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CLASSROOM ACTIVITIES

WE GO TO ZOO; WORK IN GROUPS OF 3

MY PERFECT ZOO

Starting off

- Divide into 3 groups and see which group can complete the A – Z of animals.
- Vocabulary:** what adjectives could you use to describe different types of animal? Write new words in the **Useful language** box below.



What's the difference between a carnivore and a herbivore. Can you identify which the animals in the pictures are?

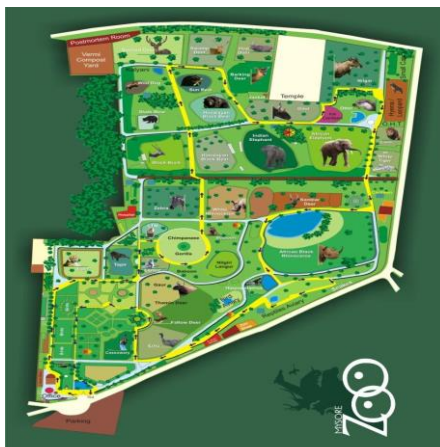
The naming of parts of an animal: what words do you know?

- Do you know what anthropomorphic means? What characteristics do certain animals have? Do you compare people to animals in your language?

as brave as a ...

as cunning as a ...

as blind as a ...



Project preparation

You are going to design the perfect zoo.

- In groups of 3, decide which animals you'd like to have and why? Choose about a dozen.
- When designing the Zoo you will need to think about:
 - the number animals in each enclosure and its size
 - what animals can go together and what animals need to be as far apart as possible
 - the environment of the enclosure – what do the animals need?
 - facilities for visitors
 - visitor regulations
 - special events

Vocabulary: aquarium, aviary, cage, enclosure, ledge, meadow, pond, pool, paddock, refuge, woodland

Language tip you will need **conditional forms:**

The penguins will get nervous if we put them next to the lions.

suggestions & agreements:

Why don't we put the elephants and zebras together?

Why not? Yes, let's.

*How about a children's zoo?
Yeah! Great idea!*

Presentation



Introduction to project work

During your course, you will be working on a project every day to practice the language you've learnt so far. When working on your project, it is important to remember some important points:



1. You will need to work together in small groups. This means it is important that everyone contributes and takes part in the presentation of the project to the class.
2. Your teacher is there to help you, so always ask if you need to know anything.
3. Always try to speak English – it's a good opportunity for practice.



Starting off

You are going to prepare 10 cards for a board game, where players will have to speak for 60 seconds when they land on a square.

Brainstorm

In groups of 3 or 4 make a list of topics which you would like members of another group to talk about.

Preparation

- a) You need to design a board for another group to play on.

Brainstorm

Think about other board games you've played. What type of instructions can you put on the board?

- b) Work in your group to design your game board, you will need to think about how the players are going to move round the board – you haven't got any dice, what will you use for counters?
- c) When you have the board prepared, you will need to write out the rules of the game for the other group.
- d) Now write a sentence to put on each of the 10 cards – check your spelling and word order. Put any new vocabulary in the **Useful language** box below.



The game

Useful language

Expression

translation

Expression

translation

THE GAME

Starting off

Job Profile



Computer games developer

If you love computer games and enjoy using your imagination, this could be ideal for you. Computer games developers produce games for PCs and games consoles. They also produce games for the internet and mobile phones. The work could involve making new games or updating existing titles.

Most computer games developers have a qualification. However employers may be more interested in your software skills and experience.

Income

Starting salaries for artists and programmers are usually around £25,000 a year.



- Prepare 4 questions to ask your partner about computer games using: *do, what, when, how often*.
- How many computer games do you know about? What is the player's goal in each of them?
- You are going to design a new computer game and prepare 'storyboards'* for it. Look at the suggestions below:

*Storyboarding

The best way to present a game is to *storyboard* it – create a sequence of pictures that show the levels of the game or the different scenes and goals. Each storyboard should include a description of what is going on.



Brainstorm ideas for a game which is loosely based on a story. Then you should decide the goals of the game – what will the player(s) do and how will they do it?

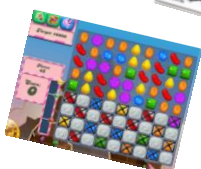
You can get your ideas from:

Other games: but don't copy another game. Improving and looking at it in a new way is OK.

Movies and shows: think about anything you have enjoyed recently to give you some ideas.

Real-life sports and games: make a computer version of your favourite pass-time.

Dreams & nightmares: do you dream of wizards and monsters? Use them in your game.



Project preparation

You are now going to storyboard your game.

Try for about 5 or 6 major stages for reaching your goal

Brainstorm

In the **Useful language** box below put down useful expressions for sequencing the action and describing cause and result.

On separate pieces of paper, describe the situation and what the player needs to do to get to the next stage. Use the phrases you noted below.

Presentation



Sequencing expressions
translation

translation

Cause and result expressions

| | |
|-------|-------|
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |

My Country

My country quiz

- a) You now know a lot about Great Britain but how much do you know about your country?
- b) Work with a partner and think of ten questions about your country that you know the answer to. Don't make it too easy.
- c) Now write down the questions on the quiz sheet below.
- d) Go around the class to see how many people know the right answer to your questions and answer theirs.

Question

Answer

| | | |
|----|-------|-------|
| 1 | _____ | _____ |
| 2 | _____ | _____ |
| 3 | _____ | _____ |
| 4 | _____ | _____ |
| 5 | _____ | _____ |
| 6 | _____ | _____ |
| 7 | _____ | _____ |
| 8 | _____ | _____ |
| 9 | _____ | _____ |
| 10 | _____ | _____ |

Scores

| | | | | | |
|-------|--|--|--|--|--|
| Name | | | | | |
| Score | | | | | |

What were the two most interesting things you learnt? Note them down and compare with your partner.

Starting off



- What are the good things and the not so good things about your country?
- Working in pairs, make two lists and then compare them with another pair.
- How would you solve the problems?
- What kind of government does your country have?
- What is the title of the Head of State?
- What are the English words of your National Anthem?

2. Project and presentation preparation

Meet Slartibartfast from the planet Magrathea



Slartibartfast is a Magarathean, and a designer of planets. His favourite part of the job is creating coastlines, the most notable of which are the fjords found on the coast of Norway on planet Earth, for which he won an award.

He appears in the comic sci-fi novel *The Hitchhiker's Guide to the Galaxy* by Douglas Adams

- You are going to prepare a Wikipedia entry for the new country that you have created. When you look up a country on Wikipedia what sections will you find?
- You will need to think about basic information (the right-hand column in Wikipedia – name, flag, national anthem, etc.) and then choose at least 3 of the sections you found in a).



- Draw a map of the country. As well as geographical features, this could also include details about agriculture, minerals and tourist information.
- Constitution and Fundamental Law



Presentation checklist

For your presentation you will need to have prepared:

- a general introduction using your map to describe its main geographical features and climate
- a flag, motto and national anthem (what music it?)
- information about its government and economy
- a constitution and important laws
- tourist information
- why the country is special

THE PERFECT RESTAURANT

Starting off

a) Finding out



- You need information from the class about what would make a perfect restaurant.
- Working individually: prepare 5 questions to ask about eating out.
- Compare and check each other's questions before you go round the class interviewing 5 other students.
- Return to your partner and compare results.



Planning a menu

- Brainstorm 1 – how you can organize a menu.
- Brainstorm 2 – adjectives to describe food eg. scrumptious, crispy ...
Note them down in the **Useful language** vocabulary box.
- Work in small groups to decide what to put on the menu. You will need at least 3 items for each category.
Don't forget to include descriptions of the dishes and a name for your restaurant.

Project and presentation preparation

Now you have your menu, you are going to design the restaurant.

You have an area of about 30m x 25m for the restaurant and kitchens, with the option of a street terrace 30m x 2 ½ metres wide.

On an A3 piece paper draw a plan of your restaurant (don't forget the toilets!)

You will also need to think of staff and location.

Language tip

When discussing your plans you'll need to use conditional forms for possibility:

If we put the toilets next to the kitchen, it'll be a health risk.

If we had free drinks between 5 and 6 o'clock, we would get more customers.

Presentation

As a group, present your restaurant and menu to the class who are going to decide which project is the best. Remember to introduce yourselves and tell your audience you will answer questions at the end.

Language tip

You are talking about the future so use *be going to* for general plans and *will* for definite details – use the contraction 'll so you don't sound too bossy.

The restaurant is **going to be** in the city centre.

There'll be free drinks between 5 and 6 o'clock.

Useful language

Adjectives to describe food

Translation

.....
.....
.....
.....
.....

.....
.....
.....
.....
.....



GUESSING GAMES (WRITING AND SPEAKING)

HOLIDAY EMAIL GUESSING GAME

1. Starting off

You are going to write an email to a friend about a holiday.

- Brainstorm** a) put up on the board possible topics you could write about b) now think about which verb forms you'll need to use – past, present and future



Preparation

- a) In pairs describe the picture in your book on the page your teacher gives you.
 b) One of you make a note of useful vocab and expressions - don't write sentences.

- c) Look at the grid you have been given. Working in pairs, write your email in the top grid, putting one word in each box – contractions (eg I'm) count as one word.
 d) Put punctuation in the same box as the word it follows and then in the empty boxes of the bottom grid.
 e) Fold the piece of paper along the middle line and rip in half.

Write an e-mail to a friend. Complete your text with one word in each box.

| → | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | |
|----|---|---|---|---|---|---|---|---|---|----|-----|
| 1 | | | | | | | | | | | 10 |
| 11 | | | | | | | | | | | 20 |
| 21 | | | | | | | | | | | 30 |
| 31 | | | | | | | | | | | 40 |
| 41 | | | | | | | | | | | 50 |
| 51 | | | | | | | | | | | 60 |
| 61 | | | | | | | | | | | 70 |
| 71 | | | | | | | | | | | 80 |
| 81 | | | | | | | | | | | 90 |
| 91 | | | | | | | | | | | 100 |

Also remember to put the punctuation in the correct boxes below.

Leave this grid blank except for punctuation as above.

| → | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | |
|----|---|---|---|---|---|---|---|---|---|----|-----|
| 1 | | | | | | | | | | | 10 |
| 11 | | | | | | | | | | | 20 |
| 21 | | | | | | | | | | | 30 |
| 31 | | | | | | | | | | | 40 |
| 41 | | | | | | | | | | | 50 |
| 51 | | | | | | | | | | | 60 |
| 61 | | | | | | | | | | | 70 |
| 71 | | | | | | | | | | | 80 |
| 81 | | | | | | | | | | | 90 |
| 91 | | | | | | | | | | | 100 |

The Guessing Game



- a) Now change partners and sit opposite them. One of you should give the other the blank grids and the page reference for your photo.
 b) The task is to guess the words in your partner's grid using the photo and your language knowledge to help you.
 c) Start with grammar words (eg the / was, etc.) and your partner will tell you the number of all the squares in which they appear.
 d) Your partner can help you with the words by giving hints, but mustn't say the word.



My Dream Holiday

Starting off

- a) You are going to talk to someone else about their favourite holiday. What do you want to know?
Think of 6 questions you could ask them.

1

2

3

4

5

6

- b) Now go and ask the person your teacher tells you and write down their answers.

Planning holiday

Use their answers to help you plan a holiday for that person. Think about:

- where they would go and for how long,
- where they're going to stay
- what they can do or see
- how they're going to travel
- what they can eat

Presentation

- a) Now you are going to present your holiday to the rest of the class. Does the person you designed it for like your holiday?

Would you go on another student's holiday?

STORY TELLING -SPEAKING AND WRITING

My Blockbuster

Starting off

- a) Work in groups of 3. Your teacher will give you 4 pictures. Work together to decide the relationships between the characters and their names and personalities.
- b) Letter them: A B C D

Film story preparation

- a) Choose **six** of these questions (the order is not important):

- Why did A meet C at the club?
What did they do before?
.....
- What did B feel about C? Why?
.....
- Who kissed D? Where? Why?
.....
- What was B wearing? Why?
What had happened to B's trousers?
.....
- What did C do to D? Where? Why?
.....
- Who was in the bedroom? Why?
What were they doing there?
.....
- Who had the gun? Where? Why?
.....
- Where did A do after leaving the club?
.....
- What did C see in the car? What happened?
.....
- Who got killed/died? Why? Where?
.....
- Why did D go home?
.....
- Who was with B at 12 o'clock?
What was he/she doing?
.....

- b) Now put the questions in order to make your own story:
- c) Answer the questions and make notes to tell the story to the class. Don't forget lots of adjectives.
- d) What's the title of your film? What genre is your film?
- e) Now design a poster for your film.

Presentation

Now present your film to Steven Spielberg to win an Oscar, make it as exciting and interesting as possible.