

Téma: č. Australia

Použitá literatúra a pomôcky: Učebný text Australia, úlohy k učebnému textu, mapa Austrálie

Návody, riešenia:

Picture description:

After reading the text on Australia, students should be able to:

1. Identify the two most famous landmarks of Australia and talk about their significance
2. Name the two animals they can see in the pictures and talk about the unique wildlife in Australia.
3. Compare and contrast the two pictures showing the life of Aborigines and farmers.

Text – Questions and answers

1. Present the most important facts about geography of Australia.

Using the map of Australia, students summarize the most important facts about Australia's geography – its size, where it is situated, explain that it has six states and two major mainland territories, give a short description of its three land regions. They should also compare the climate of Australia with our climate zone.

2. Outline the history of Australia; describe the political system.

Students show the understanding of the history of Australia by presenting important historical facts, e.g. about the original inhabitants of this land -the Aborigines, about their nomadic tribal life, about the first earnest exploration of Australia and the first settlers. Students explain the political system of Australia as a constitutional monarchy.

3. Give a short description of some famous towns/places or other landmarks.

This will be more interesting if students are given a task to create a power point presentation; they can introduce the places that are mentioned in the text, plus they can choose any other places they find worth visiting.

Students introduce some of the famous sites: New South Wales and its centre Sydney, Sydney's historical background and its most famous landmarks- the Opera House , the Harbour Bridge and Sydney Tower, The Rocks – Australia's first European settlement, Darling Harbour, The Aquarium and Sydney's world famous Taronga ZOO. They present the Picture of Canberra, the national capital. Students explain that The Northern Territory is a land of Aborigines, they describe the life of people in the outback and introduce an interesting place -Coober Pedy known as Opal Capital of the world. They should not leave out

Australia's Great Barrier Reef that is the world's largest coral reef system, and Tasmania, the only state not attached to the mainland.

4. Say which of the places you would like to visit and why.

Students own answers. Students can present their interests in either history, nature or Aboriginal culture and tales (The Three Sisters).

Task: Australian animals

Key: 1.C, 2. K, 3.D, 4. M, 5. E, 6.N , 7. H, 8.B, 9.A, 10.O, 11.J, 12. G

Task: Sydney heritage and history

Key: 1. had been inhabited, 2. comprises, 3. speaking, 4. developed, 5. arrived, 6. were
7.belonging, 8. settled, 9. was chosen, 10. charted, 11. was discovered, 12. were, 13. was
assured, 14. has been transformed

Task: Aboriginal Culture and Beliefs

Key: 1.spiritual, 2. connectedness, 3. mysteries, 4. creation, 5. ancestral, 6. geographical,
7.beliefs, 8. supernatural, 9. Ceremonial, 10. movement, 11. heroic, 12. Participants

Téma: č. Young people and their world.

Použitá literatúra a pomôcky: učebný text, úlohy k učebnému textu

Návody, riešenia:

Picture description:

Comment on the problems of young people in the pictures, explain the reasons and how they can be helped.

Students identify the problems – smoking, violence, alcoholism and drug abuse, homelessness, unemployment and racism. They analyze the reasons why some young people start to use different drugs, the influences that lead to aggressive behaviour and give their opinion on how these problems could be solved.

Text – Questions and answers

1. Explain the advantages and disadvantages of being young.

Students can work in pairs or small groups. They should define different terms used to refer to the young and the changes young people go through. Students make a list of the pros and cons of being young and they should always support their statements with examples. During the whole class discussion they share their ideas.

2. Name the social problems young people have to face today and suggest possible solutions.

This has partially been discussed in „Picture description“ . Ask students to focus on different problems and to analyze them in more details. They should comment on generation gap as something inevitable, compare the relationships between the young and their parents/teachers today and in the past. Other social problems they should examine are peer pressure, body image, underage drinking and taking drugs, unemployment and homelessness, bullying, youth crime, becoming parents too soon, or why young people join a gang,

3. Analyze the attitude of young people towards politics, the situation in the world, ecology and people's values.

This gives students an opportunity to compare their position to the one of their parents. They can contrast their role in society with their parents' or grandparents' generation taking into consideration education, high-tech skills and access to information, and globalization. Ask them to talk about their values, attitudes, and who and what influenced them.

4. Describe your relationship with your parents, grandparents and siblings.

Students own answers. They should give examples, describe different situations to illustrate their relationships with older generation.

5. Talk about how you imagine your future.

Students own answers. They comment on their future studies, career, family life, place to live, etc.

Task: Bullying

Key: 1. increasingly, 2. authorities, 3. systematic, 4. powerful, 5. victimized, 6. repeatedly, 7. delinquent, 8. behaviour, 9. teasing, 10. misplacing, 11. belongings, 12. Reducing,

Task: The story of drug abuse

Key: 1. would know, 2. lose, 3. trusted, 4. was, 5. realize, 6. is, 7. ran, 8. getting, 9. were rejoicing, 10. had gained, 11. was talking, 12. had made, 13. being, 14. to keep, 15. was heading, 16. got, 17. don't remember, 18. will ever feel, 19. realize, 20. could have been

Task: Youth crime

Key: 1. E, 2. J, 3. B, 4. A, 5. G, 6. D, 7. H

Téma: č. Mass Media

Použitá literatúra a pomôcky: učebný text, úlohy k učebnému textu

Návody, riešenia:

Picture description:

Compare and contrast the different mass media in the pictures, give your opinion on their advantages and disadvantages, the way they have changed throughout our history.

Students identify the different types of mass media in the pictures (broadsheets and tabloids, the Internet, television, radio, the role of satellites and their development)

Text – Questions and answers

1. Comment on different types of news media

Students define the term mass media as various means by which information reaches large numbers of people. They name the different types of mass media - print and electronic - television, radio, movies, newspapers, and the Internet.

2. Compare different types of newspapers.

Students evaluate the way different newspapers approach the news, the content, language used, circulation, and name some Slovak serious newspapers and tabloids, as well as those of English speaking countries.

3. Evaluate the impact of mass media on people's life.

Students can work in small groups and examine the role of mass media in shaping modern culture by presenting a set of values, beliefs and traditions in a particular way. Students then share their ideas and can make a comparison with the past.

4. Explain the role of the Internet in people's lives.

Students list the ways the Internet enables people to find, manage and share information, offers fast communication, entertainment, online services, social networking or e-commerce.

5. Explain how mass media can influence people's opinions.

Students after discussing the topic in general can give examples of how they have been influenced by the way a piece of news was presented in the media.

6. Talk about your favourite form of mass media.

Students own answers. Encourage students to talk about different forms of media.

7. Compare the pros and cons of watching TV.

Students work in pairs and make a list of pros and cons of watching TV. Among the plusses they should mention that it is informative and educational, it keeps us updated and it also offers entertainment. They should comment on the negative impact, particularly on children, considering that TV programmes contain violence, sexuality, race and gender stereotypes, drug and alcohol abuse.

8. Analyze the ways in which the media can control public opinion.

They should explain how mass media form and affect public opinion and influence social movements.

Task 1: Internet and Modern Life

Key: 1. already 2. of 3. all 4. in 5. was 6. to 7. during 8. when 9. be 10. by 11. out
12. sent 13. any 14. on 15. be able 16. in 17. other 18. there 19. them 20. opened 21. for
22. are 23. it 24. the 25. how 26. there 28. is

Task 2: Reality TV

Key: 1.D, 2.D, 3.B, 4.C, 5.C, 6.B, 7.D, 8.C, 9.C, 10.C

Task 3: TV commercials.

Key: 1. lifestyle, 2. expectations, 3. subconsciously, 4. everywhere, 5. consumer, 6. encourage,
7. continuous, 8. exposure, 9. acceptable, 10. differences, 11. household, 12. fulfill, 13. working,
14. caretaker, 15. advertising, 16. assumed, 17. financially, 18. handy

Téma: č. COMMUNICATION

Použitá literatúra a pomôcky: učebný text, úlohy k učebnému textu

Návody, riešenia:

Picture description:

1. Describe and analyze these people's facial expression, body posture and gestures and what these people feel.

Students use the list of vocabulary referring to feelings and emotions and types of gestures and facial expressions to assess how they feel.

Text – Questions and answers

2. Compare and contrast communication in different situations, e.g. in public, at home, at work/school, with people of different age, with friends or strangers, etc.

Students explain the differences between formal and informal communication.

3. List the advantages and disadvantages of modern ways of communication

Students make a list of new communication tools, sites and software; they can focus on the use of mobiles, e-mail, Skype and social network sites and talk about their own experience.

4. Explain in what situations you prefer face to face communication. Say if you have ever established a relationship via the internet and show the dangers of social networking.

Students own answers.

5. Name which foreign languages you are studying and which skills you would like to improve.

Students own answers. Encourage your students to analyze their listening, speaking, reading and writing skills.

6. Express your opinion on what makes us successful communicators and what the barriers to effective interpersonal communication are.

Students should be able to identify the reasons why communication can fail and explain that the barriers to effective communication can be caused by our cultural background, language, psychological and psychical barriers.

Task: Body language

Key: 1. significance, 2. movements, 3. multiple, 4. misinterpreted, 5. Raising, 6. disagreement, 7. anxious, 8. attentive, 9. currently, 10. uninterested, 11. verbalize

Task: Boy of 14 could be youngest professional conductor

Key: 1. T, e; 2. F, a; 3. T, b; 4. T, a; 5. F, d; 6. T, c; 7. F, c; 8. F, b

2 a. confidence, b. poverty, c. maturity, d. success, e. exposure, f. boredom

3 a. exposure, b. boredom, c. confidence, d. poverty, e. success, f. maturity

Task : The Means Of Communication in the Past, Today and the Future

KEY: 1. has always been, 2. has changed, 3. was used , 4. was, 5. to send, 6. were trained, 7. was replaced, 8. used to be, 9. needed, 10. has influenced , 11. use, 12. are aiming, 13. has been changing, 14 shapes, 15 have been, 16. to carry , 17. is , 18. seems, 19. are, 20. will be transferred

Téma: MULTICULTURAL SOCIETY

Task: Benefits of Immigration

Key: 1. about, 2. the, 3. have, 4. to, 5. its, 6. some, 7. that, 8. on, 9. down, 10. too, 11. because, 12. what, 13. not, 14. the, 15. up, 16. a, 17. low, 18. but, 19. on, 20. from, 21. through, 22. also, 23. as, 24. at, 25. be, 26. by, 27. with, 28. within, 29. before, 30. in, 31. to, 32. only, 33. other

Task: Diversity in the Classroom

Key: 1.B, 2.D, 3.I, 4.A, 5.L, 6.C, 7.M, 8.E, 9.H, 10.F

Task: Stereotypes

Key: 1. generalizations, 2. collection, 3. characteristics, 4. various, 5. comfortable, 6. inability, 7. unwillingness, 8. judgment, 9. over-generalized, 10. over-simplified, 11. belief, 12.personal, 13. dangerous, 14. discrimination, 15. anxiety 16. fairly, 17. subconscious, 18.intercultural, 19. misleading, 20. preconceived, 21. overlook