 13. Celtic names often ended in**
a. -us b. -es c. -ix
- 14. Celtic civilisation went into decline with the arrival of the**
a. Egyptians b. Romans c. Babylonians
- 15. Today Celtic languages survive**
a. in Austria b. in the British Isles c. France

CONALL AND THE THUNDER HAG

Conall Curlew was a legendary hero for the Celts of Scotland.

The Thunder Hag lived on a lonely island across the ocean, where she planned to bring disaster to the people of Scotland and their king, Angus.

One bright, warm, sunny day she flew over Scotland in a black chariot pulled by fierce hounds and surrounded by heavy clouds. As the Hag approached, the sky became dark and the people were terrified by the rattling of the chariot wheels and the loud barking of the hounds. She rode from sea to sea, over hill and moor, and threw fireballs at the forests, which burst into flame. Terror spread through the land as she passed in smoke and clouds.

On the next day the Hag came back. She threw more fireballs onto the forests of fir and silver birch and they burned fiercely. The dry heather on the moors was also destroyed in the flames.

The king was very worried and he sent his chief warriors to kill the Hag, but they ran away in terror when they saw her coming near.

On the third day she returned. The king called for Conall Curlew, the fearless hero, and said to him, "My kingdom will be destroyed if the Hag is not killed. I need your help, O brave and noble one!"

Conall replied, "I shall kill the Hag, O King, if not today then tomorrow."

Conall set off, and when he saw and heard the chariot approaching he climbed up to the top of a high mountain and waited to attack her. However, the Hag hid in her chariot behind a huge, dark cloud.

Conall returned to the king and said, "I could not see the Hag because of the dark cloud."

"If she comes again tomorrow," the king said, "you may have more success."

Conall then went away and made preparations for the next day. He went out to the fields near the castle and separated all the young animals from their mothers, the lambs from the sheep, the calves from the cows and the foals from the mares.

The next morning the people were woken by the terrible cries of the baby animals which had been taken away from their mothers. The men could not understand why Conall had done such a thing, and the women wept when they heard the cries.

Just at this time the Hag rode through the sky towards the castle in her chariot, hidden behind the great, black cloud. The sky became dark and fireballs set the trees on fire. The people ran away in panic and hid in caves and ditches, all except the warriors, who waited, trembling.

Conall stood alone on a hill and held his spear ready.

When the cloud came over the valley of the castle, the Hag heard the cries of the animals, and she was so curious that she looked over the edge of the black cloud. The warriors were terrified when they saw the ugly face of the horrible Hag, but Conall stood fearlessly, waiting for the Hag to show herself.

As soon as he saw her, he took aim and threw his spear towards the cloud. His spear flew through the air faster than a swallow and hit the Hag, wounding her badly. She fell back into her chariot and called to her hounds, "Run quickly!" and they raced away towards the west. They passed through clouds, which were torn apart, and heavy rain began to fall, putting out the fires in the woods and on the moors.

There were great celebrations throughout the land, and the king honoured Conall, the noble hero, by placing a gold ring on his finger, a gold armlet on his arm and a gold torque around his neck.

After that there was peace and prosperity in the land. The Hag was so afraid of Conall Curlew that she did not dare return.

Celtic Fashions

Celts spent a lot of time on body hygiene. They also had a great love of jewellery and colourful clothes.

Men often wore full beards and walrus moustaches and they liked to twist their beards into fancy shapes. Hair was often dyed red or blond, made stiff with lime and formed into spikes, bristles or manes. Some may even have had their hair standing up in Mohican style.

The women in Eastern Hallstatt are portrayed on pottery with loose curled hair. In other pictures they are shown with a centre parting and they often seemed to braid their hair with ribbons. Their heads would sometimes be covered with many tiny braids, rather like some African styles of today.

The ancient Celts didn't know buttons and kept their clothes held together with pins and fibulas. The pins were often very elaborate and worn in threes. This shows us that the material they held together was very heavy. Women also liked to wear belts, which were made of bronze chain. When they were working outside or travelling, men wore wraps over their trousers and tunics. A wrap was a square cape with an opening at the neck, and the Romans liked it so much that they copied it, and it became an important item of clothing for their soldiers. It sometimes had a hood. Later on the wrap was mainly worn by the poor classes. From 382 AD only slaves were allowed to wear one.

The Celts used many different cosmetic utensils including tweezers, ear-scoops, nail-trimmers, razors, scissors and hone. In some places, for example Ireland and Spain, they seemed to have had a type of sauna or steam bath. In Spain they used stale urine for bathing and as a mouthwash.

Celtic Language

Celtic was once spoken across large areas of Europe. It still survives in the names of rivers, mountains and settlements today. Celtic languages are still spoken today in Ireland, Scotland, Wales and France. In the southwest of England, Cornwall, a Celtic language was spoken until 1777 when the last Cornish speaker died. However, the language can still be studied today.

An alphabet called *ogham* evolved in the fourth or fifth century AD in the British Isles, probably in South Wales. According to later Irish traditions it was invented by the god Ogma, god of Death, and was generally used for magic charms. The only *ogham* inscriptions that we can see nowadays are on graves or memorial stones.

The bilingual tombstone found in Castell Dwyran (see photocopy), which was engraved in Latin and Celtic, is the gravestone of the King Votecorigas, who died around 550 AD. This find was probably a help to linguists in deciphering the *ogham*.

The ogham characters have names. Try to find out what the ogham characters look like and what their names are!

Famous Celts

Wordsearch:

A	V	E	R	H	R	G	O	U	B	O	U	S	T
R	E	S	D	A	E	N	L	I	Q	U	I	X	P
O	R	A	B	O	U	D	I	C	C	A	S	F	T
U	C	E	R	I	X	A	D	F	U	O	R	A	R
S	I	P	T	E	L	E	A	O	S	U	S	M	A
E	N	G	L	A	S	H	S	L	E	T	P	O	R
A	G	A	U	L	U	M	R	A	E	O	S	U	I
E	E	H	L	U	E	P	O	R	E	A	A	S	U
S	T	U	P	E	T	A	I	L	L	A	D	C	O
B	O	B	E	L	I	X	R	A	N	H	W	E	O
S	R	T	O	L	B	A	R	E	A	S	K	L	R
A	I	T	R	O	P	U	A	T	E	R	U	T	E
O	X	E	E	P	E	A	W	U	R	S	T	S	A
P	Q	E	A	S	T	O	L	P	U	T	E	I	S

Vercingetorix leader	Gaul	Boudicca famous Celts	Obelix warriors	Asterix
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Celts at War



Complete the sentences with the words in the box.

The most important Celtic weapons were _____, _____ and _____.

The Celts were defeated by the _____.

Celts fought in battles _____.

Celts decorated their bodies or they were _____ and sometimes they painted their bodies _____.

Some Celt warriors wore _____ on their heads for protection in war.

_____ could also be warriors.

_____ was a legendary Celtic female warrior.

<i>Boudicca</i>	<i>swords</i>	<i>blue</i>	<i>helmets</i>	<i>tattooed</i>	<i>shields</i>
	<i>naked</i>	<i>Romans</i>	<i>women</i>	<i>spears</i>	

See the following link on the VBS Wendstattgasse website for the students' impressions about this project and the results of their research!

<http://login.schulweb.at/customer/16/1233,,,1.html>

Solutions:

A Celtic Quiz

1. The Celts have been around since about
a. the Middle Ages b. 5000 BC c. 100 AD
2. An important Iron Age Celtic settlement was found in
a. Hallstatt (A) b. Manchester (UK) c. Venice (I)
3. The Celts spread east as far as
a. Slovakia b. Macedonia c. Turkey
4. The Celts spent most of their time
a. farming b. fighting c. playing
5. The houses they lived in were
a. square b. round c. rectangular
6. When they went to war they painted their bodies
a. golden b. red c. blue
7. The Celts worked with a new material which was
a. iron b. straw c. bronze
8. The most famous Celtic **warrior** in English legend was
a. a woman b. a young boy c. a wizard
9. The Celts went into battle
a. dressed normally b. in heavy armour c. naked
10. A Celtic religious leader was called a
a. priest b. druid c. torque
11. The letters in the first Celtic alphabet, oghams, were
a. lines b. cuneiform symbols c. pictures
12. The Celts believed in
a. one god b. no god c. several gods
13. Celtic names often ended in
a. -us b. -es c. -ix
14. Celtic civilisation went into decline with the arrival of the
a. Egyptians b. Romans c. Babylonians
15. Today Celtic languages survive
a. in Austria b. in the British Isles c. France

Famous Celts Wordsearch:

	V												
	E												
	R		B	O	U	D	I	C	C	A		F	
	C											A	
	I										S	M	
	N						S	L		T		O	
	G	A	U	L			R		E			U	
	E						O	R		A		S	
	T						I				D	C	
	O	B	E	L	I	X	R					E	
	R						R					L	R
	I						A					T	
	X						W					S	

Celts at War

The most important Celtic weapons were **swords**, **spears** and **shields**.

The Celts were defeated by the **Romans**.

Celts fought in battles **naked**.

Celts decorated their bodies or they were **tattooed** and sometimes they painted their bodies **blue**.

Some Celt warriors wore **helmets** on their heads for protection in war.

Women could also be warriors.

Boudicca was a legendary Celtic female warrior.

5

GREEK MYTHS

AUTHORS: Birgit Milachowski, Jennifer Süsoy, class 2b 2005-06 (VBS Wendstattgasse, 1100 Vienna)

PILOTING: Birgit Milachowski, Jennifer Süsoy, class 2b 2005-06 (VBS Wendstattgasse, 1100 Vienna)

ANCTEDS: Looking at our past

SUBJECT AREAS: English, History, Geography, Art, Crafts, Music, Sports

LEVEL OF COMPETENCE: A2 to B1

OBJECTIVES:

Finding out more about Greek mythology
Writing and performing role plays
Producing props and costumes

PRACTICAL IMPLEMENTATION

In this module students learn about some famous Greek legends. They produce and perform their own sketches either in class or as part of a school project about Ancient Greece, which could include other activities such as the Olympic Games, a Greek buffet, a Greek language session, a Greek dance workshop etc.

ACTIVITIES:

King Midas and the Golden Touch
Hercules and Hydra
Medusa and Perseus
Theseus and the Minotaur

KING MIDAS AND THE GOLDEN TOUCH

Midas, King of Phrygia, was very, very rich. He was a man who loved luxury. He lived in a magnificent palace which stood in the middle of a beautiful rose garden. There were many fountains to cool the hot summer air and there were long paths where people could walk in the shade of trees.

One lovely morning Midas got up early to go for a walk in his garden. As he was walking he was surprised to hear loud snoring from the rose bushes. He went over to see who was there and found a fat old man asleep on the grass. As Midas stood there the old man woke up and explained what had happened. He was Silenus, the old teacher and friend of the god of wine and parties, Dionysus. The night before there had been a wild party with lots of food and drink and Silenus had drunk too much wine. He had wandered into the garden and fallen asleep under the sweet-smelling rose bush.

Midas loved a good party himself and liked the old man, who seemed to be a jolly companion. So he invited him to stay at the palace. Old Silenus was only too happy to accept the invitation. He spent ten days with the king, feasting and drinking and telling lots of funny stories from morning till night.

However, Dionysus became worried about his old friend and sent servants to look for him. They searched everywhere until, on the eleventh day, they found Silenus safe and sound at Midas' palace. Silenus said goodbye to the king and went back to Dionysus. The god was very grateful to Midas for looking after his old friend so well and he once again sent servants to the king's palace. These messengers told Midas that he could have any wish he desired. Without a second thought the king said, "Give thanks to your master, the great Dionysus, and tell him that my dearest wish would be to have everything that I touch turn to gold."

When Dionysus heard this, he wasn't very pleased because he thought it was a stupid wish and he knew that Midas would be sorry for it, but he said, "If that is what he wants, let him have it. Men should learn to wish for the right things."

The next day, as Midas was walking in his garden, he broke off a twig from an oak-tree. Instantly the twig was turned into pure gold and glittered brightly. Midas was delighted and shouted, "Dionysus has granted my wish. I shall be the richest king in the world!"

Then he bent down and picked up a stone. At once it was turned to gold. After that he touched some earth, some leaves, an apple and even a lizard asleep in the sun. They all became gold at his touch.

As soon as he got back to the palace he ordered a wonderful banquet for that evening to celebrate his good luck and to give thanks to Dionysus. When the banquet was prepared he sat down at the head of the table and invited everybody to eat and drink with him. He smiled happily at his guests and took a piece of bread. To his horror he found that the bread had turned to solid gold. The smile died on his face. He put out a hand for meat. It became gold, too. He picked up a glass of wine, but as soon as the wine touched his lips, it turned to gold. He then saw how stupid he had been to make such a wish and realized that he would soon die of hunger and thirst. So he prayed to Dionysus and begged him to take away the terrible power he had given him. The god heard Midas and decided to help him because he was a kind god and he knew that the king had learnt his lesson. He spoke to Midas from the sky, "Unhappy king, go to the country of Lydia and find the spring of the river Pactolus. When you

have found it, wash your head and body in the water and you will be free of your wish for riches.”

Midas hurried to the river and, when he had washed himself, he was overjoyed to see that he had lost the golden touch. Gratefully he drank the water from the spring and ate some food that his servants had brought for him. He felt as if he had woken from a bad dream. He had lost not only his golden touch, but also his love for riches.

The golden touch passed to the river Pactolus and, from that day to this, the river has always flowed over golden sands.

Now that you have read this famous Greek legend, try to divide it up into scenes to create a comic strip of the story. Think of texts for your speech bubbles and write them in Greek style script. You could even decorate your comic frames with Greek patterns!

ΣΔΩΧδΞΛΟΣΔΩΧδΞΛΟΣΔΩΧδΞΛΟΣΔΩΧδΞΛΟ

Hercules and Hydra

After Hercules had killed the terrible lion of Nemea, he returned to Mycenae, where King Eurystheus gave him another, more dangerous task. He ordered Hercules to slay Hydra, a water-serpent, which was terrorizing the people in the country of Argos. This awful monster had nine heads and a body full of deadly poison. If someone managed to cut off one of its heads, two others would grow in its place.

Hercules decided to take his faithful servant, Iolaus, to help him with this difficult task. When they arrived at the marshes where Hydra lived, they soon saw the monster splashing in the water. Hercules immediately attacked it with his sword, but every time he chopped off one of the heads, another two appeared, hissing loudly and spitting poison.

After a while Hercules thought of a plan. He commanded Iolaus to make a fire on a piece of high ground above the black waters of the marshes and heat some spears until they were red-hot. Hercules then burned the places where the monster's heads had been. His plan worked! No new heads grew where Hydra's flesh was burnt.

Hercules managed to cut off all the monster's heads and returned to Mycenae with the dead body over his shoulder to show King Eurystheus that he had completed the task. The King, who was afraid of Hercules' strength and bravery, was not satisfied and sent him off on another dangerous mission, hoping that this time he would not come back.

Answer these questions:

1. Why did the King want Hercules to kill Hydra?
2. What did the monster look like?
3. Why was it difficult to kill Hydra?
4. Who did Hercules take with him?
5. How did Hercules manage to win the fight against the monster?
6. What did the King do when Hercules came back?

This story tells of only one of Hercules' adventures. Why not find out about the other eleven labours of Hercules and report back to the class on your favourite one?

Find out about two famous characters from Greek mythology!

Medusa

There was once a beautiful young girl called Medusa. She had a boyfriend she loved very much. One afternoon they went into a temple of the goddess Athena because they wanted to be alone. They sat down to talk, and soon they started to kiss.

Athena, who was up in the sky, looked down and saw them. She got so angry at their insolence that she cast a spell on Medusa. The poor girl grew very ugly, and her hair turned into snakes. Medusa's boyfriend got a terrible shock and ran away screaming.

After that Medusa hid away from other people. Her sisters had also been made ugly by Athena, and so Medusa went to stay with them. They were so revolting that anyone who looked at them turned into stone.

Perseus

As a child Perseus lived with his mother Danae on the island of Seriphos. The king of the island, Polydectes, wanted to marry Danae and get rid of her son, who was growing up to be a strong young man. So the king decided to send Perseus on a dangerous mission. He ordered him to kill the monster Medusa and bring back her head as a trophy.

Perseus didn't know where to find Medusa, so he went and asked the three Fates, who were very wise. They were also very old and ugly, with only one eye and one tooth between them. Every day they took turns, passing the eye and the tooth to each other. When Perseus arrived, they refused to tell him anything about Medusa. So Perseus waited until they were passing the eye, and took his chance when none of them could see. He quickly grabbed the eye. The Fates were forced to tell Perseus where Medusa was in order to get their eye back.

As he continued on his journey Perseus met the god Hermes, who gave him a pair of winged sandals so that he could fly to Medusa's hideaway. He also met the goddess Athena, who gave him a sword and a shield. Athena warned Perseus not to look at Medusa or he would be turned into stone. She gave him instructions to use the shield as a mirror to look at Medusa's reflection and cut off her head.

Perseus continued on his way and arrived at the cave where Medusa lived with her two hideous sisters. He found all three sisters sound asleep and snoring. Perseus remembered not to look at them. He held up the shield to see their reflections and swiftly cut off their heads using Athena's sword. The young hero took Medusa's head, put it in a bag and flew back to Seriphos.

On his way home he heard somebody screaming. So he flew down to see what was happening. He found a woman tied to a big rock overlooking the ocean. A huge sea monster was about to eat her up. Perseus flew down to the rock and pulled Medusa's head out of the bag just as the monster was about to devour the woman. The monster was immediately turned into stone.

Perseus untied the woman, who said her name was Andromeda. She told him that her father had tied her up there as an offering to the monster so that it would leave the rest of the family alone. Perseus fell in love with Andromeda and took her back home with him.

When they arrived in Seriphos, Perseus found out that the evil king Polydectes was still trying to get Danae to marry him. Perseus was furious and marched straight into the palace. Polydectes was amazed to see Danae's son alive. When he asked why he had come back Perseus replied that he had killed Medusa. The king laughed in disbelief. At this Perseus opened the bag and held up Medusa's bloody head. Polydectes turned to stone. Perseus became king and married Andromeda.

Activities:

1. The SBI (the Seriphos Bureau of Investigation) has issued a warrant for the arrest of Medusa, the mythical monster.

Design a "WANTED" poster which includes her portrait and some information about her.

2. Imagine you are Perseus' speechwriter. Perseus has to deliver a speech about his victory over Medusa at the celebrations given in his honour. Make sure your speech full of thrills and excitement.

Remember: People did not have films in those days and relied on speeches and stories for their entertainment.

Unfortunately this story of a famous Greek hero has got muddled up. Can you put the seven paragraphs into the correct order?

Theseus and the Minotaur

Aegeus had a very strong, brave son called Theseus. One year he said to his father, "I will go to Crete with the other boys and girls and I will kill the Minotaur!" Aegeus was afraid that his son would be eaten by the monster, but Theseus insisted. As the fourteen young people prepared to leave for Crete on a ship with black sails, Aegeus said to his son, "Please take care! If you manage to kill the Minotaur, remember to put up white sails for your journey home, so that I can see that you are still alive."

On the island of Crete there lived a terrible monster, the Minotaur. It was half bull, half man and its favourite food was human flesh. King Minos of Crete kept the monster in a labyrinth deep under his palace. Every year Minos forced Aegeus, the King of Athens, to deliver seven young girls and seven young men to Crete to be fed to the Minotaur. Minos threatened to attack Athens with his greatest army if Aegeus refused to send them.

Aegeus was standing on the cliffs, waiting for his son to return. When he saw the black sails on the horizon, he cried out in grief, "I have sent my beloved son to his death! I cannot live with this sorrow!" With these words he threw himself off the cliffs and drowned in the waters, which are now known as the Aegean Sea. When Theseus reached the port, he heard the terrible news and wept bitterly. He had defeated the Minotaur but had lost his own father.

They set sail for Athens, but decided to stop for the night on the island of Naxos. When Theseus woke up the next morning he had totally forgotten his promise to Ariadne and left the island without her. As if that were not enough, he didn't think of changing the ship's sails either!

As soon as the Athenian ship arrived in Crete, Theseus was taken to the labyrinth with the other young people. On their way Minos' daughter Ariadne saw them and immediately fell in love with the strong, handsome hero, Theseus. When she found out what he was planning to do, she offered to help him. She gave him a ball of thread so that he would be able to find his way back out of the labyrinth. In exchange she made him promise to take her with him back to Athens.

Meanwhile on the island of Naxos, Dionysus, the god of wine, had spotted the beautiful princess Ariadne. It was love at first sight for both of them and they lived happily ever after.

Theseus fearlessly strode into the gloomy labyrinth, looking for the Minotaur. Suddenly the beast leapt out of the shadows with a mighty roar and attacked. The young hero grabbed the monster by the neck and strangled it with his bare hands. He ran out of the labyrinth, to where Ariadne was waiting. Together they freed the other captives and rushed back to the ship.

I. Now look at the story again and try to find the answers to these questions.

1. What was the Minotaur?
2. Where did it live?
3. Why did Aegeus agree to send the young people to their death every year?
4. What did Aegeus ask Theseus to do on the return journey?
5. How did Ariadne help Theseus?
6. What happened on the journey back to Athens?
7. Explain how the Aegean Sea got its name.

II. Words in context: Match the following words from the story to the definitions on the right.

to insist	to die in water
to leap (leapt)	to cry
to strangle	sorrow, sadness
captive	to stick to a decision
grief	to jump
drown	to win a fight
to weep (wept)	prisoner
to defeat	to squeeze someone's neck

Here is an example of how one class adapted the story for the stage. Perhaps you could do the same for another myth!

THESEUS AND THE MINOTAUR (a sketch)

Scene I

N = narrator, A= Aegeus, M=Minos

N: Aegeus, king of Athens, says sorry to King Minos of Crete because he killed his son in a war.

A: I am sorry, King Minos, that your son is dead.

M: I am very angry with you and I will never forgive you. You must send seven young girls and seven young boys to me every year as food for the Minotaur, or I will destroy Athens with my army.

N: Aegeus is scared because he knows Minos has a more powerful army.

A: Alright, I will send them to you.

Scene II

N: Aegeus tells Theseus the bad news.

A: It's so awful. I have to send seven boys and seven girls to be eaten by that beast, the Minotaur, every year.

T: I'm going to kill this monster for you, my king and father.

A: Please be careful! If you kill the Minotaur, put white sails up on your ship when you come back, so I know you are alive.

T: I will not forget.

Scene III

N: When Theseus arrives in Crete with the other boys and girls from Athens, Ariadne (Ar), the daughter of Minos sees him and falls in love with him at first sight.

Ar (*says to herself*): Who is that? I have never seen him here!

N: She plucks up courage and goes up to the handsome hero.

Ar: I will give you a ball of thread to help you find your way out of the labyrinth where the Minotaur lives, but you have to promise me that you will take me away from here.

T: OK, I will take you away. But you have to wait for me outside the labyrinth.

Ar: I would stand here for ten years and wait for you to come back!!

Scene IV

N: Theseus goes into the labyrinth, looking for the Minotaur (Mt).

T: There is the Minotaur. Time to die!!

Mt: It was your biggest mistake to enter this maze. Now you will die!!

N: Theseus and the Minotaur fight.

T (*killing the monster*): Rest in peace.

Scene V

N: After Theseus kills the monster he runs out of the labyrinth. He takes Ariadne with him to the ship.

T: Ariadne, come on let's run!

Ar: I'll go wherever you want.

N: They sail to the island of Naxos where they spend the night.

Scene VI

N: Theseus wakes up the next morning and forgets about Ariadne.

T: Hey, where am I? Oh! I have to get back to my father Aegeus.

N: He gets on the ship and sails away quickly without putting up white sails!

T: I think I forgot something.

N: Ariadne wakes up and sees Theseus sailing away.

Ar: Theseus, wait for me! You promised to marry me!

T: I think I heard something.

Scene VII

N: Aegeus stands on the cliffs waiting for Theseus to arrive with the white sails. At last he sees the ship, but with black sails.

A: Oh no! There is no white sail. That must mean Theseus is DEAD! My poor boy got killed by the Minotaur and it's all my fault! I sent him there. He didn't deserve to die. I do!!

N: Aegeus jumps off the cliff into the sea and drowns.

Scene VIII

N: Ariadne feels terrible, left behind on the island alone. Dionysus (D), the god of wine and parties, sees her and comes over.

D: Hi. What are you doing here all by yourself?

Ar: Theseus left me here.

D: Oh, you poor thing. I would never leave a beauty like you on a lonely island.

Ar: You are so kind. What is your name?

D: My name is Dionysus, and yours?

Ar: My name is Ariadne.

D: Ariadne, you look so beautiful!

N: Ariadne and Dionysus marry and have a wonderful life together.

Written by 2b VBS Wendstattgasse, 1100 Vienna, school year 2005-2006

See the following link on the VBS Wendstattgasse website for the students' impressions about this project!

<http://login.schulweb.at/customer/16/1229,,,1.html>

Solutions:

Theseus and the Minotaur:

II. Words in context.

1 to insist	6 to die in water
2 to leap (leapt)	7 to cry
3 to strangle	5 sorrow, sadness
4 captive	1 to stick to a decision
5 grief	2 to jump
6 drown	8 to win a fight
7 to weep (wept)	4 prisoner
8 to defeat	3 to squeeze someone's neck

6

ENVIRONMENTAL ISSUES

AUTHORS: Birgit Milachowski, Jennifer Süsoy

PILOTING: Birgit Milachowski, Peter Stark, Jennifer Süsoy

ANCTEDS: Looking at the world around us
Living a healthy life

SUBJECT AREAS: English, Physics, Geography

LEVEL OF COMPETENCE: A2 to B1

OBJECTIVES: Raising awareness for environmental problems
Being able to discuss issues and expressing opinions on them
Encouraging students to be active in protecting the environment

PRACTICAL IMPLEMENTATION

Global warming, pollution of the environment, alternative energy sources are all topics which concern people in Europe.

In the following module students will be given information about environmental issues on the basis of which they will be encouraged to exchange opinions with others in an effort to find viable solutions.

ACTIVITIES:

- Shocking Facts Quiz
- What is Global Warming? (Running dictation)
- Match the words and definitions (from running dictation)
- Global Warming – Reported Speech Practice
- Planet + people = problems?
- Environment Keywords – Word Search
- How environmentally friendly are you?
- Meltdown: The Chernobyl Disaster
- Chernobyl – the Aftermath
- The pros and cons of nuclear power

Shocking Facts Quiz

1. The Earth's temperature will rise 2° to 5° C by

- ☐ 2020 ☐ 2051 ☐ 2100.

2. It has been estimated that ... of all life in the sea has been destroyed over the last 25 years as a result of pollution.

- ☐ 25% ☐ 30% ☐ 40%.

3. The global population is doubling every ... years.

- ☐ 30 ☐ 40 ☐ 50

4. How many children die of starvation every day?

- ☐ 10,000 ☐ 16,000 ☐ 5,000

5. The Sahara desert is growing southwards by ... kilometres per year.

- ☐ 2–5 ☐ 5–10 ☐ 10–15

6. Some ... of the world's plants and animals could be extinct within 100 years.

- ☐ 25% ☐ 35% ☐ 50%

7. Which of these animals is in danger of extinction?

- ☐ blue whale ☐ elephant ☐ rhinoceros

8. Modern humans (homo sapiens sapiens) have inhabited the Earth for around ... years.

- ☐ 10,000,000 ☐ 40,000 ☐ 4,000

9. It is estimated that 25% of all our medicines come from plants growing in the ... !

- ☐ rainforests ☐ oceans ☐ the Alps

10. Every minute, an area of ... football pitches of rainforest disappear.

- ☐ 17.5 ☐ 26 ☐ 37

11. Each person in a year generates ... times his/her own weight in household rubbish, throwing away an estimated 90 drink cans, 107 bottles and jars, 70 food cans and 45kg of plastic.

- ☐ 5 ☐ 10 ☐ 15

12. Each person uses two trees' worth of paper

- ☐ in a year ☐ during their schooling ☐ in a lifetime

For further information have a look at: www.yptenc.org.uk

WHAT IS GLOBAL WARMING?

Carbon dioxide and other gases warm the surface of the planet naturally by trapping solar heat in the atmosphere. This is a good thing because it keeps our planet habitable. However, by burning fossil fuels such as coal, gas and oil and clearing forests we have dramatically increased the amount of carbon dioxide in the Earth's atmosphere and temperatures are rising.

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The vast majority of scientists agree that global warming is real, it's already happening and that it is the result of our activities and not a natural occurrence. The evidence is overwhelming and undeniable.

We're already seeing changes. Glaciers are melting, plants and animals are being forced from their habitats, and the number of severe storms and droughts is increasing.

From: <http://www.climatecrisis.net/thescience/>

Match the words and the explanations

trap	can be lived in
habitable	most
clear	proof
amount	overpowering
vast majority	keep in
occurrence	a period without rain
evidence	cannot be denied
overwhelming	cut down
undeniable	happening
drought	quantity



newsfromrussia.com

Global Warming – Reported Speech Practice

Dr Jones, an environmental expert, gave a speech about global warming to a group of students at your school. This is an extract:

“Higher temperatures threaten dangerous consequences: drought, disease, floods, lost ecosystems. And from sweltering heat to rising seas, the effects of global warming have already begun. However, solutions are in sight. We know that most heat-trapping gases come from power plants and vehicles. And we know how to cut down their emissions: We can make use of modern technologies and introduce stricter laws. We must show people that the effects of global warming are a real threat. It is a good idea to promote online activism. Businesses must be forced to use less energy and to produce more efficient goods. Governments will have to pass laws to speed up these changes.”

You are a reporter from the student magazine. You have to write an article reporting on this speech. Try to use some of the following verbs to introduce the reported speech instead of repeating “say”.

tell

add

point out

state

stress



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Planet + People = Problems?

The Earth is 4,600 million years old. People have only been around for about 35,000 years. But in that short time we have made a big impact. Unfortunately, many of our actions have had a negative effect on the planet.

Since the Industrial Revolution began in England at the end of the 18th century pollution has become an ever increasing problem. Large factories replaced cottage industry and craftsmen's workshops.

Many countries in the world now have become industrialized and their factories produce waste that pollutes the land, the water and the air.

Cars and machinery have become an essential part of our lives. These inventions have brought us many advantages. However, they are damaging the world around us.

Many of the products we use, like aerosol sprays and refrigerators, contain gases that destroy the ozone layer in the atmosphere around the Earth. Ozone is an important gas because it protects the planet from too much ultraviolet light. Ultraviolet rays from the sun are very dangerous as they can cause skin cancer.

One of the most harmful gases is carbon dioxide (CO₂). Since the 1950s the amount of carbon dioxide in the air has increased noticeably. It has formed a shield around the Earth, which means that the heat from the sun is trapped in the atmosphere. This causes the temperature to rise and the climate to change.

The climate is also influenced by other human activities. All over the planet people cut down forests to gain more land for building and farming. Forests are a habitat for many species. By destroying the forests we are endangering thousands of plants and animals. Trees also supply us with oxygen and help control the climate.

We must do something to save our planet!

The developed countries have started using renewable energy sources like the wind, the sun and water to generate electricity. The car industry has produced engines which use fuel much more efficiently and are working towards introducing engines which don't need fossil fuels at all.

Environment Keywords – Word Search

Here are some definitions of important words that were used in the text “*Planet + people = problems?*”.

Try and find the words that match the definitions in the word search (↑, ↓, ←, →).

The world around us: e..

The process by which the Earth’s atmosphere heats up: g... w...

It is part of the atmosphere and it protects us from too much ultraviolet radiation:

CO₂:

Precipitation containing sulphur and nitrogen oxides:

The release of harmful chemicals into air, soil, water:

Sources of energy that can be re-supplied are....:

Effect or influence:

To threaten the existence of a living thing:

The home-based production of goods:

C	O	T	T	A	G	E	I	N	D	U	S	T	R	Y
A	L	L	R	E	S	P	O	O	K	H	G	O	N	R
S	D	A	E	D	R	E	E	R	G	L	I	T	O	X
P	O	L	U	I	T	I	R	E	L	O	U	E	I	S
W	T	U	O	X	E	A	E	N	O	Q	E	S	T	A
R	N	A	T	O	S	O	Y	E	A	W	R	U	U	O
W	E	G	N	I	M	R	A	W	L	A	B	O	L	G
O	M	L	P	D	A	E	L	A	S	C	F	U	L	O
K	N	E	Y	N	B	E	E	B	B	I	X	E	O	A
M	O	E	U	O	P	A	N	L	A	D	U	B	P	D
S	R	F	G	B	A	E	O	E	Z	R	X	A	R	G
S	I	E	N	R	D	W	Z	A	N	A	C	B	N	K
S	V	A	R	A	T	O	O	H	L	I	N	H	G	T
P	N	S	E	C	A	E	N	D	A	N	G	E	R	T
E	E	N	I	F	S	R	W	T	C	A	P	M	I	K

How environmentally friendly are you?

1. Do you walk or cycle short distances instead of taking public transport?

- ☐ A. Yes, always. ☐ B. Yes, when the weather is fine. ☐ C. No, it's a waste of time.

2. How many cars does your family have?

- ☐ A. We have one family car. ☐ B. We have two or more. ☐ C. We don't have one.

3. Do you turn lights and electrical appliances off when you aren't using them?

- ☐ A. I don't bother. ☐ B. Yes, always. ☐ C. Yes, if I remember.

4. How do you air your room in the winter?

- ☐ A. It's too cold to open the window. ☐ B. I always keep the window tilted.
☐ C. I open the window wide for a short time and then close it.

5. Do you put a lid on the saucepan when you are boiling water?

- ☐ A. Yes, always. ☐ B. Sometimes. ☐ C. No, should I?

6. What rubbish do you separate at home?

- ☐ A. Organic, paper, plastic, glass, metal... ☐ B. It all goes in the bin. ☐ C. Some things.

7. What do you do with old batteries?

- ☐ A. I throw them in the bin. ☐ B. I take them back to the shop.

8. Do you leave the tap running while you brush your teeth?

- ☐ A. Sometimes. ☐ B. Yes, always. ☐ C. No.

9. What do you do with clothes you don't wear any more?

- ☐ A. I pass them on to a friend or relative. ☐ B. I throw them away. ☐ C. I give them to a charity organisation.

10. Do you use refillable pens?

- ☐ A. Sometimes. ☐ B. Yes, as much as possible. ☐ C. What is a refillable pen?

11. How do you bring your food to school?

- ☐ A. Wrapped in aluminium foil or cling film. ☐ B. In a reusable container. ☐ C. My food is pre-packed.

12. Is there a paper bin in your classroom?

- ☐ A. No ☐ B. Yes, but I don't use it. ☐ C. Yes.

Points:

	A	B	C
1.	2	1	0
2.	1	0	2
3.	0	2	1
4.	1	0	2
5.	2	1	0
6.	2	0	1
7.	0	2	----
8.	1	0	2
9.	2	0	2
10.	1	2	0
11.	0	2	0
12.	0	0	2

Add up your score: _____

How environmentally friendly are you?*Type 1 (0 - 7 points)*

☹ Oh dear! You really need to change your habits. Everyone can do their bit to conserve the environment. It's never too late to start.

Type 2 (8 – 16 points)

☹ You are concerned about the environment, but could still do more to help. Look at where you lost points and try to work on these areas.

Type 3 (17 – 24 points)

☺ Well done! You certainly care a lot about the environment. Encourage your friends to follow your great example. Carry on the good work!

MELTDOWN THE CHERNOBYL DISASTER

On 26th April 1986 a reactor at the nuclear power station in Chernobyl exploded. Even today people are still dying from the radiation released during the disaster.

Put the events into the correct order.

By 5 am the fires were out. Only the reactor was still burning. Helicopters flew over the fire and dropped sand onto the building to extinguish the fire and stop radioactive material escaping into the air.

At 2 pm the reactor was brought back up to normal power because more electricity was needed in Kiev. However, the emergency cooling system was not reconnected.

The two towns nearest to the power station, Chernobyl and Pripyat, were evacuated. 40,000 people had to leave Pripjat in less than three hours. They could only take what they could carry with them. They never went home again.

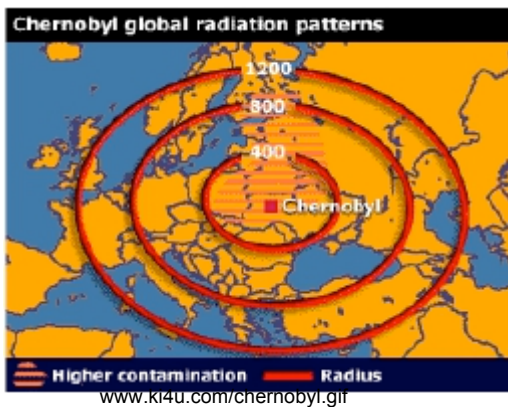
At 1.30 am the fire-fighters went into action. There was no protective clothing for them. They knew that they would become ill or die without protective suits or breathing masks, but they carried on anyway.

The chain of events leading to the disaster began on 25th April 1986. A safety test was carried out on the reactor. The reactor was slowed down and the emergency cooling system was switched off.

A deadly cloud of radioactive smoke drifted over the Ukraine and on over Europe. It even reached the east coast of the US. The wind and rain brought radiation as far as the hills of Wales in the west of Great Britain. In Germany people were not allowed to drink milk because the cows were eating radioactive grass. In Austria it was forbidden for children to play outside in playgrounds and sand pits. In Italy tons of fresh vegetables were destroyed because they were contaminated by radiation.

The reactor's cooling system exploded. Blocks of concrete and pieces of the reactor shot through the roof. Thirty fires began to burn across the power station and radioactive gas and smoke went up into the sky.

At 1.23 am the following morning power in the reactor increased dramatically. The heat began to destroy the reactor from the inside – it was reaching meltdown.



Sources: Alcroft, Rob: World's Worst Nuclear Disasters. Condon, Judith: Chernobyl and Other Nuclear Accidents.

CHERNOBYL – THE AFTERMATH

1. Complete the text, putting the verbs into the correct form – past simple / past perfect, active / passive.

In the 1990s, after the break-up of the Soviet Union, it was difficult to monitor the regions most contaminated by nuclear fall-out from Chernobyl. It
(calculate) that 70% of the radionuclides (fall) on Belarus,
20% on the Ukraine and 10% on the Russian Republic after the disaster.

A decade after the accident, huge areas of land still(remain)
contaminated. Radionuclide concentrations in plants
(not/drop) during that time. There (be) a large increase in thyroid and
other types of cancers, especially among children. In Belarus 390 children up to the age of
14 (become) ill with thyroid cancer between 1986 and 1995. Before
the accident only 5 cases per year (record).

Badly equipped hospitals (struggle) to provide treatment for
those affected. Sometimes staff (not/pay) for months. Many
children born with disabilities(put) into orphanages.

The European Community (fund) projects for aid and
research. It (discover) that radioactivity
.....(spread) from highly affected to less affected areas
through rivers and the draining of water through soil. In 1997 it
(announce) that cracks (begin) to appear in the
sarcophagus built over Unit 4. There (be) a real risk that plutonium
.....(can) escape. The international community
..... (already/give) \$100 billion in aid to the region. Another \$100
million (sent) to renew the sarcophagus.

After half a century of nuclear power, all countries which have nuclear power stations are
faced with the need to manage and store radioactive waste, to clean up contaminated sites,
and to shut down nuclear reactors. All these processes involve safety risks. No one yet
knows how costly they will prove.

2. Match these words from the text with their meanings:

aftermath	ten years
to monitor	to give money
break-up	gland in the neck
decade	children's home
thyroid	personnel, group of workers
to struggle	to check
staff	effects
disability	collapse
orphanage	steel or concrete shell
to fund	expensive
sarcophagus	handicap
costly	to fight, to try hard

Let's talk about it! The pros and cons of nuclear power.

The people of the small seaside village of Cliffbay are upset. They have learned that there are government plans to build a nuclear power station a few miles away. A group of demonstrators from the local branch of the Save Our Environment Organisation have started a protest on the proposed site of the power station and refuse to leave. An emergency meeting has been called at the town hall and representatives of the different interest groups have been invited to attend and discuss the situation. The speakers are:

Martin Owen, Minister for Energy

Sue Blackwell, spokeswoman for SOEO

David Smith, atomic scientist employed by the government

Jane Cummings, atomic scientist who has resigned from her job with the government

Delia Welland, professor of philosophy and resident of Cliffbay

Try to match each of the following statements to the person you think made it.

"This power station will be completely safe. The reactor will be protected by concrete walls six metres thick. There will be four separate alarm systems which will make sabotage impossible. People fear nuclear power because they know too little about it. It is important for us experts to educate them. Nuclear power is better for the environment than power generated by fossil fuels because it is so clean."

"We must stop the construction of this power station. The damage to the countryside would be enormous and the flora and fauna in the area would be at terrible risk. Even the smallest leak would be disastrous to the environment. We must make the government halt their nuclear power programme. If words can't persuade them then our actions will!"
.....

"I can do without the extra energy that will be generated by this new power station. I have installed solar panels on my roof. Solar energy provides my hot water and electricity. I use a wood fire to heat my home and I cook on an Aga cooker. I cycle or walk to college every day. If everyone lived like me we wouldn't need so many power stations. Why doesn't the government provide more money for research into alternative energy sources"
.....

"I used to think that nuclear power was completely safe. But I have seen a government report on accidents at nuclear power plants. There have been at least three leaks in the last four years. The alarm systems did not work and there was nearly a disaster each time. We scientists must face up to the truth that nuclear power stations are dangerous and inform the public of the risks."

"In the next few years we will have used up all reserves of coal, gas and oil. How are we going to generate electricity then? As we said before the election, nuclear power is the only answer to our problem. We must build new nuclear power stations to provide energy for industry. The economy will suffer in the future if we don't take action now."

.....

The pros and cons of nuclear power – activity sheet

Activity 1

After you have read through the statements made in the discussion and decided who said what, write down the statements in reported speech on a separate sheet.

Example:

Martin Owen said (that) ...

Try to use different words to introduce the reported statements.
You can choose some of the verbs from this list or use some of your own:

add

insist

exclaim

explain

warn

state

remind

Activity 2

The representatives of the different interest groups have been invited to take part in a television discussion about nuclear power. Choose five people to take the parts of the speakers. First they should prepare and present their cases to the studio audience. The audience can then give their own opinions and ask the speakers questions about the topic. You need to have a chairperson to direct the debate. Remember to stick to the guidelines for discussion!!

Activity 3

What do you think? Write an essay giving your opinion of nuclear energy!

Solutions: Environmental Issues

Solution: Shocking Facts Quiz

1. The Earth's temperature will rise 2° to 5° C by

- ☒ 2020 ☐ 2051 ☐ 2100.

2. It has been estimated that ... of all life in the sea has been destroyed over the last 25 years as a result of pollution.

- ☐ 25% ☐ 30% ☒ 40%.

3. The global population is doubling every ... years.

- ☐ 30 ☒ 40 ☐ 50

4. How many children die of starvation every day?

- ☐ 10,000 ☒ 16,000 ☐ 5,000

5. The Sahara desert is growing southwards by ... kilometres per year.

- ☐ 2–5 ☒ 5–10 ☐ 10–15

6. Some ... of the world's plants and animals could be extinct within 100 years.

- ☐ 25% ☐ 35% ☒ 50%

7. Which of these animals is in danger of extinction?

- ☒ blue whale ☒ elephant ☒ rhinoceros

8. Modern humans (homo sapiens sapiens) have inhabited the Earth for around ... years.

- ☐ 10,000,000 ☒ 40,000 ☐ 4,000

9. It is estimated that 25% of all our medicines come from plants growing in the ... !

☒ rainforests ☐ oceans ☐ the Alps

10. Every minute, an area of ... football pitches of rainforest disappear.

☐ 17.5 ☐ 26 ☒ 37

11. Each person in a year generates ... times his/her own weight in household rubbish, throwing away an estimated 90 drink cans, 107 bottles and jars, , 70 food cans and 45kg of plastic.

☐ 5 ☒ 10 ☐ 15

12. Each person uses two trees' worth of paper

☒ in a year ☐ during their schooling ☐ in a lifetime

Solution: Match the words and the explanations

- | | |
|-----------------|--------------------------|
| 1 trap | 2 can be lived in |
| 2 habitable | 5 most |
| 3 clear | 7 proof |
| 4 amount | 8 overpowering |
| 5 vast majority | 1 keep in |
| 6 occurrence | 10 a period without rain |
| 7 evidence | 9 cannot be denied |
| 8 overwhelming | 3 cut down |
| 9 undeniable | 6 happening |
| 10 drought | 4 quantity |

Environment Keywords – Word Search

The world around us: environment

The process by which the Earth's atmosphere heats up: global warming

It is part of the atmosphere and it protects us from too much ultraviolet radiation: *ozone layer*

CO₂: carbon dioxide

Precipitation containing sulphur and nitrogen oxides: *acid rain*

The release of harmful chemicals into air, soil, water: *pollution*

Sources of energy that can be re-supplied are: *renewable*

Effect or influence: *impact*

To threaten the existence of a living thing: *endanger*

The home-based production of goods: *cottage industry*

C	O	T	T	A	G	E	I	N	D	U	S	T	R	Y
				E									N	
				D				R					O	
				I			R	E					I	
	T			X			E	N					T	
	N			O			Y	E					U	
	E	G	N	I	M	R	A	W	L	A	B	O	L	G
	M			D			L	A		C			L	
	N			N			E	B		I			O	
	O			O			N	L		D			P	
	R			B			O	E		R				
	I			R			Z			A				
	V			A			O			I				
	N			C		E	N	D	A	N	G	E	R	
	E							T	C	A	P	M	I	

Meltdown - The Chernobyl Disaster

On 26th April 1986 a reactor at the nuclear power station in Chernobyl exploded. Even today people are still dying from the radiation released during the disaster.

Put the events into the correct order.

1. The chain of events leading to the disaster began on 25th April 1986. A safety test was carried out on the reactor. The reactor was slowed down and the emergency cooling system was switched off.

2. At 2 pm the reactor was brought back up to normal power because more electricity was needed in Kiev. However, the emergency cooling system was not reconnected.
3. At 1.23 am the following morning power in the reactor increased dramatically. The heat began to destroy the reactor from the inside – it was reaching meltdown.
4. The reactor's cooling system exploded. Blocks of concrete and pieces of the reactor shot through the roof. Thirty fires began to burn across the power station and radioactive gas and smoke went up into the sky.
5. At 1.30 am the fire-fighters went into action. There was no protective clothing for them. They knew that they would become ill or die without protective suits or breathing masks, but they carried on anyway.
6. By 5 am the fires were out. Only the reactor was still burning. Helicopters flew over the fire and dropped sand onto the building to extinguish the fire and stop radioactive material escaping into the air.
7. The two towns nearest to the power station, Chernobyl and Pripyat, were evacuated. 40,000 people had to leave Pripyat in less than three hours. They could only take what they could carry with them. They never went home again.
8. A deadly cloud of radioactive smoke drifted over the Ukraine and on over Europe. It even reached the east coast of the US. The wind and rain brought radiation as far as the hills of Wales in the west of Great Britain. In Germany people were not allowed to drink milk because the cows were eating radioactive grass. In Austria it was forbidden for children to play outside in playgrounds and sand pits. In Italy tons of fresh vegetables were destroyed because they were contaminated by radiation.

Chernobyl – The Aftermath

1. Complete the text, putting the verbs into the correct form – past simple / past perfect, active / passive.

In the 1990s, after the break-up of the Soviet Union, it was difficult to monitor the regions most contaminated by nuclear fall-out from Chernobyl. It **was calculated** that 70% of the radionuclides **had fallen** on Belarus, 20% on the Ukraine and 10% on the Russian Republic after the disaster.

A decade after the accident huge areas of land still **remained** contaminated. Radionuclide concentrations in plants **had not dropped** during that time. There **was** a large increase in thyroid and other types of cancers, especially among children. In Belarus 390 children up to the age of 14 **became** ill with thyroid cancer between 1986 and 1995. Before the accident only 5 cases per year **had been recorded**.

Badly equipped hospitals **struggled** to provide treatment for those affected. Sometimes staff **were not paid** for months. Many children born with disabilities **were put** into orphanages.

The European Community **funded** projects for aid and research. It **was discovered** that radioactivity **had spread** from highly affected to less affected areas through rivers and the draining of water through soil. In 1997 it **was announced** that cracks **had begun** to appear in the sarcophagus built over Unit 4. There **was** a real risk that plutonium **could** escape. The international community **had already given** \$100 billion in aid to the region. Another \$100 million **were sent** to renew the sarcophagus.

After half a century of nuclear power, all countries which have nuclear power stations are faced with the need to manage and store radioactive waste, to clean up contaminated sites, and to shut down nuclear reactors. All these processes involve safety risks. No one yet knows how costly they will prove.

2. Match these words with their meanings:

aftermath	effects
to monitor	to check
break-up	collapse
decade	ten years
thyroid	gland in the neck
to struggle	to fight, to try hard
staff	personnel, group of workers
disability	handicap
orphanage	children's home
to fund	to give money
sarcophagus	steel or concrete shell
costly	expensive

7

ART IN EUROPE: BAROQUE

AUTHORS: Arturo Silva, Michaela Dauerböck

PILOTING: Arturo Silva, Michaela Dauerböck

ANCTEDS: Looking at our past

SUBJECT AREAS: art, languages, history

LEVEL OF COMPETENCE: advanced

OBJECTIVES: The Baroque is called the first international art movement; it spread all across Europe and even Latin America. All of Europe abounds in fine examples of Baroque architecture, painting, gardens and music. This module is designed to introduce students to what Baroque Art is, and for them to recognize examples of the Baroque in their own home towns.

PRACTICAL IMPLEMENTATION

This module entails a good deal of research. While the authors have appended a bibliography of sources on the Baroque, they should be regarded only as suggestions. Information regarding the Baroque is plentiful and available in many languages. Teachers and students can easily find the answers to the module's questions through their local library, art museums, or the internet.

I. Definition

- Where did the term "Baroque" come from?
- What are the characteristics of Baroque Art?
- How did the Baroque originate? (In other words, Baroque was a *reaction against* a previous art movement. What was it, and why did Baroque come about?)
- Which art movement followed the Baroque?

II. Research & Presentation

Baroque Art was especially expressed in these areas: architecture, painting, sculpture, garden design, and music.

- Find major examples of Baroque architecture and architects; of Baroque painting and painters; of Baroque gardens and garden designers; and of Baroque music and composers.
- Make a presentation.

III. Theory: Discussion Topics

- a. Art always embodies social/political ideas. Baroque is not just a “beautiful style.” What are the “politics of Baroque”? Why was it confined to the rich, the people in power? (Hint: The Baroque is a “theatricalization/ display and spatialization of power. Expand on this.)
- b. Baroque architecture was the “first international style.” What is the second? (Hint: look to the 20th century.)

Suggestions for Research Projects

Architecture includes palaces and churches, their exteriors and interiors (for example, the great “Prunksaal” in the National Library of Vienna). Many of these can be called “Total Art Works” (“Gesamtkunstwerk”), as a Baroque palace, for example, includes beautiful interior rooms, a concert hall, and a garden). A Baroque church will also be covered in paintings and provide a space for concerts.

III. Extra! Local Research and Presentation

The Baroque is strongly visceral: it is heard, seen, walked through. Students should be encouraged to look for examples of Baroque Art in their own community (buildings, churches, paintings and gardens), to photograph them, to research their history and artists, and finally to make a presentation.

One suggestion would be to have students 1) observe and enter a modern skyscraper: what does it feel like, how does it look? Then, 2) observe and enter a Baroque building: how do the sensations (sight, hearing) differ from the modern building? Write about the experience.

ACTIVITY 1:**The Baroque Quiz**

1. The word BAROQUE comes from French German Portuguese	2. It means beautiful jewel irregular pearl heavy ring
3. The first center of Baroque was Rome Paris Vienna	4. The Baroque style spread to Middle and South America because of tourism colonisation wars
5. Baroque means the time between 1500-1650 1600-1750 1700-1850	6. During the Baroque era there was an important war in Europe First World War Thirty Years' War 7 Days War
7. Connect the following names to the correct art form: Georg Friedrich Händel Spinoza Franz Anton Maulpertsch Pedro Calderón de la Barca Giovanni Lorenzo Bernini Alessandro Specchi/ Francesco de Sanctis André Le Nôtre	 sculpture literature philosophy garden design music painting architecture

ACTIVITY 2:**Visual Artists and their Art Works**

1. Join up the art works and artists.
2. Find a picture in a book (school library, public library, university library, national library...) or on the web.
3. Find the year it was created and fill it in.
4. Find the country the artist came from and fill it in.
5. Write the exact reference of your source in the box.

Artist	Art work		Your source
Rembrandt	The Fur		
	Year:	Country:	
Velazquez	Beggar Boys Eating Grapes And Melon		
	Year:	Country:	
Vermeer	Medusa		
	Year:	Country:	
Murillo	Marriage à la Mode		
	Year:	Country:	
Peter Paul Rubens	Landscape with a Dance (Marriage of Isaac and Rebecca)		
	Year:	Country:	
Fischer von Erlach	The Night Watch		
	Year:	Country:	
William Hogarth	Schönbrunn Palace, Vienna		
	Year:	Country:	
Caravaggio	Girl With A Pearl Earring		
	Year:	Country:	
Claude Lorrain	Las Meniñas		
	Year:	Country:	

ACTIVITY 3:

Female Baroque

Most of the famous artists of the Baroque are male. But this does not mean that there were no women artists!

Find out who the following women were!

1. My father's name was Balthasar Gomes Figueira. He was an artist. He came from Portugal, but in 1630, when I was born, we were living in Seville. I returned to Portugal when I was an adult and became a painter. I made lots of portraits, still lifes, religious and allegorical paintings. My most famous painting, *The Marriage of Saint Catherine*, is now at the National Art Museum of Lisbon.

Who am I? _____

2. I was discovered as an artist when I was twelve. I had painted a self-portrait and they said that my technique was very well developed. Later, I painted mostly miniatures and I sold them all over Europe.

My name is _____

3. I loved terracotta and wood! I trained in my father's workshop in the production of sculptures. Our whole family worked there! I had two brothers and a sister, but I was the best. So I became Spain's first woman sculptor. Even when I married at the age of fifteen, I didn't stop my work. My husband was also a sculptor, but it was I who became Sculptor of the Chamber at the court of King Charles II.

I am _____

4. I lived in Haarlem. I painted portraits but also still lifes. My teacher was Frans Hals, and later I had some students of my own. After my marriage to another artist, I didn't paint enough for people to remember me well. What a pity...

My name is _____

5. My father was a miniaturist and he trained me so that I became one of the best known artists of this genre in England. My pictures are very small. I painted various members of the court of Charles II.

Who am I? _____

6. I was born in Paris. My father and my step-father were both painters and art dealers. Some critics say that I was the finest French still life painter of the 17th century! One of my paintings was sold in an auction (nearly 200 years after my death, of course) for 120.000 dollars!

I am _____

7. I was born in Rome in 1593. My father was part of the art movement led by Caravaggio. I became the first woman to be elected to the Academy of Design. As Caravaggio did, I also painted *Judith Decapitating Holofernes*.

My name is _____

8. My mother was Dutch, my father was Swiss, I was born in Germany. I did botanical drawings – and I did them very well! After my father's death my mother married an artist who specialised in painting flowers. I published a three-volume catalogue under the title "The New Flower Book" and another three-volume set of insect paintings. They were the foundation of Linnaeus's classification of biological species. In 1699 I went with my two daughters to the Dutch colony of Surinam, where I stayed for two years although it was dangerous for a woman to be alone with two small girls in a tropical colony. My scientific expedition was sponsored by the city of Amsterdam. I collected a large number of plant, animal and insect specimens. I was also one of the first Europeans to observe and make notes on the local people and their customs. The result of this trip was my masterpiece: "Metamorphosis Insectorum Surinamensis". It consists of plates engraved from my watercolor paintings of the plants and insects of Surinam.

Who am I? _____

9. I was born in Bologna in 1638. I started my career as a painter of religious and historical themes. My father was a painter too. I also was very talented in music and poetry. By the time I was 17, I had already made 190 art works! I died young, at the age of 27 – under mysterious circumstances -- perhaps I was poisoned.

My name is _____

10. I was a flower painter from Amsterdam. My father was a professor of anatomy and botany, but he also painted. My husband was a portrait painter, and though we had ten children, I never ended my career as an artist.

I am _____

ACTIVITY 4 :

The Baroque Art Box

At the beginning of the project, the teacher will present a box filled with examples of Baroque art (cf. Sources):

- CDs with Baroque music
- reproductions of paintings
- pictures of
 - sculptures
 - architecture
 - gardens
- Baroque literature
- Baroque philosophy

From **The Baroque Art Box** students select items that they want to find out more about. The minimum is one art work per student. Students are free to choose the work(s) they want to research. The results of the individual research are collected in folders and presented to the group. Each student should add to the box at least one new art work he/she found during his/her research that he/she thinks worth being made known to the group.

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The Baroque Quiz - Solutions

<p>1. The word BAROQUE comes from</p> <p>French</p> <p>German</p> <p><input checked="" type="checkbox"/> Portuguese</p>	<p>2. It means</p> <p>beautiful jewel</p> <p><input checked="" type="checkbox"/> irregular pearl</p> <p>heavy ring</p>
<p>3. The first center of Baroque was</p> <p><input checked="" type="checkbox"/> Rome</p> <p>Paris</p> <p>Vienna</p>	<p>4. The Baroque style spread to Middle- and South-America because of</p> <p>tourism</p> <p><input checked="" type="checkbox"/> colonisation</p> <p>wars</p>
<p>5. Baroque means the time between</p> <p>1500-1650</p> <p><input checked="" type="checkbox"/> 1600-1750</p> <p>1700-1850</p>	<p>6. During the Baroque era there was an important war in Europe</p> <p>First World War</p> <p><input checked="" type="checkbox"/> Thirty Years' War</p> <p>7 Day's War</p>
<p>7. Connect the following names to the correct art form:</p> <p>Georg Friedrich Händel</p> <p>Spinoza</p> <p>Franz Anton Maulpertsch</p> <p>Pedro Calderón de la Barca</p> <p>Giovanni Lorenzo Bernini</p> <p>AlessandroSpecchi/Francesco de Sanctis</p> <p>André Le Nôtre</p>	<p>sculpture</p> <p>literature</p> <p>philosophy</p> <p>garden design</p> <p>music</p> <p>painting</p> <p>architecture</p>

Solution: Visual Artists and their Art Works

Artist	Art work		Your source
Rembrandt	The Fur		
	Year: 1635-49	Country: Netherlands	
Velázquez	Beggar Boys Eating Grapes And Melon		
	Year: 1777	Country: Spain	
Vermeer	Medusa		
	Year: 1590	Country: Italy	
Murillo	Marriage à la mode		
	Year: 1734-45	Country: England	
Peter Paul Rubens	Landscape with a Dance (Marriage of Isaac and Rebecca)		
	Year: 1648	Country: France	
Fischer von Erlach	The Night Watch		
	Year: 1642	Country: Netherlands	
William Hogarth	Schönbrunn Palace, Vienna		
	Year: 1699	Country: Austria	
Caravaggio	Girl With A Pearl Earring		
	Year: 1666	Country: Netherlands	
Claude Lorrain	Las Meniñas		
	Year: 1656	Country: Spain	

Solution: Female Baroque

- 1. Josefa de Ayala** (1630-1684)
- 2. Anna Waser** (1675-ca.1713)
- 3. Luisa Ignacia Roldan** (1656-1704)
- 4. Judith Leyster** (1609-1660)
- 5. Susan Penelope Rosse** (1656-1704)
- 6. Louise Moillon** (1609-1660)
- 7. Artemisia Gentileschi** (1593-1652)
- 8. Maria Sibylla Merian** (1647-1717)
- 9. Elisabetta Sirani** (1638-1665)
- 10. Rachel Ruysch** (1664-1750)

8

ART IN EUROPE: MODERN ART

AUTHORS: Arturo Silva, Michaela Dauerböck

PILOTING: Arturo Silva, Michaela Dauerböck

ANCTEDS: Living in a world of thoughts and feelings, ideas and dreams

SUBJECT AREAS: Art, Languages, History

LEVEL OF COMPETENCE: advanced

OBJECTIVES: This module is designed to introduce students in art classes to the art of twentieth century Europe, primarily by looking into three major art movements. It takes the form of questionnaires, suggestions for research, some research sidebars, presentations and students' own creative works, as well as local research projects.

PRACTICAL IMPLEMENTATION

NB. This module entails a good deal of research. While the authors have appended a bibliography of sources on Modern art, they should be regarded only as suggestions. Information regarding Modern art is plentiful and available in many languages. Teachers and students can easily find the answers to the questions in the local library, art museums, or the internet.

Major Art Movements of the Twentieth Century

1. Post Impressionism
2. Dada and Surrealism
3. Conceptual Art

- A. Research:
 - Definition
 - Major Artists
 - Post Impressionism in different European countries
 - Typical Works
- B. Projects
 - Presentation
 - Make an art work in this style.

Suggestions for Research:

A. Most art movements are reactions against earlier movements. How does the movement you have chosen to research react against the one that preceded it?

How or why did the artists you have selected choose to make the kind of art they did?

B. Research: Modern Art in Your Community

Find examples of art from the six art movements from your own country. Who were the artists? Name some of their famous art works. Do they possess a “local accent”?

C. Other Projects and Sidebar Activities

1. Two further major art movements could also be included. These are Cubism and Abstract painting.

2.. Students could also research other Influences on Modern Art, such as 1) Technology (mass media: radio, photography, television and video), and 2) Politics/History (WWI, WWII, revolutions [Russia])

3. Even further areas for research include other Contemporary Arts and Styles such as Jugendstil (Art Nouveau, De Stijl), Art Deco, Photography, Film, Literature, Theater (drama, ballet [Ballets Russes]), Fashion and Advertising.

4. Modern art also introduced new art techniques, including collage (eg, Max Ernst), Rayograms (photographs without cameras, by Man Ray), and Found Objects (art not made by artists, Marcel Duchamp).

My Art

Finally, students should make their own art works in a particular Modernist style. Present it and show how it relates to the Art movement, and how they relate to it personally.

ACTIVITY 1:

After Impressionism: 19 Men and 1 Woman

Which painting belongs to which artist?

Find the pictures (in books, on the internet), tick off the right answer and fill in!
Remember the pictures and do the worksheet again filling in the right answer by heart.
Find another picture for each artist and fill in the name of the picture you found.

1. Paul Gauguin
2. Vincent van Gogh
3. Paul Cézanne
4. Pierre Bonnard
5. Henri de Toulouse-Lautrec
6. Ferdinand Hodler
7. Gustav Klimt
8. Henri Matisse
9. André Derain
10. Raoul Dufy
11. Georges Seurat
12. Georges Rouault
13. Paula Modersohn-Becker
14. Emil Nolde
15. Ernst Ludwig Kirchner
16. Erich Heckel
17. Max Pechstein
18. Oskar Kokoschka
19. Egon Schiele
20. Jankel Adler

Lovers 1913 – Winter Landscape by Moonlight 1919 – Mont Sainte Victoire 1902-1904 –
The Birth of Christ 1896 – Day of Glass 1913 - Sunday Afternoon on the Isle of “La
Grande Jatte” 1884-86 – Ball at the Moulin Rouge 1889/90 – Woman 1928 – Starry Night
1889 – The Old King 1937 – The Kiss 1907/08 - Bride of the Wind 1914 – Female Nude
in the Bath 1937 – Fisherboat 1913 – Nude Girl Sitting with Flowers 1907 - Street with
Flags 1906 – At the Café 1911 – The Dance 1909/10 – Drying of Sails 1905 – The Night
1890

ACTIVITY 2

Dada and Surrealism

Migrations of DADA and SURREALISM

DADA appeared in different places of Europe and America including:

Zurich, Geneva, Paris, Berlin, Cologne, Hannover, Barcelona, New York

Try to find the protagonists of DADA in these cities.

Some of them were active in more than one city – describe the activities of three “travellers”.

DADA appeared in other places and countries – can you find out three of them?

The best known artists of DADA and Surrealism are men.

- Look for some women in the cluster.
- What was their role in the movement?

René Magritte Salvador Dali André Masson Giorgio de Chirico Laure Raoul Hausmann John Heartfield Gisèle Prassinos Marcel Duchamp Tristan Tzara Dora Maar Leonara Carrington	André Masson Hugo Ball Hans Arp Walter Serner Unica Zürn Kurt Schwitters Francis Picabia Arthur Cravan Meret Oppenheim Antonin Artaud Juan Miró Kiki	André Breton Paul Éluard Louis Aragon Hans Bellmer Isabelle Waldberg Luis Buñuel Man Ray Max Ernst Hannah Höch Leonor Fini Frederick Kiesler Arshile Gorky
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Some artists are famous for certain actions (performance, protest, film), what are the following artists known for?

- René Magritte
- John Heartfield
- Luis Buñuel
- Paul Éluard
- Man Ray

Manifestations of Dada and Surrealism

Visual	Political/theoretical	Textual/oral/accustic
theatre “cabaret” poem text drawing painting collage frottage/grattage décalcomanie film/photo	manifesto pamphlet demonstration agitation critical paranoia automatism ascending sign surrealistic object	“écriture automatique” poem text recitation song instrumental

ACTIVITY 3

Conceptual Art

- A. Walk through the virtual show (CD-ROM) “Just do it!” ¹ .

Choose one of the art works from the show.

Take notes about it.

1. Describe exactly what you see.
2. Describe the techniques used by the artist. How was the art work made?
3. Try to find out what the main idea – the concept – in this art work is.

Read the information given on the CD-ROM about the art work you have chosen.

Compare it to what you have written down.

Do some research about the artists (books, www.)

Walk through the show again.

Find out which of the artists is European. Which countries in the show are represented?

- B. Find some information about Conceptual artists from your country.

- C. Find out if there is some Conceptual Art in your area.

- D. What is the earliest work shown in “Just do it!”?

- E. The artist became famous with his “ready-mades”. ²

What does “ready made” mean?

What did he do?

Find pictures of “ready-mades” and explain them!

Conceptual Art is sometimes political art. In “Just do it!” there are several examples of the political dimension of this movement.

Find them.

Find out in what way they contain political statements.

Put them in chronological order.

- F. Build up your own Conceptual Art Show.

Make a choice of about 10 to 15 art works.

Explain the art works you show.

Justify your choice.

Make a work of Conceptual Art yourself!

¹Just do it! The Subversion of Signs from Marcel Duchamp to Prada Meinhof. Interactive visit. Linz: Lentos 2005

² Marcel Duchamp

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After Impressionism: 19 Men and 1 Woman - Solutions

1. Paul Gauguin – The Birth of Christ 1896
2. Vincent van Gogh – Starry Night 1889
3. Paul Cézanne – Mont Sainte Victoire 1902-1904
4. Pierre Bonnard – Female Nude in the Bath 1937
5. Henri de Toulouse-Lautrec – Ball at the Moulin Rouge 1889/90
6. Ferdinand Hodler – The Night 1890
7. Gustav Klimt – The Kiss 1907/08
8. Henri Matisse – The Dance 1909/10
9. André Derain – Drying of Sails 1905
10. Raoul Dufy – Street with Flags 1906
11. George Seurat – Sunday Afternoon on the Isle of “La Grande Jatte” 1884-86
12. Georges Rouault – The Old King 1937
13. Paula Modersohn-Becker – Nude Girl Sitting with Flowers 1907
14. Emil Nolde – At the Café 1911
15. Ernst Ludwig Kirchner – Winter Landscape by Moonlight 1919
16. Erich Heckel – Day of Glass 1913
17. Max Pechstein – Fisherboat 1913
18. Oskar Kokoschka – Bride of the Wind 1914
19. Egon Schiele – Lovers 1913
20. Jankel Adler – Woman 1928

9

PROVERBS

AUTHORS: Birgit Milachowski, Jennifer Süsoy

PILOTING: Birgit Milachowski, Jennifer Süsoy

ANCTEDS: Living in a world of thoughts and feelings, ideas and dreams
Living in harmony with people around us

SUBJECT AREAS: English and other European languages

LEVEL OF COMPETENCE: A2 to B1

OBJECTIVES:

Familiarizing students with proverbs and sayings (understanding them and placing them in context)
Comparing with proverbs from the students' own countries
Promoting creativity in writing

PRACTICAL IMPLEMENTATION

In this module students become familiar with English proverbs which often match proverbs in their own languages. Cultural similarities become apparent in the course of classroom discussion.

ACTIVITIES:

Playing with proverbs
Matching proverbs

Playing with Proverbs

1. Get together in groups and play the proverb matching game.
2. Talk about the proverbs in your group. Which is your favourite? Think of situations in which you might use it.
3. Here is a story that illustrates one of the proverbs. Which one is it?



The Milkmaid and Her Pail

One day a farmer's daughter was carrying her pail of milk to the farmhouse, when she started daydreaming. "If I sell all this milk, I will be able to buy at least three hundred eggs. If all the eggs hatch, I'll have three hundred chicks. If I take all the chicks to market and sell them, I will make enough money to buy a beautiful new dress for the Christmas party. If I wear my new dress to the Christmas party, all the young men will fall in love with me and will want to dance with me." She danced happily along the path, already imagining herself surrounded by a crowd of handsome young men, when suddenly she tripped over a stone. Her pail fell to the ground, spilling the milk everywhere. That was the end of her daydream.

Adapted from Aesop

4. Try to write your own text about a proverb. You can choose to write a
 - short story
 - comic strip
 - sketch.
5. Do you know any proverbs in your own language which match the ones given in this activity? Why do you think that different countries have similar proverbs?

Matching proverbs

Many hands make light work!

Let your students try out this activity in groups.

Copy as many sets of the activity as you need, and cut them into individual cards.

Use the activity as a matching exercise.

Absence makes the heart grow fonder.	When you are far from someone you love, you love them even more.
A friend in need is a friend indeed.	A true friend helps you when you are in trouble.
You reap what you sow.	Your actions determine what happens to you.
A stitch in time saves nine.	If you have a problem, sort it out before it gets worse.
The early bird catches the worm.	If you want to reach a goal, start working on it as soon as possible.
Too many cooks spoil the broth.	If too many people are involved in a project, it will be a mess.
Rome was not built in a day.	You need time to do things well. Don't expect too much too soon.

Where there's a will, there's a way.	If you really want to do something you will find a way.
A fool and his money are soon parted.	A stupid person often wastes money.
Don't count your chickens before they are hatched.	Wait until you are certain of success before you triumph.
Many hands make light work.	Working as a team makes it easier to get things done.
When the cat's away, the mice play.	People don't behave themselves when the boss isn't there.
All work and no play makes Jack a dull boy.	It's not good to work for too long without a break.
Necessity is the mother of invention.	If you really need something, you find a way to get it.
The apple doesn't fall far from the tree.	Children are like their parents.
A leopard cannot change its spots.	A person cannot change his/her ways.

It's no use crying over spilt milk.	Don't waste time worrying about something bad that has happened and can't be changed.
When in Rome, do as the Romans do.	You should adapt to the ways of the people in the country you are visiting.
Better the devil you know than the devil you don't know.	It's easier to deal with a difficult person you know rather than with someone new who might be even worse.
Don't judge a book by its cover.	Don't judge people by the way they look.
Birds of a feather flock together.	People who have similar interests often like to be together.
Two wrongs don't make a right.	Don't hurt somebody because they hurt you.
The proof of the pudding is in the eating.	You can only tell if something is good when you try it out.
People who live in glass houses shouldn't throw stones.	Don't criticize people for having the same faults as you.