

New Inside Out

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Bringing Language to Life

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YOUR YEAR COVERED

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Your Year Covered – Inside Out

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New Year's Anecdote

To kick off the New Year how about starting with an integral feature of the Inside Out Student's Book series – an anecdote. Anecdotes are extended speaking activities on a particular topic which provide an opportunity for students to develop their speaking skills. Appropriately, this anecdote is about a particularly memorable New Year's Eve celebration your students have had. See the *How to use the lesson* section on how to set up and exploit the activity.

Level

Elementary and upwards

How to use the lesson

1. Give each student in the class a copy of the worksheet and ask them to read the introduction.
2. Ask them to read the list of questions and to tick the questions they can, or want to, answer. Then give them time to think about what they are going to say and how they are going to say it.
3. Put students in pairs to exchange anecdotes.

Option

Before handing out the worksheet, ask your students to sit back and close their eyes. Ask them to listen as you read the introduction and the questions aloud and to think about what they evoke.

(For a more detailed description of how to exploit anecdotes, see the Introduction at the front of the Teacher's Book of any of the *Inside Out* levels).

Follow up

There are a number of ways you can follow up this lesson, depending on the level of your class. A Pre-intermediate class covering New Year's Resolutions (*going to*) might enjoy the site on the next page on how to keep your resolution once you've made it. Another site below tells us about how New Year is celebrated in different countries around the world – possibly an ideal extension of the anecdote depending on the cross-cultural interests in your class. Higher levels may be interested to find out more about the background and history behind the way we celebrate New Year now. If so, check out the other sites.

A New Year's Eve Anecdote

Think about a memorable New Year's Eve celebration. You are going to tell a partner about it. Choose from the list the things you want to talk about. Think about what you will say and the language you will need.

- What year was it?
- What was the weather like? Was it snowing? Or were you somewhere hot?
- Where were you? At home, at a party, in a club or somewhere else?
- Who were you with?
- What did you wear? Did you dress up for the occasion?
- Can you remember what you ate and drank that evening?
- What happened at midnight?
- What time did you go to bed?
- Why was it a memorable New Year's Eve?
- Would you like to celebrate in the same way again?

Language toolbox

It was on 31st December 2001.
It was a Millennium celebration.
Everybody wore evening dress.
There were fireworks at midnight.
We toasted the New Year with champagne.
We went home at dawn.
It was the best/worst New Year's Eve I've ever had.

Scotland Quiz

On January 25th Scots at home and abroad celebrate the birth of their most famous poet Robert (Rabbie) Burns. So, to mark Burns' Night with our own little celebration, we've put together a quiz on Scotland for your students to enjoy.

Level

Good Pre-intermediate and upwards

How to use the lesson

1. Divide the class into two teams, Team A and Team B. If there are more than ten students in your class, divide them into four teams (Two Team As and two Team Bs).
2. Give each student in Team A a copy of Worksheet A and each student in Team B a copy of Worksheet B. If possible, the two teams should be at some distance from the other because the answers are clearly marked on the page, and they won't want the other team to see the answers!
3. First, ask the two teams to read the questions in Part 1 and find an answer underneath. Either check their answers yourself or copy the answers at the bottom of this page to give them.
4. After they have checked the answers, tell your students they are going to prepare a multiple-choice quiz for the other team. Refer them to Part 2, which shows an example of the question format. Ask them to do the same for all the questions. If you have word-processing facilities, ask your students to type out their questionnaires.
5. When they have finished, teams exchange their quizzes and select what they think is the correct answer for each question.
6. Check the answers as a team game with each team scoring one point for a correct answer. The team with the most points is the winner.

Answers for Team A

1. Edinburgh 2. kilt 3. lake 4. haggis 5. Ben Nevis 6. 5 million
7. Burns' Night 8. Alexander Graham Bell 9. Russia

Answers for Team B

1. William Wallace 2. tartan 3. son of 4. barley 5. golf 6. bagpipes
7. John Logie Baird 8. shortbread 9. Sassenach

Follow up

For any more information on any of the above, check out the websites below for project work or more quizzes.

Scotland Quiz

Team **A**

1. Match a question to an answer

1. What is the capital of Scotland?
2. What's the name of the skirt that men wear in Scotland?
3. What does *loch* (as in Loch Ness) mean?
4. What is the traditional Scottish meal made of sheep's intestines and cereal called?
5. What's the name of the highest mountain in Scotland?
6. What is the population of Scotland?
7. On January 25th Scottish people celebrate the birth of their most famous poet. What is this celebration called?
8. What's the name of the famous Scot who invented the telephone?
9. The patron saint of Scotland is St. Andrew. He is patron saint of which other country?

Alexander Graham Bell

Kilt

lake

Ben Nevis

haggis

5 million

Burns Night

Edinburgh

Russia

2. Prepare a multiple-choice quiz for Team B. Use the questions and answers from 1.

- Example: What is the capital of Scotland?
- a. Aberdeen
 - b. Glasgow
 - c. Edinburgh (✓)

Try your hardest to be creative, and even amusing.

3. Take it in turns to read your questions to Team B or exchange tests with Team B and work together to complete Team B's quiz.

Scotland Quiz

Team **B**

1. Match a question to an answer

1. In the film *Braveheart*, what was the name of the character played by Mel Gibson?
2. What is the checked pattern on Scottish clothing called?
3. Names like MacGregor and MacDonald are popular in Scotland. What does *Mac* mean?
4. Which cereal is Scottish malt whisky made from?
5. Which sport was first played in Scotland?
6. What are the traditional musical instruments which make a strange sound called?
7. What's the name of the famous Scot who invented the television?
8. What's the name of the delicious biscuit made in Scotland?
9. What do Scottish people call English people as a joke or an insult?

William Wallace **son of** **barley**
golf **tartan** **bagpipes**
Sassenach
John Logie Baird **shortbread**

2. Prepare a multiple-choice quiz for Team A. Use the questions and answers from 1.

Example: In the film *Braveheart*, what was the name of the character played by Mel Gibson?

- a. Ronald McDonald
- b. William Wallace (✓)
- c. Robert Bruce

Try your hardest to be creative, and even amusing.

3. Take it in turns to read your questions to Team A or exchange tests with Team A and work together to complete Team A's quiz.

Valentine's Day

It all started a long time before Valentine lived, but this romantic time of year now bears his name thanks to a pope looking to turn a popular pagan festival into a popular Christian one. It seems to have caught on, although these days its religious roots seem to have been largely neglected.

Level

Pre-intermediate and above

How to use the lesson

1. Tell the class you are going to give them each part of a text about St. Valentine's Day, but that the text is in three parts. Each student in the class will have one third of the story to read.
2. Divide the class into groups of three and give each group a copy of Worksheet A cut into three parts, A, B and C.
3. Tell the students they have four minutes to read their part of the text, after which time they are going to answer some questions about it.
4. After four minutes, give each group one copy of Worksheet B. Tell them they have to work together to answer the questions. Encourage students to try to answer them without looking back at the texts.
5. Check answers in open class.

Answers

- | | |
|---|--|
| 1. Around 500 AD (498 AD) | |
| 2. Spring | 11. Pope Gelasius |
| 3. Pagan gods | 12. He wanted to replace a pagan festival with a Christian one |
| 4. Lupercalia | 13. In the British Museum, London |
| 5. They picked the names of young women from a barrel | 14. The Duke of Orleans. He wrote it to his wife. |
| 6. Emperor Claudius II | 15. In the Tower of London |
| 7. Valentine | |
| 8. He ordered his execution | |
| 9. The daughter of his jailer | |
| 10. 14 th February | |

St. Valentine's Day (A)

St. Valentine's Day was first celebrated around 500 AD, but February had been a month associated with romance for more than a thousand years before then.

In ancient Rome, February was the official beginning of spring and was considered a time for purification. People cleaned their houses and said prayers to the pagan gods of fertility. A fertility festival called Lupercalia was held on 15th February every year. The celebration featured a lottery in which young men would each choose the name of a young woman out of a barrel. The young man and woman would become paired for the rest of the year. Couples often ended up marrying.



St. Valentine's Day (B)

In 260 AD, Roman Emperor Claudius II outlawed marriage for all young men. He believed that single men made better soldiers than married men and he wanted his army to be as strong as possible. A priest at the time, named Valentine, felt that the law was unfair and continued to perform secret marriage ceremonies for young lovers.

When Claudius found out, he ordered Valentine's execution. While in prison waiting for his execution, Valentine fell in love with the young daughter of his jailer. Just before his death (on February 14th), he wrote her a love letter which he signed 'From your Valentine', an expression still used today.



St. Valentine's Day (C)

In 498 AD Pope Gelasius saw his opportunity to replace the pagan festival of Lupercalia with a Christian one. He outlawed Lupercalia and declared 14th February St. Valentine's Day. So, more than 200 years after Valentine's death, he became the patron saint of lovers and

St. Valentine's Day became the date on which lovers all over the world send each other declarations of love.

The oldest valentine message, which still exists, is a poem written by Charles, Duke of Orleans, to his wife during his imprisonment in the Tower of London in 1415. The card can be seen today in the British Museum in London.

St. Valentine's Day

In groups of three, A, B and C, answer these questions about St. Valentine's Day.

1. When was St. Valentine's Day first celebrated?
2. In ancient Rome, February marked the beginning of which season?
3. Who did people pray to in ancient Rome?
4. What is the name of the festival that took place in Rome?
5. How did young men choose a partner during the festival?
6. Which Roman emperor declared that young men could not marry?
7. What was the name of the priest who broke the law?
8. What did the emperor do when he heard about the priest's actions?
9. Who did the priest fall in love with?
10. On which date did the priest die?
11. Who declared 14th February Valentine's Day?
12. Why did he do it?
13. Where can you see the oldest existing valentine's message?
14. Who wrote it and who did he write it to?
15. Where was he when he wrote it?

Chinese New Year (Gong Xi Fa Cai)

Happy New Year, again. This time though, it's the beginning of a new year in the Chinese lunar calendar; the Year of the Rooster. This worksheet tells of the legend behind the tradition in a gapped text.

Level

Intermediate and above

How to use the lesson

1. Ask your students what they know about Chinese New Year - When is it? How long does it last? What are some of the traditions? etc.
2. Give each student in the class a copy of the worksheet and ask them to complete the text in pairs.
3. When students have finished the task, ask them to check their answers with another pair.
4. Check answers in open class.

Answers:

1 on 2 in 3 In 4 on 5 of 6 of 7 on 8 on 9 to 10 of 11 off 12 out 13 away/off 14 away/off 15 up 16 on 17 In 18 for 19 for 20 on

Follow up

You may want to ask your students to find some more legends relating to Chinese New Year. Or maybe facts, traditions or even recipes. If so, see below.

Gong Xi Fa Cai (A Happy and Prosperous New Year)

Complete the text with the words in the box.

to on in of up out off away for

The Chinese New Year does not always fall 1)_____ the same date each year, although it is always 2)_____ January or February.

It's an important celebration all over the world and there are similar celebrations in Japan, Korea and Vietnam.

3)_____ the past, it was the emperor of the time who decided when the New Year started. Today, celebrations are based 4)_____ Emperor Han Wu Di's almanac which uses the first month of the Lunar Year as the start 5)_____ the Chinese New Year.

The origins of the Chinese New Year's celebrations date back thousands of years. Legend tells 6)_____ a monster named Nian (which in modern Chinese means 'year') that preyed 7)_____ people 8)_____ New Year's Eve. The beast had a huge mouth and could swallow several people in one bite.

One day, an old man came 9)_____ the rescue of the frightened people. He stood in front of Nian and said "My friends here tell me you are very capable, but are you capable 10)_____ swallowing other beasts instead of these weak people who are no match for you?" The monster immediately showed 11) _____ his power by eating several beasts in one mouthful. The people had been saved by the old man who turned 12)_____ to be an immortal god. He told the people to put red paper decorations on their windows and doors and to make as much noise as possible to scare 13)_____ Nian in case he returned. With that, he rode 14)_____ on the back of the beast Nian.

Today, the people of China still put 15)_____ red paper and light firecrackers 16)_____ New Year's Eve, although the origins are probably long-forgotten.

2005 is the year of the Rooster. 17)_____ the coming year, it is important for us to prepare 18)_____ any difficult situations we might meet. We should also make sure we are there 19)_____ our friends and family because we may rely 20)_____ their help much more this year than last. This will ensure we all have a Happy New Year.

St. Patrick's Day

On March 17th it's St Patrick's Day. But who was he and what made him such a famous saint? This week's worksheet answers the questions with an A/B 'wh' questions gapfill. There are two pages to print. Click here to get your copies.

Level

Intermediate and upwards

How to use the lesson

1. Divide the class into two groups, A and B.
2. Give one copy of Worksheet A to each student in Group A and one copy of Worksheet B to each student in Group B.
3. Tell the students they have the same story but there is some missing information in each worksheet. They will need to ask a person from the other group for the missing information but first they need to write the questions.
4. Ask the members of each group to work together to write the questions. Make sure all members of the group write the same questions. Be on hand to help the students to create the questions. Some of the questions end in a preposition; tell your students that the use of *whom* (as in *For whom* and *To whom*) is good use of English but sounds rather formal.
5. When they have finished preparing the questions, ask one member of Group A to work with one member of Group B. They should take it in turns to ask and answer the questions.
6. Ask a few questions at the end to check comprehension (e.g. *Where/When was St Patrick born? What famous things did he do? What's a shamrock?* etc)

Answers

1. What do Irish people all over the world celebrate on March 17th?
2. Who is March 17th a religious and national holiday for?
3. What turns green on March 17th?
4. Where is the river dyed green?
5. What do partygoers enjoy drinking?
6. When was St. Patrick born?
7. Where was St. Patrick born?
8. Where was he taken to be a slave?
9. Where did he first travel to?
10. Who was he sent to Ireland as a bishop by?
11. Who or what did St. Patrick chase out of Ireland?
12. What is the image of the snake most probably a substitute for?
13. What did he use to explain the Holy Trinity?
14. Who did he use the shamrock to explain the Holy Trinity to?
15. When did the first of the St. Patrick's Day parades take place?
16. Where did the first of the St. Patrick's Day parades take place?

St. Patrick's Day

WORKSHEET A

Complete the questions at the bottom of the page. Then ask your partner the questions and complete the text.

On March 17th, Irish people all over the world celebrate 1) _____. Although this day is a religious and national holiday for the patron saint of Ireland, it has become a popular festival for many more people than the Irish alone. It is said that everyone is Irish on St. Patrick's Day, and 3) _____ turns green on the 17th. This is particularly true in many of the larger cities in the USA; the river in Chicago is dyed green for the day and partygoers enjoy drinking 5) _____.

Separating fact and fiction in the life of St. Patrick is difficult. He is believed to have been born around 390AD in 7) _____. When he was 16, he was captured and taken to Ireland to be a slave. During the six years he spent as a slave, he found God and became a committed Christian. After managing to escape from Ireland and captivity, he first travelled to 9) _____, then further into Europe and probably beyond.

Little is known of exactly where he went during his years of travelling but some years later he returned to Ireland as a bishop, sent by Pope Celestine. From this moment on, he helped to convert many thousands of pagan Irish to Christianity.

Many of the myths and legends surrounding the man have been added to his achievements over the years, giving us the impression that St. Patrick was a latter-day superhero. The truth, as always, is less alluring. It is claimed he chased 11) _____ out of Ireland. However, there have never been snakes in Ireland, so the image of the snake is most probably a substitute for paganism and evil.

He is also famous for having used the 13) _____, the three-leaved plant and symbol of Ireland, to explain the Holy Trinity (of the Father, Son and Holy Spirit in one God) to his followers.

The first of the St. Patrick's Day parades, which are so popular today, took place in 15) _____ in Boston, USA. The St. Patrick's Day parades in Ireland didn't take place until several years later.

- 1) What _____ ?
- 3) What _____ ?
- 5) What _____ ?
- 7) Where _____ ?
- 9) Where _____ ?
- 11) Who or what _____ ?
- 13) What _____ ?
- 15) When _____ ?

St. Patrick's Day

WORKSHEET B

Complete the questions at the bottom of the page. Then ask your partner the questions and complete the text.

On March 17th, Irish people all over the world celebrate St. Patrick's Day. Although this day is a religious and national holiday for 2) _____, it has become a popular festival for many more people than the Irish alone. It is said that everyone is Irish on St. Patrick's Day, and the world turns green on the 17th. This is particularly true in many of the larger cities in the USA; the river in 4) _____ is dyed green for the day and partygoers enjoy drinking green beer.

Separating fact and fiction in the life of St. Patrick is difficult. He is believed to have been born 6) _____ in Wales. When he was 16, he was captured and taken to 8) _____ to be a slave. During the six years he spent as a slave, he found God and became a committed Christian. After managing to escape from Ireland and captivity, he first travelled to France, then further into Europe and probably beyond.

Little is known of exactly where he went during his years of travelling but some years later he returned to Ireland as a bishop, sent by 10) _____. From this moment on, he helped to convert many thousands of pagan Irish to Christianity.

Many of the myths and legends surrounding the man have been added to his achievements over the years, giving us the impression that St. Patrick was a latter-day superhero. The truth, as always, is less alluring. It is claimed he chased all the snakes out of Ireland. However, there have never been snakes in Ireland, so the image of the snake is most probably a substitute for 12) _____.

He is also famous for having used the shamrock, the three-leaved plant and symbol of Ireland, to explain the Holy Trinity (of the Father, Son and Holy Spirit in one God) to 14) _____.

The first of the St. Patrick's Day parades, which are so popular today, took place in 1737 in 16) _____. The St. Patrick's Day parades in Ireland didn't take place until several years later.

- 2) Who _____?
- 4) Where _____?
- 6) When _____?
- 8) Where _____?
- 10) Who _____?
- 12) What _____?
- 14) Who _____?
- 16) Where _____?

Mother's Day

On March 30th we celebrate Mother's Day in Britain. For many other countries, the celebration is in May. Why the difference? Read on to reveal all in a text that contains an extra word on each line.

Level

Intermediate and upwards

How to use the lesson

1. Ask your students if they know when and why Mother's Day started. Was it started by greetings card companies to boost sales?
2. Give one copy of the worksheet to each student in the class and ask students to work in pairs. Ask them to read the text and find the extra word, where necessary. Ask students to compare answers with their partner.
3. Check answers in open class.

Answers

- | | |
|--------|---------|
| 1. the | 10. in |
| 2. ✓ | 11. ✓ |
| 3. was | 12. ✓ |
| 4. ✓ | 13. of |
| 5. ✓ | 14. so |
| 6. a | 15. had |
| 7. up | 16. on |
| 8. off | 17. ✓ |
| 9. has | 18. you |

A lovely follow-up to the worksheet would be for your students to create their *Top Ten Mothers Of All Time* as a class project.

Mother's Day

1. Read the story about Mother's Day. There are eighteen lines. Twelve of them contain one extra word. Find the extra words and write them in the column on the right. The first two lines have been done as examples.

Here's to the happiest years of our lives
Spent in the arms of other men's wives.
Gentlemen! – Our mothers!

Edwin Lutyens (1869-1944) proposing a toast

- | | | |
|----|--|------------|
| 1 | It is often believed that the Mother's Day was created by greetings card and flower | <u>the</u> |
| 2 | companies to help boost sales. However, Mother's Day celebrations actually date | <u>✓</u> |
| 3 | back as far as the ancient Greek festival was dedicated to Rhea, the Mother of Gods. | _____ |
| 4 | Christians honoured Mary, mother of Jesus, on the fourth Sunday in Lent (the period | _____ |
| 5 | of 40 days leading up to Easter). In Britain the celebration was extended to honour not | _____ |
| 6 | just Mary but all mothers. It became known as a Mothering Sunday, and continues to | _____ |
| 7 | be held up on the fourth Sunday in Lent. | _____ |
| 8 | The history of Mother's Day took off a different path in the United States. In 1872, a | _____ |
| 9 | Boston writer and activist, Julia Ward Howe, has organised a day encouraging | _____ |
| 10 | mothers to call for peace. She believed in that in times of conflict or loss of life, it was | _____ |
| 11 | always the mothers who suffered most. | _____ |
| 12 | 35 years later, Anna Jarvis began a campaign to create a special day to honour | _____ |
| 13 | mothers. She and her many of followers wrote to businessmen, ministers and | _____ |
| 14 | politicians, so urging them to support the campaign. | _____ |
| 15 | Finally, in 1914, President Woodrow Wilson had proclaimed Mother's Day a national | _____ |
| 16 | holiday, to be celebrated on the second Sunday in May on every year. | _____ |
| 17 | All around the world there are mother's day celebrations at different times of year, but | _____ |
| 18 | all have a single purpose; to thank you our mothers for the other 364 days in the year. | _____ |

April Fool

Here comes April Fool's Day – watch your back! We have decided to mark the occasion with a departure from our usual text format. Instead, we have gone for a light-hearted matching exercise – eight quotes about fools.

Level

Upper intermediate and above

How to use the lesson

1. Give each student in the class a copy of the worksheet. Ask them to look at the beginning of the quote on the left-hand side and then find its other half on the right-hand side. Ask your students to look for the words which connect the two halves.
2. Check answers in open class.

Answers

1. e 2. g 3. f 4. h 5. d 6. a 7. c 8. b

3. Ask students to work in pairs or small groups to discuss the questions.
4. Open class feedback. You may wish to mention the spoof TV programmes that are shown on April 1st as well as spoof articles in newspapers. Maybe you could look out for some and take them into class to show your students.

Are you an April Fool?

“The first of April is the day we remember what we are the other 364 days of the year.”

Mark Twain

On April Fool’s Day we love to play tricks and jokes on each other. The recipient of the trick is then declared to be an ‘April fool’. There are many quotes about fools and their behaviour, like the one from Mark Twain above.

Match the one half of the quote on the left with the other half on the right. Look out for key words which connect the two halves:

- | | |
|---|---|
| 1. You’ve got the brain of a four-year-old boy, | a. Then quit. There’s no use being a damn fool about it. (W. C. Fields) |
| 2. Young men think old men are fools; | b. but you can’t fool all of the people all of the time. (Abraham Lincoln) |
| 3. A generous man is | c. if the advertising is right and the budget is big enough. (Joseph E. Levine) |
| 4. He that teaches himself | d. you must first break your mirror. (François Rabelais) |
| 5. If you wish to avoid seeing a fool | e. and I bet he was glad to get rid of it. (Groucho Marx) |
| 6. If at first you don’t succeed, try, try again. | f. merely a fool in the eyes of a thief. (Henry Fielding) |
| 7. You can fool all the people all the time | g. but old men know young men are fools. (George Chapman) |
| 8. You can fool all of the people some of the time, some of the people all of the time, | h. has a fool for a master. (Benjamin Franklin) |

Over to you

Discuss the following questions:

1. Do you play tricks on each other on April 1st?
2. Do you have the same tradition, but on another day in the year?
3. What sort of tricks do you play on each other?
4. Has anyone ever played a trick on you?
5. Have you ever played a trick on someone else?

St George's Day

April 23rd is St. George's Day. He is famous in many countries in Europe and the Middle East. He is patron saint of England, although, unlike neighbours Ireland and Wales, the English don't have much in the way of a formal celebration to mark his feast day. A few pubs will probably hang the English flag (red cross on a white background) up outside. It may even surprise many English people to learn that not only was St. George not English, but probably never set foot in England during his life. Despite this, he is famous for having apparently slain a dragon on Dragon Hill at Uffington in Berkshire, England.

Level

Pre-intermediate and above

How to use the lesson

1. Give each of your students a copy of the worksheet and ask them to fold their piece of paper so that only the first exercise is visible.
2. Divide the class into pairs and ask the students to work together to complete the story of St. George by adding *a*, *an*, *the* or nothing.
3. Check answers in open class.

Answers

1. the 2. the 3. a 4. the 5. – 6. the 7. a 8. – 9. the 10. an 11. a 12. the

4. Tell your students they have four minutes to read the rest of the story (the bottom half of their piece of paper) and find the extra word *a*, *an*, or *the* (where appropriate) in each line. If they are not working very quickly, give them an extra minute.

5. When the time limit is up, stop your students and ask them to check their answers with the person sitting next to them.

6. Check answers in open class.

Answers

- | | |
|---------------------------|----------------------------|
| 1. ✓ | 8. (2 nd) a |
| 2. the | 9. ✓ |
| 3. a | 10. an |
| 4. ✓ | 11. a |
| 5. a | 12. (1 st) the |
| 6. (1 st) the | 13. ✓ |
| 7. an | 14. the |

Dragonslayer

1. Complete the story of St. George. Put **a**, **an**, **the** or – (nothing) into each space. The first one has been done as an example.

April 23rd is St. George's Day. St George is 1) the patron saint of soldiers, archers, farmers and horse riders. He is also the patron saint of England.

St. George was born in Cappadocia (now in Eastern Turkey) in AD 270. He joined 2) ___ Roman army and became 3) ___ cavalry officer. He travelled all over 4) ___ Middle East and 5) ___ Europe with 6) ___ army.

When Emperor Diocletian learned that St. George was 7) ___ Christian (which was illegal), he had him arrested. St. George refused to deny his faith in Christ, even under extreme torture. He was eventually beheaded on April 23rd, AD 303, near Lydda in Palestine.

Stories of his courage soon spread across the Middle East and 8) ___ Europe. On one of 9) ___ walls in 10) ___ old Christian monastery in Egypt (St. Antony's), there is 11) ___ picture of St. George that dates back to 12) ___ 7th century.

2. Read the rest of the story. There are fourteen lines. Ten of them contain one extra word. The word is **the**, **an** or **a**. Find the extra words and write them in the column on the right. The first two lines have been done as examples.

1	King Richard I made St. George the patron saint of England. Richard's dream	<u>✓</u>
2	was to liberate Jerusalem. He organized an army (called the Crusaders) and left the	<u>the</u>
3	England for the Holy Land in 1190 to fight the Muslim a leader Saladin. Richard's	_____
4	soldiers carried the emblem of St. George, a red cross on a white background, on their	_____
5	tunics and a shields.	_____
6	There are the many stories about St. George. One of the most famous legends is that	_____
7	he fought and killed a dragon in England. It is an unlikely that he ever visited England	_____
8	and even more unlikely that he killed a dragon. However, the dragon was a commonly	_____
9	used to represent the devil in the Middle Ages, which may be how the story started.	_____
10	More recently, on St. George's Day, 1564, one of an England's most famous writers	_____
11	was born: William Shakespeare. In a Shakespeare's play <i>Henry V</i> , the king finishes	_____
12	his the battle speech with the famous line "Cry 'God for Harry, England and St.	_____
13	George!'" This reference to St. George has helped to immortalise the saint in English	_____
14	tradition. Patriotic to the end, Shakespeare died on the St. George's Day in 1616.	_____

The Red Cross

The world owes the Swiss philanthropist Jean Henri Dunant a great debt. Dunant was the founder of the Red Cross, as well as being responsible for many other humanitarian achievements. Red Cross Day is on May 8th, which is the date on which Dunant was born, in 1828. This week we look at the life of the man.

Level

Intermediate upwards

How to use the lesson

Elicit what your students know about the Red Cross, its founder etc. as a lead-in to the reading. If your students don't have much to say, go straight to stage 1, below.

1. Tell your students they have three minutes to read a story, after which they will have to answer some questions.
2. Give each student a copy of Worksheet A and three minutes in which to read it.
3. After three minutes stop your students and give each one a copy of Worksheet B. Divide the class into pairs and ask students to work together to answer the questions and write the answers in the grid. Students should try and do this without looking back at Worksheet A. Allow them to do this only when they have answered all the questions that they can.
4. Check answers in open class. If the questions have all been answered correctly, the words *Nobel Peace Prize* should read from bottom to top.

Answers:

1	Convention	11	Solferino
2	Switzerland	12	Sonderegger
3	Ink	13	Bankrupt
4	Philanthropist	14	Holland
5	Napoleon	15	Geneva
6	Red Cross		
7	Chalk		
8	YMCA		
9	Heiden		
10	Hospice		

The Red Cross

WORKSHEET A

1. Read the story and then answer the questions on Worksheet B.

Jean Henri Dunant was born in Geneva on May 8th, 1828. His family were religious, humanitarian and civic-minded, qualities which would define the life of Dunant. As a young man, he travelled in France, Belgium and Holland as a representative of the Young Men's Christian Association (YMCA).

Dunant entered business at the age of 26, working for a Genevan company in Sicily and North Africa. He did well in his ventures and in 1859 acquired some land in Algeria which he wanted to develop. However, he needed permission from Emperor Napoleon III and decided to meet him and speak to him face to face. At the time, Napoleon was trying to drive the Austrians out of Italy and was leading the French and Italian armies against them. Dunant reached Napoleon near the Italian town of Solferino. He arrived in time to witness one of the bloodiest battles of the nineteenth century, in which nearly 30,000 were killed or wounded.

Dunant was so shocked by what he had seen that he set out a plan to form a society which would provide care for the wartime wounded. On August 22nd, 1864, after much hard work, twelve nations signed an international treaty, commonly known as the Geneva Convention, which agreed to guarantee neutrality to members of the society of medical carers, who would be known as the Red Cross.

During this time, Dunant had neglected his business, preferring the life of philanthropist helping those in need. In 1867 he was declared bankrupt. The collapse of his business also brought down many of his friends and colleagues in Geneva, who couldn't forgive him. Poor and rejected by his friends, Dunant lived like a beggar. He couldn't afford new clothes and had to blacken his coat with ink and whiten his shirt with chalk.

For the next twenty years he disappeared into solitude. He moved from place to place as an unknown, finally settling in the Swiss village of Heiden. The local teacher, Wilhelm Sonderegger, recognised Dunant and told the world he was still alive. But no-one seemed interested.

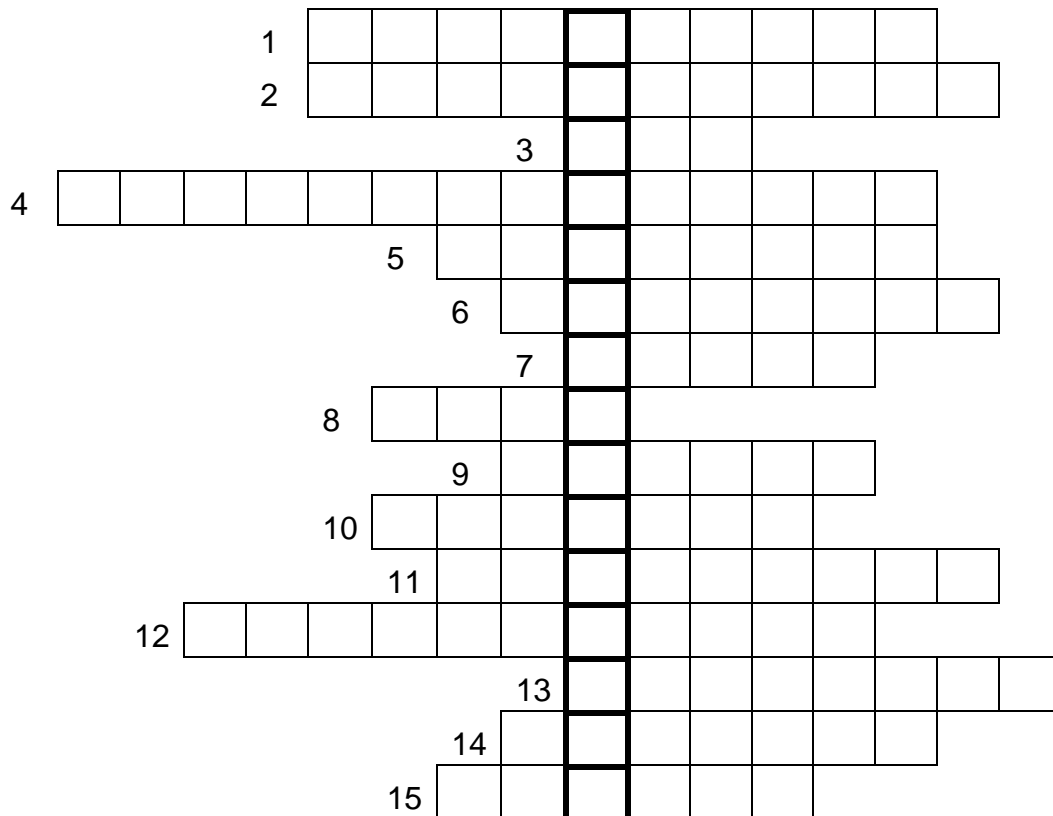
In 1892, Dunant grew ill and moved to the hospice at Heiden. However, instead of dying was recognised again and in 1895 the world heaped prizes and awards onto him in honour of his many achievements. Rather than spend any of the prize money, Dunant preferred to bequeath it, on his death in 1910, to philanthropic organisations in Norway and Switzerland.



2. Answer the questions.

Write your answers in the puzzle below to reveal the name of one of the prizes that Dunant won (in 1901). Incidentally, he was the first to win it.

1. What is the name of the treaty signed in 1864 – the Geneva _____? (10)
2. When he died, he gave his money to charities in Norway and _____. (11)
3. When he was poor, what did he put on his jacket to make it darker? (3)
4. What do we call someone who believes in helping people in need? (14)
5. What was the name of the French Emperor? (8)
6. What was the name of the organisation which Dunant founded? (3,5)
7. When he was poor, what did he put on his shirt to make it lighter? (5)
8. As a young man, he represented this Christian association. (1,1,1,1)
9. What's the name of the village he finally settled in? (6)
10. What do we call a type of hospital, or care home, for people who are dying? (7)
11. This is the Italian town where 30,000 died in 1859. (9)
12. What was the name of the teacher who discovered Dunant was still alive? (11)
13. How do we describe a person, or company, who has officially admitted that they have no money and cannot pay what they owe? (8)
14. As a young Christian, Dunant travelled to France, Belgium and _____. (7)
15. In which city was Dunant born? (6)



Europe Day

May 9th is Europe Day. Hurrah! To celebrate the occasion we've put together a quiz to test your knowledge of Europe.

Level

Lower Intermediate upwards

How to use the lesson

1. Tell your students they are going to look at some statements about Europe and decide if they are true or false. They are then going to have to bet anything from 10 to 100 points (depending on how confident they feel) on their guess.
2. Divide the class into pairs or small groups and give each pair/group a copy of the quiz.
3. Ask your students to discuss each statement and decide if they think it's true or false. In the first column they should write T or F. In the second column they have to write in the number of points they are willing to bet on their guess (10 points only if they don't feel very confident, going up to 100 if they are very sure of their answer). They can only bet between 10 and 100 points.
4. After giving enough time for students to discuss their answers, it's time to score. Either choose a student to be the scorer (s/he will need a copy of page 2 of the Teacher's Notes) or do it yourself. Each pair/group calls out their answer and how many points they have bet. If they have answered correctly, students enter their points in the final column (points won). If they have answered incorrectly, they should enter their points in the third column (points lost). To increase competitiveness and ensure your students do not cheat, you can ask them to swap worksheets before checking the answers. At the end of the quiz, students add up their entries in the third and fourth columns and then subtract the total of the third column from the total of the fourth column to give the total number of points they have won. The pair/group with the most points is the winner.

Follow up

This quiz could constitute part of a project on Europe. With help from the websites on the next page, your students could find out much more about Europe as a whole, or a specific country (history, geography, people and fashions etc.) and make a presentation and class display.

Answers

1. **False.** According to statistics the population of Portugal is actually 9.9 million.
2. **True.**
3. **True.** When Maria married Frenchman Pierre Curie, she became Marie along with the change to her surname.
4. **False.** The Rhine goes nowhere near the Czech Republic.
5. **False.** Karl Marx is in fact buried in Highgate Cemetery in London, England.
6. **True.** The first Modern Olympics were held in Athens 108 years ago, in 1896. However, the famous five rings didn't make their first appearance until 1920.
7. **True.** The splendid capital city which gave its name to an equally splendid chicken recipe.
8. **False.** The Spanish flag contains a horizontal yellow band between two red bands, with the Spanish coat of arms in the centre.
9. **True.** During the summer the sun never truly sets.
10. **True.** It flows for 652 km from the north-west of Italy, across the north and into the Adriatic Sea.
11. **False.** Switzerland is not currently a member of the European Union.
12. **False.** Cars from Germany have a 'D' (Deutschland) on their number plate.
13. **False.** Abba are Swedish.
14. **True.** There are a staggering 179,584 islands in Finland.
15. **True.** Her name was also given to one of Jupiter's moons.
16. **False.** The ancient name for Paris was *Lutetia*.
17. **True.** It measures 3,685 km and flows entirely within Russia.
18. **False.** Denmark has the oldest monarchy in Europe. Current monarch, Queen Margrethe II, can trace her family line directly back for more than a thousand years to the Vikings.
19. **False.** There are twelve stars on the flag, not ten. The number of stars is invariable, twelve being the symbol of perfection and entirety. The blue of the flag represents the sea and sky of the planet, whilst gold is the colour of enlightenment.
20. **True.** They were the Czech Republic, Cyprus, Estonia, Hungary, Latvia, Lithuania, Malta, Poland, Slovakia and Slovenia.

Europe Quiz

Decide if the following statements about Europe are true or false.

Then bet a minimum of **10** points up to a maximum of **100** on your choice.

	T/F	Points bet	Points lost	Points won
1 The population of Portugal is 19.9 million.	—	_____	_____	_____
2 The flags of Croatia, Luxemburg, Netherlands, Russia, Slovakia, Slovenia and Yugoslavia all contain red, white and blue horizontal stripes.	—	_____	_____	_____
3 Scientist Marie Curie was born in Poland. Her maiden name was Maria Sklodowska.	—	_____	_____	_____
4 The river Rhine runs through (or borders) Switzerland, Austria, Czech Republic, Germany and Netherlands.	—	_____	_____	_____
5 Karl Marx is buried in the famous Père Lachaise cemetery in Paris, along with many other celebrities.	—	_____	_____	_____
6 The first modern Olympic Games were held in Greece.	—	_____	_____	_____
7 Kiev is the capital of Ukraine.	—	_____	_____	_____
8 The flags of Belgium, Germany and Spain all contain yellow, black and red horizontal stripes.	—	_____	_____	_____
9 In Reykjavik, Iceland's capital, it is possible to see stars in the sky for 18 hours of the day during the winter.	—	_____	_____	_____
10 The longest river in Italy is the Po.	—	_____	_____	_____
11 Switzerland became a member of the European Union in 1995.	—	_____	_____	_____
12 Cars from Denmark have a 'D' on their number plate.	—	_____	_____	_____
13 Pop group Abba, who won the Eurovision Song Contest exactly 31 years ago, in 1974, are Norwegian.	—	_____	_____	_____
14 Finland has the greatest number of islands in the world.	—	_____	_____	_____
15 The name Europe came from the mythological Greek heroine Europa.	—	_____	_____	_____

	T/F	Points bet	Points lost	Points won
16 The ancient name of Paris was Lucretia.	—	_____	_____	_____
17 The longest river in Europe is the Volga.	—	_____	_____	_____
18 Great Britain has the oldest monarchy in Europe.	—	_____	_____	_____
19 The flag of Europe is blue and has a circle of ten golden stars in its centre.	—	_____	_____	_____
20 10 countries entered the European Union on 1 st May 2004.	—	_____	_____	_____
			Total points (subtract points lost from points won)	_____
Total points won				_____

Glastonbury Festival

Glastonbury Festival, one of the biggest outdoor pop music festivals in the world.

Level

Pre-intermediate and above (equivalent to CEF level A2-B1 and above)

How to use the lesson

1. Ask your students what they understand by the word 'festival'. If they have ever been to an outdoor music/cultural festival (or even just a concert), encourage them to describe it to the rest of the class. If they are interested in pop music, ask them who their favourite performers are, and why. If any of them have heard of the Glastonbury Festival, ask them to tell the rest of the class what they know about it.
2. Give each student in the class a copy of Worksheet A and give them five to ten minutes to read through it, encouraging them to look up new vocabulary. Note that some of the words that might be new are not in the glossary because they form part of Exercise 1.
3. Hand out Worksheet B, divide the students into pairs and ask them to do Exercise 1, in which they have to match the words from the text on Worksheet A with the definitions.
4. Check answers in open class.
5. Tell the students they are going to prepare a test for each other. Then divide the class into two teams, A and B. Tell them they should try to remember as much as possible about the text on Worksheet A, so give them a little more time to go back and reread it.
6. Cut Worksheet C in half and give each member of each team the corresponding half. Explain that each team has to work together in order to formulate the questions that produce the answers given, based on the text on Worksheet A. Note that it is possible for there to be slight variations of each question.
7. When both teams have finished preparing their questions, ask them to turn over Worksheet A and the glossary so that they can't see them.
8. The two teams now take it in turns to ask and answer the questions. Encourage the teams to confer before answering, but make it clear that once they have given their answer they cannot change it. You should only accept answers given in correct English. Keep the score on the board: the team with the most correct answers at the end of the quiz wins.
9. Check answers in open class.

Answers:

Exercise 1

1. E 2. I 3. G 4. N 5. C 6. L 7. M 8. A 9. F 10. D 11. H 12. J
13. K 14. B

Exercise 2

Team A

1. What is the Glastonbury Festival?
2. When did the festival first take place?
3. How many people go to the festival?
4. What are three of the kinds of music at the festival?
5. Where do (almost all) the people at the festival sleep?
6. Who is Michael Eavis?
7. What happens if there is a lot of rain?
8. What do many people take to the festival?

Team B

1. Where does the Glastonbury Festival take place?
2. When does the festival take place?
3. How long does the festival last?
4. How much did tickets for the 2009 festival cost?
5. Why haven't people climbed over the fence recently?
6. What are there hundreds of at the festival?
7. What does Michael Eavis want to see at the festival?
8. What do people in Britain call rubber boots?

The Glastonbury Festival

WORKSHEET A

One of the world's biggest outdoor pop music festivals takes place every June on a farm in the countryside in the south-west of England. The Glastonbury Festival, which first took place in 1970, lasts three days and attracts around 140,000 people.

The festival has many different kinds of music, including rock, dance, folk, jazz and, in the last few years, hip-hop. Among the most famous performers at the 2009 festival were Bruce Springsteen, Blur, Black Eyed Peas and The Prodigy. Other big names in recent years include Oasis, The Killers, Björk, Radiohead, Coldplay, Kings of Leon and Jay-Z.

The festival isn't only about music, though, as there are also theatre and comedy performances, a circus, and many other events. The festival is so popular that the 140,000 tickets, which people mostly buy online and this year cost 175 pounds (about 290 US dollars), often sell out in only a few hours. In some years there have been problems with lots of people getting in without paying by climbing over the fence around the fields where the festival takes place, but this hasn't happened recently because security has improved.

You probably wouldn't expect to find many families at most pop festivals, but there are lots of them at Glastonbury – in fact there is even a field with activities especially for young children. However, the organiser of the festival, Michael Eavis, says he is worried it is becoming too 'middle-aged' and wants to see more teenagers in the crowd.

Almost all the people who go to the festival stay for all three days and sleep in tents in the fields. This means there have to be hundreds of portable toilets and also some places where people can have a shower (usually with a very long queue).

If there is a lot of rain during the festival many of the fields become very muddy, which is why many people take rubber boots (in Britain people call them Wellington boots or 'wellies') – they wouldn't look cool normally, but at Glastonbury, for three days only, they are very fashionable.

The Glastonbury Festival

WORKSHEET B

Exercise 1

Match the words (1-14) from the text on Worksheet A with the definitions (A-N).

1	queue	A	<u>someone who performs in front of an audience, for example a musician or an actor</u>
2	big name	B	on the internet
3	crowd	C	something similar to a wall (but often made of wood or wire) that goes around a piece of land, or separates one piece of land from another.
4	portable	D	a thing made of cloth that people put up and then sleep inside when they go camping
5	fence	E	a line of people waiting for something
6	field	F	(informal) fashionable, good, attractive
7	improve	G	a large group of people in the same place, e.g. for a sports event
8	performer	H	Someone who is _____ is not young any more but not old yet.
9	cool	I	(informal) a famous person or group of people
10	tent	J	happen
11	middle-aged	K	use your hands and feet to move up or over something
12	take place	L	<u>an area of land for keeping animals or growing food</u>
13	climb	M	get better
14	online	N	If something is _____ it is easy to move, so you can take it from place to place.

The Glastonbury Festival

WORKSHEET C

Exercise 2

Team A

Here are the answers to some questions about the text on Worksheet A, but what are the questions? When you have prepared the questions, Team B will have to answer them as part of a quiz.

1. It is an outdoor pop music festival.
2. In 1970.
3. Around 140,000.
4. Three of the kinds of music at the festival are rock, dance and folk (or jazz, or hip-hop).
5. In tents in the fields.
6. He is the organizer of the Glastonbury Festival.
7. Many of the fields become very muddy.
8. They take rubber boots.

Team B

Here are the answers to some questions about the text on Worksheet A, but what are the questions? When you have prepared the questions, Team A will have to answer them as part of a quiz.

1. In the south-west of England.
2. In June.
3. Three days.
4. They cost 175 pounds.
5. Because security has improved.
6. Portable toilets.
7. He wants to see more teenagers.
8. Wellington boots or 'wellies'.

Wimbledon

It's summer! To mark the arrival of the season, this worksheet takes a look at a most British tradition – Wimbledon. Worksheet A provides the questions and a quick puzzle to solve, while Worksheet B provides the answers in a series of short texts.

Level

Intermediate and upwards

How to use the lesson

1. Tell your students they are going to answer some questions about the Wimbledon Tennis tournament. Ask them if they know much about it, what the other Grand Slam events are (The French, U.S. and Australian Opens) etc.
2. Give each student in the class a copy of Worksheet A and ask them to fold their piece of paper so that just the top eight clues and the puzzle are visible. Ask them to look at the clues to see if they can answer any of them before seeing the answers. Tell them to write their answers in the boxes with corresponding numbers.
3. Give each student in the class a copy of Worksheet B and ask them to find the answers in the text. The letters in the bold boxes spell the name of a past Wimbledon champion. Give students the choice to work in pairs to answer the questions.

Answers

1 strawberries 2 Voltchkov 3 advertising 4 clock 5 Sampras 6 Navratilova 7 white
8 grass

Past champion: Rod Laver (Australian left-hander. Won in 1961, 62, 68, 69. In 1963, Rod turned professional and so wasn't allowed to play at Wimbledon until it changed to Open Tennis in 1968. On his return he won the title for the next two years. Without doubt, if he had been able to play for the years in between, he would have won the title nine times – more than any other men's champion in the history of the sport.)

4. After the students have finished this stage, and you have checked the answers, ask them to cover Worksheet B and to turn their Worksheet A over, revealing ten more questions. Give them a time limit of two minutes to answer as many of the questions as they can. Ask students to work in pairs to speed things up.

Answers

1. nearly 1,000 years ago 2. 1968 3. £600,000 4. SW19 5. l'oeuf 6. deux 7. Tokyo 8. walls 9. Roger Federer 10. £630,000

Follow up

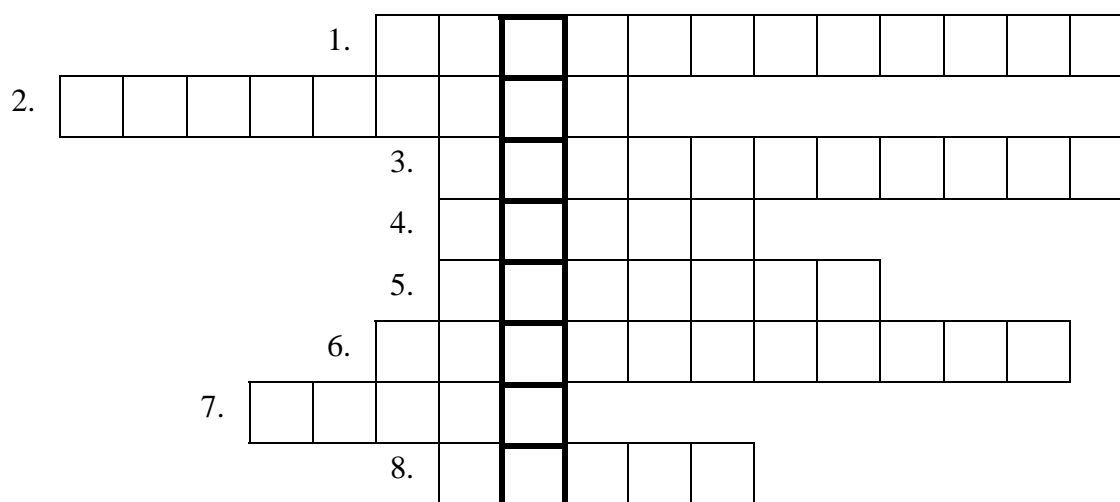
Play a game of *categories tennis* with your students. Divide the class into two teams and choose a category (food, transport, sports etc.). A student from team A calls out one word from the category and then a student from team B calls out another word. Students from each team take it in turns to call out a word until someone repeats a word or they hesitate. The other team is awarded the point (scoring as in tennis 15, 30, 40, Game) and you choose a new category. The first team to win a game is the winner. This is a great five-minute filler.

Tennis Balls

WORKSHEET A

The answers to these questions are on Worksheet B. Read the text and write your answers in the puzzle to find the name of a latter-day Wimbledon champion.

1. The name of a fruit associated with Wimbledon.
2. He came so close in 2000, but didn't quite make it to the Finals.
3. You won't see any of this around the courts – only on the players.
4. The scoring in tennis is thought to have come from the face of what?
5. He holds the men's singles title for highest number of victories.
6. She won nine titles at Wimbledon.
7. The players must all dress in this.
8. Wimbledon's the only Grand Slam tournament to be played on this.



You have two minutes to answer as many of these questions as possible.

1. How long ago did tennis start?
2. When did open tennis start at Wimbledon?
3. How much money will the women's singles champion get this year?
4. What's the postcode of Wimbledon?
5. Which French word does 'love' come from?
6. Which French word does 'deuce' come from?
7. Maria Sharapova has won two tournaments since last year's Wimbledon; once in Doha – where was her other win?
8. When tennis started, what was used instead of a net?
9. Who is the defending men's champion?
10. How much will the men's singles champion win this year?

Tennis Balls

WORKSHEET B

The most famous sights on offer every year at Wimbledon are: people eating strawberries and cream, people drinking Pimms and people sitting under their umbrellas enjoying the British weather!

Wimbledon is the only Grand Slam tournament which is held on grass. Also, all the players must dress only in white.

Tennis started in France nearly 1000 years ago. The game was originally played in the courtyards of royal palaces, using the walls (like squash) rather than a net. The score system (15, 30, 40) is thought to be based on the four quarters of a clock face.

Open tennis started at Wimbledon in 1968, meaning that amateurs and professionals could play in the Championships. In 2000, Russian Vladimir Voltchkov came from obscurity and made it to the semi-finals.

Pete Sampras holds the title for the highest number of championship victories having won seven times. Even more impressive is women's champion Martina Navratilova with nine wins.

The prize money for this year's Wimbledon Championships is over £10 million. Of this, the men's singles champion will receive £630,000 and the women's singles champion will receive £600,000.

The words *love* and *deuce* come from French words. *Deuce* comes from *deux*, meaning *two*, telling us that two more consecutive points are needed to win the game. *Love* comes from the word *l'oeuf*, meaning *egg*, which represents *zero*.

Wimbledon is a suburb of London. The postcode for the area is SW19, one of the most famous postcodes in the world.

Roger Federer will defend his men's singles title this year. 17-year-old Maria Sharapova beat Serena Williams in last year's women's singles finals. Since then she has also won in Tokyo and Doha.

Unlike almost all other sporting events, Wimbledon is free from sponsorship. This means that there are no advertising banners around the courts.

Independence Day

This worksheet focuses on some of the symbols that represent freedom to the citizens of the United States and gives a little background on them. Students then write questions about the text and test each other.

Level

Intermediate and above

How to use the lesson

1. Ask your students what they think is important about 4th July in the U.S. Ask them what they think symbolises the United States of America (burgers, Statue of Liberty, dollars, Empire State Building etc.) Tell them they are going to read about the history of the U.S.A.'s Independence and then prepare some questions for each other.
2. Give half the class a copy of Worksheet A, and half the class a copy of Worksheet B. Give them three or four minutes to look over the text before starting to prepare the questions.
3. When they are ready, put the class into pairs of student As and student Bs. Tell them to use the exact words given and to make sure their questions fit the answers. Direct their attention to the example.
4. When they have prepared their questions, put them into pairs with one student A and one student B in each pair, to ask and answer the questions which they have prepared. To make it more challenging, tell them not to look back at the text – or even to fold the worksheet so they can't see it.
5. Check answers in open class.

Suggested questions

Note that the example question is the same on both worksheets, for ease in setting up the activity.

Worksheet A

- 2 How many times was it [the Declaration of Independence] changed before it was signed on July 4th?
- 3 What are the colours of the flag?
- 4 Who sewed/made the first flag?
- 5 How many stripes are there on the flag?
- 6 Where can you find the Liberty Bell today?
- 7 What happened when it was first rung?
- 8 How many times has it been rung since 1846?
- 9 When did the first eagle appear on a coin?
- 10 What does the eagle have on its breast?

Worksheet B

- 2 Who was the first person to sign the Declaration?
- 3 How many times has it been changed since 1776?
- 4 Who was the first president of America?
- 5 How many points are there on a star?
- 6 How many stars are there on the flag?
- 7 Where was the Liberty Bell made?
- 8 When was the Liberty Bell repaired?
- 9 When did the USA adopt the bald eagle as its emblem?
- 10 What does the eagle have in its feet?

Follow up

As a follow up to this lesson, a discussion on Independence Day in all other countries could provide some very fruitful pickings. Perhaps a poster of an international day of independence, with pictures, could be prepared and displayed in the class.

Happy Birthday USA

WORKSHEET A

Read about some of the symbols of the United States' 4th July celebration and then complete the questions below using the words and answers given. When you have written the questions, ask them to a partner.

The Declaration of Independence

This is a document written by a committee of five men; Thomas Jefferson, John Adams, Benjamin Franklin, Roger Sherman and Robert R. Livingstone, declaring independence from Great Britain. Thomas Jefferson spent several days writing the first draft of the Declaration, but it was changed forty-seven more times before the document was finally adopted by Congress on July 4th, 1776. John Hancock was the first person to sign the Declaration. It has been changed a further thirty-nine times since that day.

The Stars and Stripes

George Washington, the first American president, decided that America needed a new flag and the colours red, white and blue were chosen; red for victory, white for purity and blue for loyalty. Betsy Ross sewed the first flag with thirteen stripes and thirteen stars, each one representing one of the colonies. George Washington wanted six-pointed stars, but Betsy could cut a five-pointed star more easily and so the five-pointed star was adopted. These days, the flag still has thirteen stripes but there are fifty stars, one for each of the states.

The Liberty Bell

Representing America's freedom, the Liberty Bell can be found today on Market Street in Philadelphia, but it was originally made in London. Written on the bell are the words: "Proclaim liberty throughout all the land unto all the inhabitants thereof". The Liberty Bell cracked the first time it was rung. It was repaired in 1846, and cracked again. It has not been rung since.

The Eagle

The first eagle on an American coin appeared on a Massachusetts penny in 1776, but it wasn't until 1787 that the United States adopted the bald eagle, with wings outspread, as its emblem. The eagle is shown with a shield on its breast (ready to defend itself), an olive branch in one foot (ready to offer peace) and a bundle of arrows in the other foot (ready to fight).

Example

- 1 Who / first draft / Declaration of Independence? Thomas Jefferson
Who wrote the first draft of the Declaration of Independence?
- 2 How many / changed before / signed on July 4th? Forty-seven
- 3 What / colours / flag? Red, white and blue
- 4 Who / first flag? Betsy Ross
- 5 How many stripes / flag? Thirteen
- 6 Where / Liberty Bell today? In Philadelphia
- 7 What happened / first rung? It cracked
- 8 How many times / rung since 1846? None
- 9 When / first eagle appear / coin? In 1776
- 10 What / have / breast? A shield

Happy Birthday USA

WORKSHEET B

Read about some of the symbols of the United States' 4th July celebration and then complete the questions below using the words and answers given. When you have written the questions, ask them to a partner.

The Declaration of Independence

This is a document written by a committee of five men; Thomas Jefferson, John Adams, Benjamin Franklin, Roger Sherman and Robert R. Livingstone, declaring independence from Great Britain. Thomas Jefferson spent several days writing the first draft of the Declaration, but it was changed forty-seven more times before the document was finally adopted by Congress on July 4th, 1776. John Hancock was the first person to sign the Declaration. It has been changed a further thirty-nine times since that day.

The Stars and Stripes

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Example

- | | |
|----|--|
| 1 | Who / first draft / Declaration of Independence? Thomas Jefferson
Who wrote the first draft of the Declaration of Independence? |
| 2 | Who / first / sign / Declaration? John Hancock |
| 3 | How many / changed since 1776? Thirty-nine |
| 4 | Who / first / America? George Washington |
| 5 | How many points / star? Five |
| 6 | How many stars / flag? Fifty |
| 7 | Where / made? In London |
| 8 | When / repaired? In 1846 |
| 9 | When / USA / adopt / bald eagle as its emblem? In 1787 |
| 10 | What / have / feet? An olive branch and a sheaf of arrows |

The Olympic Games

We mark the occasion with a quiz and a text which look at both the Ancient and the Modern Olympic Games.

Level

Good Intermediate and above

How to use the lesson

1. Brainstorm what your students know about The Olympic Games (where they started, how old they are etc.). Don't offer any answers at this stage.
2. Give each student in the class a copy of Worksheet A and ask them to choose an answer from the three possibilities for each question. If students aren't sure of the answers, encourage them to make a guess.
3. Check answers in open class, but don't give any answers at this stage.
4. Give each student in the class a copy of Worksheet B and ask students to read the text and check the answers to the questions on Worksheet A.
5. Check answers in open class.

Answers

1. a 2. d 3. b 4. b 5. b 6. a 7. c 8. b 9. c 10. c

The Olympic Games

WORKSHEET A

1. When were the first Ancient Olympics held?
 - a) 776 BC
 - b) 76 BC
 - c) 76 AD
 - d) 776 AD
2. Where were they held?
 - a) Olympus
 - b) Sparta
 - c) Athens
 - d) Olympia
3. The Games were held in honour of
 - a) Apollo.
 - b) Zeus.
 - c) Athena.
 - d) Poseidon.
4. The Ancient Games took place every
 - a) year.
 - b) four years.
 - c) five years.
 - d) seventy years.
5. The prize for winning an event was
 - a) five gold rings.
 - b) a crown of wild olive branches.
 - c) a gold medal.
 - d) five goats.
6. When were the first Modern Olympics held?
 - a) 1896
 - b) 1908
 - c) 1920
 - d) 1924
7. Where were they held?
 - a) Antwerp
 - b) Amsterdam
 - c) Athens
 - d) London
8. The five Olympic rings represent
 - a) the winner's five gold rings.
 - b) the five continents.
 - c) the five events of the Pentathlon.
 - d) the winner's five goats.
9. Finish this sentence "The important thing in these games is..."
 - a) ... not to take part but to win."
 - b) ... to make friends around the world."
 - c) ... not to win but to take part."
 - d) ... to take drugs and not be caught."
10. The Olympic motto 'Citius, altius, fortius' means
 - a) A lemon a day keeps the doctor away
 - b) My country is the best
 - c) Swifter, higher, stronger
 - d) Forty people from each country

The Olympic Games

WORKSHEET B

The Ancient Olympics

The first recorded Olympic Games were an altogether more modest affair than those of today, consisting of just one event, the stadion foot race. The year was 776 BC and the location was Olympia in western Greece, not to be confused with Olympus, which is a mountain in north-east Greece and thought to be the home of the Gods.

The origins of the Games are shrouded in the mythology of Ancient Greece – some say Herakles (or Hercules) was responsible for them, others say Pelops (a Lydian prince) started them, but all agree that the Games were started up to honour Zeus, king of the Gods. The Games were held every four years from the beginning and each Olympiad saw additions to the events. The Pentathlon consisted of five events; the long jump, the stadion race, discus throwing, javelin and wrestling, but this only appeared seventy years after the first Olympiad.

Before the start of the first Olympiad, King Iphitos of Elis (a city-state of Olympia) was ordered by the Delphic Oracle to plant an olive tree to symbolise peace among the cities and states of Ancient Greece. It was from this tree that the winners' wreaths were taken over the five days of the Games.

The Games were abolished in 393 AD by the Christian Byzantine Emperor Theodosius I after 1,170 years. If the present day Olympics last as long, they will still be held in 3066 AD.

The Modern Olympics

Around 1,500 years after the Ancient Olympics were abolished, a Frenchman named Baron de Coubertin decided to reinstate the Games as a means of providing friendship and understanding between nations. The first Modern Olympics were held in Athens in 1896, but it wasn't until 1920, in Antwerp, that the Olympic rings made their debut on the flag. The five rings are thought to symbolise the five continents; Europe, Asia, Africa, Australia and America, and it is widely believed that the colours of the rings (blue, black, red, yellow and green) were chosen because at least one of them can be found in the flag of every nation.

At the 1908 London Games, Bishop Ethelbert Talbot impressed Baron de Coubertin with his speech to the Olympic athletes when he declared "The important thing in these Games is not to win but to take part, just as the most important thing in life is not the triumph but the struggle." Baron de Coubertin adopted the first part of this speech as the creed for the Games which now appears on the scoreboard during the opening ceremony.

As well as providing the games with a creed, Baron de Coubertin also adopted the motto "Citius, altius, fortius" from his father's school motto. It means "Swifter, higher, stronger", a sentiment that athletes from all over the world aspire to achieve. In some cases athletes are so set on doing the best they can that they take performance-enhancing drugs, which push their bodies to their physical limits. However, officials at the 2004 Athens Games have stated that any evidence of drug-taking will be met with immediate disqualification and, to show they mean what they say, daily tests are being carried out on athletes.

This Olympiad, the first that Athens has hosted since 1896, promises to be a spectacular event and it leaves us just 265 more before we can equal the number held over the history of the Ancient Olympics!

Air Travel Trivia

This worksheet takes a look at air travel in a quiz worth a maximum of 100 points for 40 correct answers.

Level

Intermediate and upwards

How to use the lesson

1. Divide the class into pairs or small teams.
2. Tell your students they are going to complete a quiz which contains a total of 40 questions (or fewer if you only want to use one of the two worksheets) about air travel. Tell them that each correct answer scores them two points. They will need to work together to get as many answers right as they can. All students will have the same quiz. It is not necessary to be a world traveller to be able to answer many of the questions but a decent general knowledge will help a lot.
3. Give each student in the class Part 1 (42 points) and Part 2 (58 points) of the Worksheet. (If time is short, drop either worksheet and just give students one).
4. After they have finished, check answers in open class. The pair/team with the most correct answers is the winner.

Alternative

If your students have access to the internet, and you have more time, you could develop this activity by getting your students to find as many answers as they can.

Answers (2 points for each correct answer)

1 a 4 b 1 c 7 d 2 e 3 f 5 g 6

2 a 4 b 5 c 1 d 6 e 2 f 7 g 3

3 a John Lennon; b Charles de Gaulle; c Cristoforo Colombo (Christopher Columbus);
d Simon Bolivar; e Leonardo da Vinci; f Indira Gandhi; g J. F. Kennedy

4 a 5 b 3 c 1 d 2 e 7 f 4 g 6

5 1 a Narita b Haneda; 2 c JFK Airport; 3 d Air France (or British Airways) e British Airways (or Air France); 4 f suitcase g 1994; 5 h Amelia Earhart i 1932 j Londonderry;

6 k Charles Lindbergh l Le Bourget m 1927 n Spirit of St. Louis;

7 o The Wright Brothers p 1903 q Kitty Hawk;

8 r Air Force One;

9 s Franklin D. Roosevelt

10 t Ronald Reagan; 11 u Heathrow Airport; 12 v Cathay Pacific

Air Travel Trivia

PART 1

1 Match the airline to its country of origin.

- | | |
|----------------|----------------|
| a) LOT | 1) Greece |
| b) Olympic Air | 2) Australia |
| c) Aer Lingus | 3) Netherlands |
| d) Qantas | 4) Poland |
| e) KLM | 5) Hungary |
| f) Malev | 6) Spain |
| g) Iberia | 7) Ireland |

Total: 14 points

2 Match the airport (named after a famous person) with its city.

- | | |
|-----------------------|-----------------------|
| a) Leonardo da Vinci | 1) Paris, France |
| b) J. F. Kennedy | 2) Caracas, Venezuela |
| c) Charles de Gaulle | 3) New Delhi, India |
| d) John Lennon | 4) Rome, Italy |
| e) Simon Bolivar | 5) New York, U.S.A. |
| f) Cristoforo Colombo | 6) Liverpool, U.K. |
| g) Indira Gandhi | 7) Genoa, Italy |

Total: 14 points

3 Name the famous person (from 2) as described below.

- a) (1940-1980) Member of The Beatles. He was shot and killed as he was leaving his apartment in New York by Mark Chapman.
- b) (1890-1970) Military general. He was the first president of the fifth Republic of his country. During the Second World War he led the resistance forces.
- c) (1451-1506) Explorer. He sailed to the New World in 1492 on the *Santa Maria*.
- d) (1783-1830) Freedom fighter. He was known as 'the liberator' for his successes in obtaining independence for Colombia, Ecuador, Peru and Upper Peru (which was re-named Bolivia in his honour).
- e) (1452-1519) Artist, engineer and scientist. Famous for all aspects of his work but maybe associated most closely with his painting of the *Mona Lisa*.
- f) (1917-1984) Politician. The daughter of Nehru, she was Prime Minister of her country twice (1966-77 and 1980-84). She was assassinated in 1984.
- g) (1917-1963) Politician. Born into a family of politicians he became the 35th President of his country in 1961 but was assassinated two years later, in 1963.

Total: 14 points

4 Match the name of the airline with the picture on the tail of its aircraft.

- | | |
|--------------------------|-----------------|
| a) Polynesian | 1) a kangaroo |
| b) Air Canada | 2) a peacock |
| c) Qantas | 3) a maple leaf |
| d) Sri Lankan | 4) a giraffe |
| e) Alaska | 5) a palm tree |
| f) Air Tanzania | 6) a condor |
| g) Aerolineas Argentinas | 7) an Eskimo |

Total: 14 points

5 Complete the facts using a word, name or date from the box.

Air Force One Air France The Wright Brothers Narita JFK Airport 1932 suitcase
 Franklin D. Roosevelt Heathrow Airport 1994 Cathay Pacific 1903 Haneda *Spirit of St.
 Louis* Le Bourget Ronald Reagan Kitty Hawk 1927 Charles Lindbergh British Airways
 Londonderry Amelia Earhart

- 1) a) _____ and b) _____ are the two main airports of Tokyo.
- 2) Until December 24th 1963, c) _____ was called Idlewild Airport.
- 3) *Concorde* used to be run by d) _____ and e) _____.
- 4) The first f) _____ with wheels and collapsible carrying handle was patented on March 8th g) _____.
- 5) h) _____ was the first woman to fly across the Atlantic solo. She took off from America on May 20th, i) _____ and landed 14 hours later near j) _____, N. Ireland.
- 6) k) _____ was the first person to make a transatlantic flight. He landed at l) _____ airfield, near Paris on May 21st m) _____ in his plane n) _____. The 5,760 km flight had taken 33 hours.
- 7) o) _____ made the first ever recorded flight on 17th December p) _____ at q) _____, North Carolina, U.S.A.
- 8) The U.S. President's flight is known as r) _____.
- 9) The first U.S. President to fly in an airplane was s) _____.
- 10) Washington National Airport is officially named after t) _____.
- 11) u) _____ is the busiest international airport.
- 12) The airline based in Hong Kong is v) _____.

Total: 44 points

My/our total score out of 100 is: _____

Back to School

The theme of this lesson is the big event in September for students and teachers in many countries in the Northern Hemisphere: the beginning of the school year.

Level

Pre-intermediate and above (equivalent to CEF level A2-B1 and above)

How to use the lesson

1. Ask your students how they feel (or used to feel) about going back to school after the summer holidays, and why. Do they remember any particularly good or bad things that happened at the beginning of the school year?
2. Give your students five to ten minutes to read through Worksheet A, encouraging them to look up new vocabulary. Tell them they are going to answer a series of questions on the text, but that they shouldn't write anything down at this stage.
3. Divide the students into pairs and hand out Worksheet B. Ask them to work together to complete the comprehension questions in Exercise 1 and the true/false/doesn't say questions in Exercise 2.
4. Check answers in open class.
5. Ask the students to put away Worksheets A and B or to temporarily hand them back to you. Then, keeping the students in pairs, hand out Worksheet C and give them another ten minutes for the gap-fill exercise in which they have to complete the missing words from the text. If the students cannot remember what the words are, encourage them to try to work them out from the context of the sentence. You might also want to point out that some of the words feature in the glossary.
6. Check answers in open class.

Answers:

Exercise 1

1. Three or four
2. Because he has much longer holidays (about 'three times' the five weeks they have).
3. Because they say he and his mates mess around too much.
4. Because it seemed too far away.
5. He won't be bored any more (because he'll see his friends more often), and he won't have to study some of the subjects he didn't like.
6. Six and seven
7. Seven o'clock
8. 'Sweet' and 'awful' respectively

Exercise 2

1. T 2. F 3. T 4. D 5. D 6. F 7. T 8. D 9. F 10. T

Exercise 3

1. tiny 2. miles 3. lift 4. hang out 5. chemistry 6. break 7. forward
8. envious 9. times 10. colleagues 11. freedom 12. homework 13. mates
14. mess around 15. miss 16. quickly 17. forever 18. headteacher

Back to school

WORKSHEET A

Daniel

I quite like going back to school in September as I'm usually bored by the end of the holidays. We live in a tiny village and my friends from school all live a few miles away – sometimes I cycle over to see them and sometimes my mum gives me a lift in the car, but there are still three or four days a week during the holidays when I've got no one to hang out with.

Another good thing about going back this year is that I've chosen the subjects I'm going to study for GCSE and from now on I won't have to do some of the subjects I didn't like, such as chemistry.

John

Going back to work in September will be good. I feel I've had a good break and am looking forward to seeing the kids again. My friends with office jobs are very envious of my holidays – they get about five weeks off a year while teachers, of course, get about three times that.

I teach Year Two; six and seven year-olds, which is a really nice age. They're sweet kids – not like some of the awful teenagers my colleagues have in their classes.

Mark

I don't like the end of the summer holidays. You have six weeks of freedom and then it's back to homework, boring teachers and having to get up at seven in the morning.

I can't even sit next to my mates in class – the teachers separate us because they say we mess around too much.

The only good thing is the school sport, because I miss playing football during the summer.

Helen

It's difficult to believe how quickly the summers go by. When I was a kid the six-week holidays seemed like forever – when school finished in July you never thought about September because it seemed too far away.

It's not like that now. As a head teacher I obviously have a lot of school issues to think about before September arrives – I can't just switch off for six weeks.

Back to school

WORKSHEET B

Exercise 1

Answer the questions below.

1. On how many days of the week does Daniel not see any of his school friends during the summer holidays?
2. Why are John's friends, who have office jobs, envious of him?
3. Why don't Mark's teachers let him sit next to his friends in class?
4. When Helen was a child, why did she never use to think about September at the beginning of the summer holidays?
5. Daniel mentions two good things about going back to school in September – what are they?
6. How old are the children John teaches?
7. What time does Mark have to get up to go to school?
8. What are the words John uses to describe the children he teaches and the teenagers his colleagues teach?

Exercise 2

Decide whether the following statements are true (T) or false (F), or if the text doesn't say (D).

1. Daniel says he didn't like studying chemistry.
2. Mark is a teacher.
3. John has more than five weeks holiday a year.
4. Helen has longer holidays than John.
5. Daniel doesn't have brothers or sisters.
6. John teaches teenagers.
7. Daniel doesn't live in a big city.
8. Mark enjoys all sports.
9. Helen never thinks about her job during the summer holidays.
10. Daniel's mother drives a car.

Back to school

WORKSHEET C

Exercise 3

Fill in the gaps to complete the text.

Daniel

I quite like going back to school in September as I'm usually bored by the end of the holidays. We live in a (1) **_ _ _ y** village and my friends from school all live a few (2) **m _ _ _ s** away – sometimes I cycle over to see them and sometimes my mum gives me a (3) **_ _ f _** in the car, but there are still three or four days a week during the holidays when I've got no one to (4) **h _ _ g _ _ t** with.

Another good thing about going back this year is that I've chosen the subjects I'm going to study for GCSE and from now on I won't have to do some of the subjects I didn't like, such as (5) **_ hem _ _ _ _ _**.

John

Going back to work in September will be good. I feel I've had a good (6) **b _ _ ak** and am looking (7) **f _ _ _ _ d** to seeing the kids again. My friends with office jobs are very (8) **en _ _ _ _ s** of my holidays – they get about five weeks off a year while teachers, of course, get about three (9) **_ _ mes** that.

I teach Year Two; six and seven year-olds, which is a really nice age. They're sweet kids – not like some of the awful teenagers my (10) **c _ _ _ _ gues** have in their classes.

Mark

I don't like the end of the summer holidays. You have six weeks of (11) **f _ _ _ d _ m** and then it's back to (12) **_ _ _ _ work**, boring teachers and having to get up at seven in the morning.

I can't even sit next to my (13) **m _ _ _ s** in class – the teachers separate us because they say we (14) **_ _ ss ar _ _ _ _** too much.

The only good thing is the school sport, because I (15) **m _ _ s** playing football during the summer.

Helen

It's difficult to believe how (16) **_ u _ _ _ ly** the summers go by. When I was a kid the six-week holidays seemed like (17) **_ o _ e _ er** – when school finished in July you never thought about September because it seemed too far away.

It's not like that now. As a (18) **h _ _ _ t _ _ _ _ r** I obviously have a lot of school (19) **iss _ _ _** to think about before September arrives – I can't just (20) **sw _ _ _ _** **_ f _** for six weeks.

U.S Constitution

This lesson focuses on the history of the United States. One of the United States' most important events was the signing of the country's constitution on 17th September 1787.

Level Intermediate and above

How to use the lesson

1. Tell the class you are going to give them a text about the history of the United States, and that the text comes in three parts. Each student will be given one part to read.
2. Divide the class into groups of three and give each group a copy of Worksheet A divided into three parts (A, B and C). Give the students at least five minutes to read their part of the text, and encourage them to look up any new vocabulary. Make it clear that you are going to take their pieces of paper away from them when the time is up, and that it is therefore important that they try to remember as much of the texts as possible.
3. Collect the pieces of paper and give each group a copy of Worksheet B and Worksheet C. Give them at least ten minutes to work together to complete the crossword (to refresh the students' memories you could perhaps provide them with a few of the letters from the missing words) and the multiple-choice questions.
4. When the time is up, give out Worksheet A again so that the students can check any questions they weren't able to answer.
5. Check answers in open class.

Answers

Crossword:

1. Virginia
2. ninety
3. colonies
4. four
5. indigenous
6. slavery
7. grow
8. break
9. first
10. monarchies
11. maintain
12. California
13. English
14. settlers
15. property
16. constitution

If all the gaps have been filled correctly, *George Washington* should read from top to bottom.

Multiple choice:

1. b
2. a
3. b
4. a
5. c
6. c

.....
A

As far as we know, until the early sixteenth century no European person had ever set foot on the huge area of land that is now the United States of America. However, the territory had been home to a large population of Native Americans for thousands of years.

The first European settlement in North America was St Augustine, established by Spanish settlers in 1565 in what is now the state of Florida. Further north, the first settlement built by colonists from England was Jamestown (named after the English king at the time) in the state of Virginia, established in 1607. There were lots of conflicts between English settlers and the indigenous population in seventeenth-century Virginia, most of them caused by the fact that the settlers wanted to take the land in order to raise animals and grow crops. As the settlers moved inland, the Native Americans were pushed to the west – a process that would continue for another 250 years.

.....
B

Britain established a total of thirteen colonies in North America in the seventeenth and eighteenth centuries. In the late eighteenth century, however, these colonies began to want to break away from Britain, a desire that led to the American War of Independence (1775-1783). On 4th July 1776 the colonies declared that they were a separate country called the United States, and on 17th September 1787, four years after victory in the war, the political leaders of the new country finished writing its constitution. From the very beginning, the government of the United States wanted to be different from the monarchies that existed in Europe, aiming to rule in a more democratic way.

The white settlers moved west and south throughout the nineteenth century. The United States incorporated Texas in 1845 and, following a war with Mexico, California and New Mexico in 1848.

.....
C

Apart from the treatment of the Native Indian population (which fell by at least 90% between the arrival of the first Europeans and the end of the nineteenth century), most people would agree that the darkest stain on the history of the United States is slavery. Between the seventeenth and nineteenth centuries, tens of thousands of black Africans were forcibly shipped to North America, where they, and their descendants, were considered the property of their white masters, and typically had to spend their lives doing hard agricultural work.

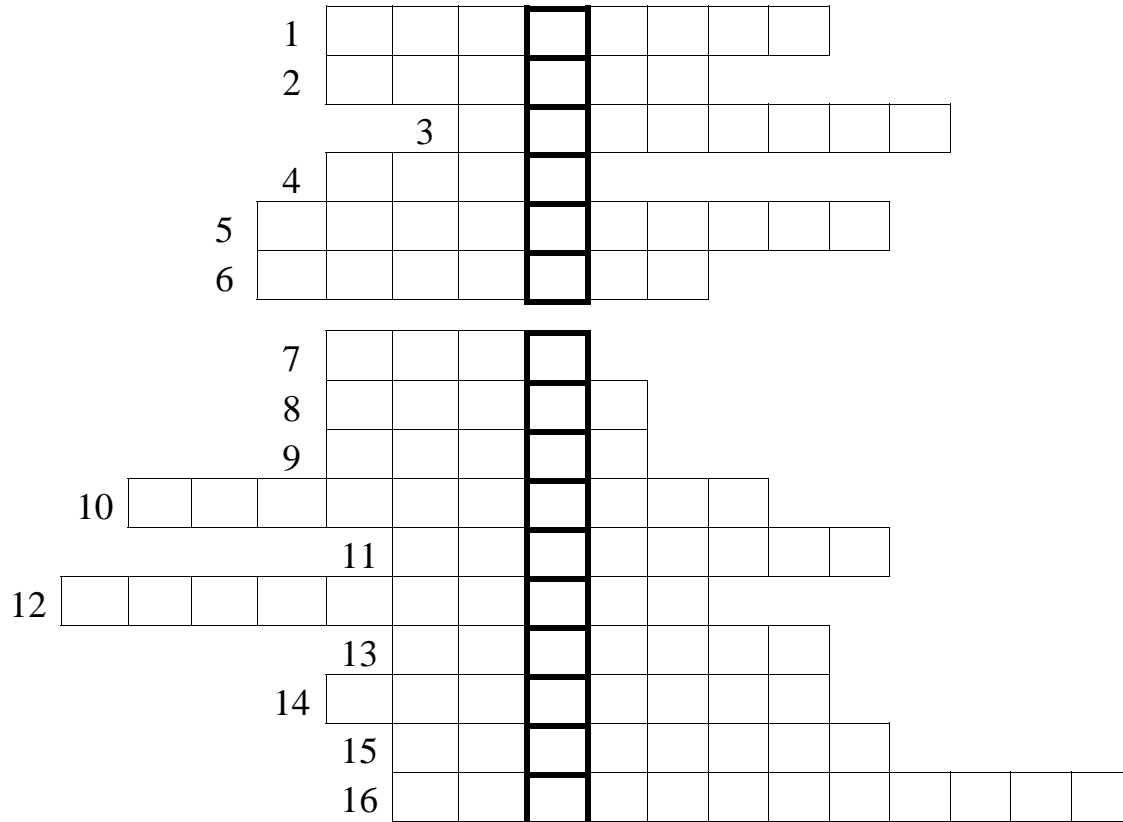
Slavery was one of the main issues behind the American Civil War (1861-65), which began when eleven southern states declared that they would break away from the federal government or 'Union'. The southern states, which owned most of the slaves, wanted to maintain slavery while the northern states wanted to end it. The Union achieved military victory after four years of fighting in which more than 600,000 people (2% of the country's total population) lost their lives. As a result of the South's defeat, slavery was abolished in the United States in 1865.

.....

U.S. History

WORKSHEET B

Fill the gaps below to complete the name of the first president of the United States, whose term of office was from 1789 to 1797.



1. The settlement of Jamestown was established in 1607 in the state of _____.
2. The Native American population fell by at least _____ percent between the sixteenth and nineteenth centuries.
3. On 4th July 1776 the thirteen American _____ declared their independence from Britain.
4. The American Civil war lasted _____ years.
5. In seventeenth-century Virginia there were lots of conflicts between English settlers and the _____ population.
6. _____ was abolished in the United States in 1865.
7. Settlers in Virginia wanted to use the land to _____ crops and raise animals.
8. The American Civil War began when the southern states declared that they would _____ away from the Union.
9. St Augustine was the _____ European settlement in North America.
10. From the very start the government of the United States wanted to be different from the European _____.
11. The fact that the southern states wanted to _____ slavery was one of the causes of the American Civil War.
12. The United States incorporated _____ in 1848.
13. Jamestown was named after the _____ king.
14. The white _____ moved west and south during the nineteenth century.
15. Slaves were considered the _____ of their white masters.
16. The leaders of the United States finished writing the country's _____ on 17th September 1787.

U.S. History

WORKSHEET C

Now answer the following multiple-choice questions.

1. What percentage of the United States' population was killed in the civil war between 1861 and 1865?

- a) 0.5%
- b) 2%
- c) 5%

2. What happened in 1845?

- a) The United States incorporated Texas.
- b) The first Spanish settlers arrived in North America.
- c) The American War of Independence ended.

3. Where is Virginia in relation to Florida?

- a) To the west
- b) To the north
- c) To the south

4. Where was the Spanish settlement of St Augustine?

- a) Florida
- b) California
- c) New Mexico

5. How many southern states fought against the Union in the American Civil War?

- a) Nine
- b) Ten
- c) Eleven

6. What is the name of the war that took place between the American colonies and Britain from 1775 to 1783?

- a) War for Liberty
- b) Native American War
- c) American War of Independence

Halloween

The subject of this lesson is an annual event whose roots lie in the religious calendar of Celtic peoples in pre-Christian Europe, and which is closely associated with pumpkins, trick or treating, and images of ghosts and witches – the Halloween festivities of 31st October.

Level

Pre-intermediate and above (equivalent to CEF level A2-B1 and above)

How to use the lesson

1. Brainstorm on the subject of Halloween. What do your students associate with it? To what extent is Halloween celebrated in their country? Can they think of any other events with a similar theme?
2. Divide the class into two groups, A and B. Give one copy of Worksheet A to each student in Group A along with the first half of Part A marked Group A (on the third page), and one copy of Worksheet B to each student in Group B as well as a copy of the second part of Part A marked Group B.
3. Tell your students they have the same text on Halloween, but there is some information missing from each worksheet. Explain that they are going to ask a member of the other group some questions to help them complete the text, but first they need to prepare the questions.
4. Give the students at least ten minutes to read through the text and check any new vocabulary, then give them another five to ten minutes to work together in their groups to prepare and write down the questions they need to ask in order to complete the text. Monitor this activity to make sure that the students are formulating the questions correctly (see suggestions below).
5. When all the students have prepared their questions, ask a student from Group A to work with a student from Group B. They should take it in turns to ask and answer the questions they have prepared and write the answers in the spaces in the text. Allow five to ten minutes for this activity.
6. When both students have finished asking and answering, allow them to compare worksheets. Then check answers in open class.
7. Ask the students to put away Worksheets A and B or to temporarily hand them back to you. Then, keeping the students in pairs, hand out Worksheet C and give the students another five to ten minutes for the gap-fill exercise in which they have to replace individual words that are now missing from the text. If the students cannot remember what the words are, encourage them to try to work them out from the context of the sentence. You might also want to point out that some of the words feature in the glossary.
8. Check answers in open class.

Answers

Part A (questions/answers)

1. When can you find Halloween parties in various different parts of the world?
2. Where is the Halloween tradition probably strongest?
3. What are the most popular costumes at Halloween fancy-dress parties?
4. What did some Celtic tribes do to scare away evil spirits?
5. Why did some Celtic tribes disguise themselves as ghosts?
6. What did the Irish and British people who emigrated to North America take with them?
7. When did the Halloween tradition spread all over the US and Canada?
8. Where do people spend more on decorations and parties during Halloween than during any other annual festival apart from Christmas?
9. What is one of the most well-known Halloween decorations?
10. What is usually inside the pumpkin?
11. Who does 'trick or treating'?
12. What are the 'treats' that trick-or-treaters usually ask for?
13. How many children expect to go trick-or-treating on Halloween night in the US?
14. Who thinks the origin of trick-or-treating is a Scottish tradition called 'guising'?
15. In 'guising', what do children do in return for their treat?
16. What do trick-or-treaters normally receive a lot of during Halloween?

Part B (gap-fill)

1. various
2. Britain
3. fancy
4. witches
5. scary
6. Christian
7. spirits
8. scare
9. spread
10. decorations
11. hollow
12. knocking
13. expect
14. origin
15. tell
16. good-humoured

Halloween

WORKSHEET A

On the night of 1)_____ you can find Halloween parties in various different parts of the world, but it is probably true to say that the Halloween tradition is strongest in the United States, Canada, Britain and Ireland.

Anyone who has ever been to a Halloween fancy-dress party will know that

3)_____, ghosts and other scary creatures are the most popular costumes. To understand the reason for this we must go back more than 2,000 years to the pre-Christian religious festivals of the Celtic peoples of Britain and Ireland. From what we know of the Celts, it seems part of their religious calendar was a night at the beginning of winter when they believed the spirits of dead people could return to walk the earth. On this night some Celtic tribes lit bonfires to scare away evil spirits, or even disguised themselves as ghosts so that the real ghosts would not 5)_____. The event survived into the Christian era, and eventually received the name of Halloween and a fixed date in the modern calendar – 31st October.

In the nineteenth century, Irish and British (particularly Scottish) people who emigrated to North America took their Halloween tradition with them, and in the 7)_____ it spread all over the US and Canada. Nowadays in the US, for example, people spend more on decorations and parties during Halloween than during any other annual festival apart from Christmas.

One of the most well-known Halloween decorations is a hollow 9)_____, usually with a candle inside, and a mouth and eyes cut into the skin to make a scary-looking ‘face’.

As for Halloween activities, one of the most traditional is ‘trick or treating’ in which

11)_____ – sometimes dressed as ghosts or witches, or in some other Halloween costume – go around knocking on people’s doors on the evening of October 31st and asking for small ‘treats’, usually sweets. A recent survey in the US suggested that more than

13)_____ of children expect to go trick-or-treating on Halloween night.

Some people think the origin of trick or treating is a Scottish tradition called ‘guising’, in which children do something like tell a joke or 15)_____ in return for their treat. In many places, however, the children offer nothing in return: they just say they will play a ‘trick’ of some kind if they don’t receive a treat. Trick-or-treating is mostly very good-humoured, and almost all adults are happy to give out sweets. Normally, therefore, trick or treaters receive a lot of sugary things during the evening, meaning Halloween is possibly the worst event in the year for children’s teeth.

Halloween

WORKSHEET B

On the night of October 31st you can find Halloween parties in various different parts of the world, but it is probably true to say that the Halloween tradition is strongest in the United States, Canada, Britain and 2)_____.

Anyone who has ever been to a Halloween fancy-dress party will know that witches, ghosts and other scary creatures are the most popular costumes. To understand the reason for this we must go back more than 2,000 years to the pre-Christian religious festivals of the Celtic peoples of Britain and Ireland. From what we know of the Celts, it seems part of their religious calendar was a night at the beginning of winter when they believed the spirits of dead people could return to walk the earth. On this night some Celtic tribes

4)_____ to scare away evil spirits, or even disguised themselves as ghosts so that the real ghosts would not attack them. The event survived into the Christian era, and eventually received the name of Halloween and a fixed date in the modern calendar – October 31st.

In the nineteenth century, Irish and British (particularly Scottish) people who emigrated to North America took their 6)_____ with them, and in the twentieth century it spread all over the US and Canada. Nowadays in 8)_____, for example, people spend more on decorations and parties during Halloween than during any other annual festival apart from Christmas.

One of the most well-known Halloween decorations is a hollow pumpkin, usually with a 10)_____ inside, and a mouth and eyes cut into the skin to make a scary-looking 'face'. As for Halloween activities, one of the most traditional is 'trick or treating' in which children and teenagers – sometimes dressed as ghosts or witches, or in some other Halloween costume – go around knocking on people's doors on the evening of October 31st and asking for small 'treats', usually 12)_____. A recent survey in the US suggested that more than three-quarters of children expect to go trick-or-treating on Halloween night.

14)_____ think the origin of trick or treating is a Scottish tradition called 'guising', in which children do something like tell a joke or sing a song in return for their treat. In many places, however, the children offer nothing in return: they just say they will play a 'trick' of some kind if they don't receive a treat. Trick-or-treating is mostly very good-humoured, and almost all adults are happy to give out sweets. Normally, therefore, trick or treaters receive a lot of 16)_____ during the evening, meaning Halloween is possibly the worst event in the year for children's teeth.

Part A

GROUP A

Write the questions:

1. When _____?
3. What _____?
5. Why _____?
7. When _____?
9. What _____?
11. Who _____?
13. How many _____?
15. In 'guising', what _____?
-

Part A

GROUP B

Write the questions:

2. Where _____?
4. What _____?
6. What _____?
8. Where _____?
10. What _____?
12. What _____?
14. Who _____?
16. What _____?

Part B

On the night of October 31st you can find Halloween parties in (1) **v _ _ _ o u s** different parts of the world, but it is probably true to say that the Halloween tradition is strongest in the United States, Canada, (2) **_ _ _ _ i n** and Ireland.

Anyone who has ever been to a Halloween (3) **f _ _ _ -dress** party will know that (4) **w _ _ _ e s**, ghosts and other (5) **_ _ _ r y** creatures are the most popular costumes. To understand the reason for this we must go back more than 2,000 years to the pre-(6) **C _ _ _ s t _ _ n** religious festivals of the Celtic peoples of Britain and Ireland. From what we know of the Celts, it seems part of their religious calendar was a night at the beginning of winter when they believed the (7) **s _ _ _ i t s** of dead people could return to walk the earth. On this night some Celtic tribes lit bonfires to

(8) **s _ _ r e** away evil spirits, or even disguised themselves as ghosts so that the real ghosts would not attack them. The event survived into the Christian era, and eventually received the name of Halloween and a fixed date in the modern calendar – October 31st.

In the nineteenth century, Irish and British (particularly Scottish) people who emigrated to North America took their Halloween tradition with them, and in the twentieth century it (9) **s _ _ _ a d** all over the US and Canada. Nowadays in the US, for example, people spend more on decorations and parties during Halloween than during any other annual festival apart from Christmas.

One of the most well-known Halloween (10) **_ _ _ o r _ _ i o n s** is a (11) **_ _ _ _ o w** pumpkin with a candle inside, and a mouth and eyes cut into the skin to make a scary-looking ‘face’. As for Halloween activities, one of the most traditional is ‘trick or treating’ in which children and teenagers – sometimes dressed as ghosts or witches, or in some other Halloween costume – go around (12) **k _ _ _ i n g** on people’s doors on the evening of October 31st and asking for small ‘treats’, usually sweets. A recent survey in the US suggested that more than three-quarters of children (13) **e _ _ _ c t** to go trick-or-treating on Halloween night.

Some people think the (14) **o _ _ _ i n** of trick or treating is a Scottish tradition called ‘guising’, in which children do something like (15) **_ _ _ l** a joke or sing a song in return for their treat. In many places, however, the children offer nothing in return: they just say they will play a ‘trick’ of some kind if they don’t receive a treat. Trick-or-treating is mostly very (16) **g _ _ -h _ _ o u _ _ _**, and almost all adults are happy to give out sweets. Normally, therefore, trick-or-treaters receive a lot of sugary items during the evening, meaning Halloween is possibly the worst event in the year for children’s teeth.

The Gunpowder Plot

Exactly four hundred years ago, a group of 13 committed men devised a plan to blow up the British Parliament, killing the king and all the politicians: something we may all have been tempted to try. However, these men may have succeeded in their dastardly plot had it not been for one man who just couldn't keep a secret... Read all about it in this week's worksheet.

Level

Good Intermediate upwards

How to use the lesson

1. Give one copy of Worksheet A to each student in the class. Focus their attention on the newspaper story on the left-hand side. Give students a couple of minutes to read through the story and answer the question in 1. (*Answer:* He (and his friends) wanted to blow up the King and the Government).
2. Direct students' attention to the questions on the right of the page. Ask them to read the questions. Give out Worksheet B and ask them to work in pairs to find the answers to the questions.
3. Check answers in open class.

Answers to 2.

1. Guy Fawkes
2. York
3. 36
4. Robert Catesby
5. Francis Tresham
6. 13
7. They were captured
8. Four were shot. The rest were hanged.
9. Families build bonfires, light fireworks and eat potatoes and sausages.
10. A model of Guy Fawkes, which is burned on a bonfire.

Follow up

Use the links below to create a project about Guy Fawkes. The burning of bonfires is also connected to the Celtic origins of Halloween; your students may like to make a joint presentation of the origins of the two festivals.

Remember, remember...

WORKSHEET A

1. Read the newspaper extract below. What did the man in the story want to do?

The London Times

November 5, 1605

HOUSE OF COMMONS HORROR

Last night, a shock discovery was made under the Houses of Parliament just hours before our king, James I, opened Parliament.

A man calling himself John Johnson was found in a small room in the cellar filled with barrels of gunpowder and fuses. He claimed to be "looking after them for a friend". However, palace sources have revealed that he was one of a number of conspirators who planned to blow up the Houses of Parliament, killing the King and his Government.

35 year-old Johnson, address unknown, is known to be a Catholic who wishes to "end the line of Protestant kings and return the country to its Catholic faith".

He also claims to have been framed, and denies being the person responsible for organizing



2. Look at the questions and then find the answers on Worksheet B.

1. What was John Johnson's *real* name?
2. Where was he from?
3. How many barrels of gunpowder were there?
4. Who was the organiser of the Plot?
5. Who wrote to his relative and mentioned the Plot?
6. How many conspirators were there?
7. Were they captured or did they escape?
8. What happened to them?
9. What happens in England on November 5th?
10. Nowadays, what is a 'Guy'?

The Gunpowder Plot

WORKSHEET B

The Gunpowder Plot was a conspiracy to kill King James I, as well as the Members of the House of Lords and Commons at the re-opening of Parliament. It was devised by a group of Catholics in protest against the anti-Catholic laws that were being introduced by the King.

Robert Catesby was the leader of the group. It was he and his cousin, Thomas Wintour, and two other friends, Thomas Percy and John Wright who formed the core. They were joined by nine more men; among them was Guy Fawkes (or Guido as he preferred to be called) from the city of York, in the north of England.

Fawkes found a cellar directly under the House of Lords and rented it out under the false name of John Johnson. The conspirators stored thirty-six barrels of gunpowder there, and Fawkes, who was an explosives expert, was to light the fuses on November 5th, 1605.

The plot failed because one of the conspirators, Francis Tresham, sent a letter to his relative who was a member of the House of Lords. The letter warned him not to attend the opening ceremony of Parliament. The letter was passed on to the authorities, who took action.

Guy Fawkes was found in the vault on the night of November 4th with 36 barrels and a number of fuses. He was imprisoned and tortured, eventually revealing the names of the conspirators.

Soldiers of the King surrounded Holbeach House, in the Midlands, where they knew the plotters to be hiding. In the fight that followed, four of them were shot dead, including Catesby and Percy, who were actually killed by the same bullet. The others were imprisoned and hanged along with Guy Fawkes on January 31st, 1606.

These days, on November 5th, children all over England celebrate Guy Fawkes Night by building huge bonfires and lighting fireworks. It's a family tradition and an occasion to eat potatoes baked by the flames and eat charred sausages. There is always a 'guy' on top of the fire; a guy is an effigy (model) of Guy Fawkes, dressed in the clothes of the 17th century. Are they celebrating his execution or honouring his attempt to do away with the government? Who knows.

Thanksgiving

Thanksgiving is one of the most important annual celebrations in the United States. It is held on the fourth Thursday in November.

Level

Pre-intermediate and above (equivalent to CEF level A2–B1 and above)

How to use the lesson

1. Ask your students to name the most important annual holidays/celebrations in their country, and to describe what people usually do on those days. Are any of those occasions associated with particular kinds of food? Then ask the students how much they know about annual holidays/celebrations in the United States. How much do they know about Thanksgiving? (It might be worthwhile to introduce some information before the students begin reading the text. Pictures might be useful if you wanted to pre-teach the food vocabulary.)
2. Give each student in the class a copy of Worksheet A and give them enough time to read through it, encouraging them to look up new vocabulary. Tell the students it is important that they try to remember as much of the information as possible.
3. Tell the students they are going to prepare a quiz for each other. Then divide the class into two teams, A and B.
4. Cut Worksheet B in half and give each member of each team the corresponding half. Explain that each team has to work together in order to formulate the questions that produce the answers given, based on the text on Worksheet A. Note that it is possible for there to be slight variations of each question.
5. When both teams have finished preparing their questions, ask them to turn over Worksheet A and the glossary so that they can't see them.
6. The two teams now take it in turns to ask and answer the questions. Encourage the teams to confer before answering, but make it clear that once they have given their answer they cannot change it. You should only accept answers given in correct English. Keep score on the board; the team with more correct answers at the end of the quiz wins.
7. Hand out Worksheet C and ask the students to complete the crossword in pairs.
8. Check answers in open class.

Answers:

Exercise 1

Team A

1. When is Thanksgiving (Day)?
2. When did the first settlers/people from England arrive in North America?
3. What is pumpkin pie?
4. Who helped the settlers/people from the *Mayflower*?
5. Who decided (in 1941) that Thanksgiving should be on the fourth Thursday in November?
6. What accompaniments/things do Americans (often) eat with turkey at Thanksgiving?
7. When did the *Mayflower* arrive in North America?
8. Where did Courage go to live?

Team B

1. What (meat) do Americans usually eat at Thanksgiving?
2. Who decided (in 1863) that Thanksgiving should be on the last Thursday in November?
3. When did the settlers/people from the *Mayflower* have a feast?
4. Who did the settlers/people from the *Mayflower* invite to the feast? / Who helped the settlers?
5. How did the Native Americans help the settlers/people from the *Mayflower*?
6. When was President Obama's first Thanksgiving / turkey pardoning as President?
7. What was the name of the turkey President Obama pardoned?
8. What did many of the settlers/people from the *Mayflower* die from (during the first winter)?

Exercise 2

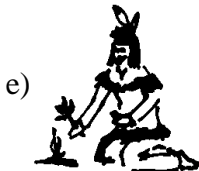
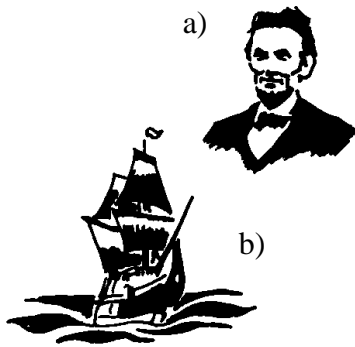
1. settlers
2. take
3. celebration
4. forward
5. survive
6. first
7. moment
8. November
9. arrived
10. pie
11. weekend
12. anniversary

If the sentences have been completed correctly, *Stars* and *Stripes* will read from top to bottom.

Thanksgiving Day

WORKSHEET A

1. Match each picture to a paragraph.



1. On September 16th, 1620, the ship the *Mayflower* left Plymouth Harbour in England with 110 passengers. The passengers called themselves the 'Pilgrims'. The *Mayflower* arrived in America 65 days later, on November 10th, 1620.

2. The winter of 1620 was very cold and the snow made it difficult for the Pilgrims to build houses. In the spring of 1621 there were less than 50 Pilgrims left alive.

3. On March 16th, 1621, a native American (Indian) from the Patuxet tribe visited the Pilgrims. He was named Samoset. Soon afterwards, he visited them again with a friend called Squanto, who spoke English well.

4. Squanto taught the settlers how to plant Indian corn, how to get syrup from the maple trees and how to tell the difference between poisonous and medicinal plants.

5. In October the Pilgrims had a lot of food from the fields after the harvest. They invited Squanto and the other Indians to join them for a thanksgiving celebration.

6. For the next 200 years, thanksgiving was celebrated after the harvest. In 1863, President Abraham Lincoln said there would be a national day of thanksgiving. Since then Americans have officially celebrated Thanksgiving Day on the fourth Thursday in November.

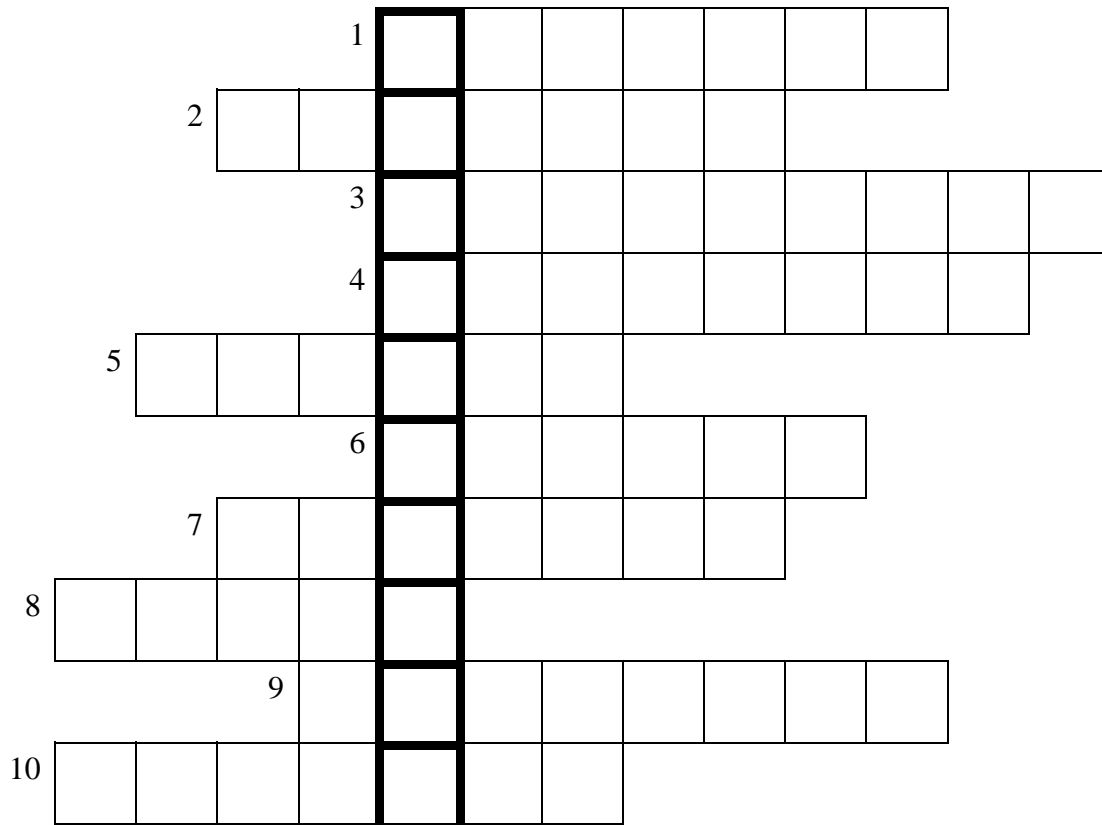
7. This year (2003) on November 27th, people all over the USA will be getting together with their families to enjoy roast turkey and cranberry sauce.

Thanksgiving Day

WORKSHEET B

2. Answer the questions. Write your answers in the crossword puzzle to reveal the name of a famous Thanksgiving Day dish.

1. Which tribe did the native Americans come from?
2. This native American spoke English well.
3. What was the name of the ship that the settlers used?
4. Which harbour in England did the settlers leave from?
5. Which bird is eaten on Thanksgiving Day?
6. This is another name used for 'native American'.
7. The surname of the President who started the national day of thanksgiving.
8. What did the settlers learn to get from the maple tree?
9. What did the passengers on the ship call themselves?
10. The time of year when all the food is collected from the fields.



Ned Kelly – An Australian Legend

On November 11th 1880 Ned Kelly was hanged in Melbourne Gaol in southern Australia after an 18-month manhunt. Was he the lawless thug that some people claim? Or was he (and his family and friends) the victim of systematic abuse from uncaring, brutal authorities? Make your own minds up after reading more about him in this worksheet.

Level

Intermediate upwards

How to use the lesson

1. Give your students a copy of Worksheet A and ask them to read the panel at the top. Ask them if they know any of the people mentioned. Establish that although these people were criminals, they have been remembered affectionately by historians and film makers because they all took on the system on behalf of the downtrodden.
2. Ask your students to look at the questions on Worksheet A, which are all about Ned Kelly, one of the criminals mentioned at the beginning. Tell your students that they are going to read about him. Give each student a copy of Worksheet B and divide the class into pairs. Each pairs should work together to answer the questions on Worksheet A and write their answers in the grid.
3. Check answers in open class. If the questions have all been answered as below, the word *bushrangers* should read from top to bottom. The *bush* is another name for the *outback*, the remote interior of Australia where so many outlaws spent years of their lives in hiding. The outback is the only place where Australian Aborigines live in a more or less traditional way.

Answers

- | | | |
|---------------------|----------------|----------------|
| 1. Redmond
Barry | 4. three | 8. Glenrowan |
| 2. Melbourne | 5. Ireland | 9. helmets |
| 3. silk | 6. Fitzpatrick | 10. Jerilderie |
| | 7. Joe Byrne | 11. sash |

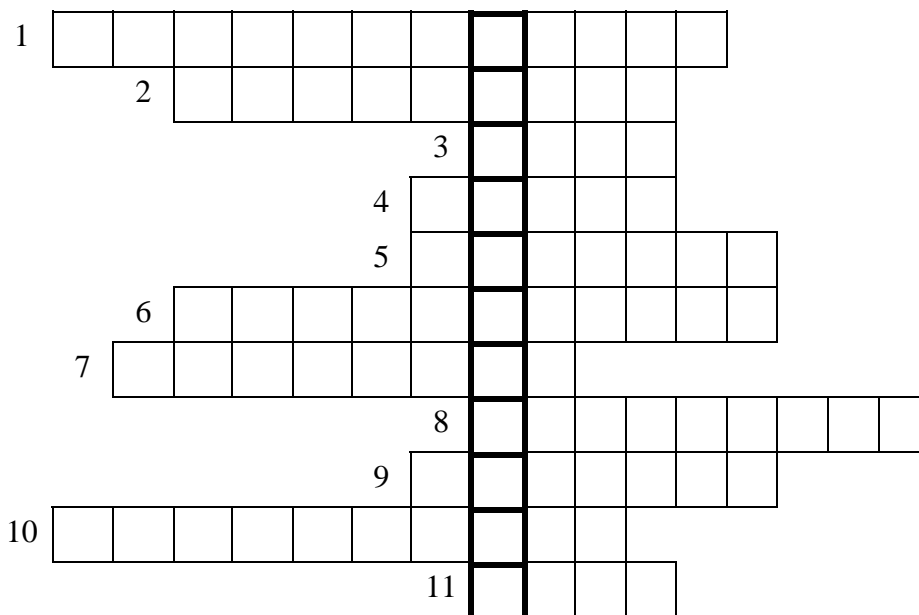
An Australian legend

WORKSHEET A

In Britain and America the name 'highwayman' refers to a robber that made fools of the authorities but was loved by the common people. The lives of people like Robin Hood, Dick Turpin, Billy the Kid and Ned Kelly have often been romanticized.

Work in pairs. Find the answers to these questions on Worksheet B. Write the answers in the crossword to reveal the name for 'highwaymen' in Australia.

1. What was the name of the judge who sentenced Ned Kelly and Ellen Kelly? (7,5)
2. What was the nearest large city to Ned Kelly's birthplace? (4)
3. Ned Kelly won a prize when he was a boy; what was it made of? (4)
4. How many movies have been made about Ned Kelly and his gang? (5)
5. Which country were Ned's mother and father from? (7)
6. What was the surname of the policeman who assaulted Ned's sister? (11)
7. The Kelly Gang consisted of: Ned Kelly, Dan Kelly, Steve Hart and ... who? (3,5)
8. In which town were the gang finally caught? (9)
9. What did the gang members wear on their heads for protection? (7)
10. The gang robbed two banks. One was in Euroa; where was the other? (10)
11. What was Ned wearing under his armour when the police caught him? (4)



An Australian legend

WORKSHEET B

Edward 'Ned' Kelly was born in Beveridge, near Melbourne, Australia in January, 1855. He was the eldest boy in a family of eight children. His parents were originally from Tipperary in Ireland. When he was a schoolboy he risked his life to save another boy who was drowning. As a reward he was given a green silk sash with gold fringe.

Ned's father died when Ned was twelve and he had to leave school to help take care of his family. The family moved to Glenrowan in Victoria, which today is known as *Kelly Country*. They were very poor and life was hard for people in Australia at that time.

In 1871, when he was just sixteen, Ned was arrested for being in possession of a stolen horse. He was sentenced to three years of hard labour in prison.

Four years after his release, in 1878, Police Constable Alexander Fitzpatrick called at the Kelly house after having a few drinks at the local bar. Fitzpatrick said that he wanted to speak to Dan (Ned's younger brother) but he actually assaulted their younger sister Kate instead. The Kelly family threw him out. Fitzpatrick told his commanding officer that Dan and Ned had tried to murder him. Ned and Dan went into hiding but their mother Ellen Kelly and brother-in-law Will Skillion were arrested. Judge Redmond Barry sentenced Ellen to three years in prison and Will to six years of hard labour. When the police eventually found Ned and Dan, they (and two friends, Joe Byrne and Steve Hart) killed three policemen and escaped.

In early 1879 the gang needed money to pay for food, shelter and lawyers for themselves and Ned and Dan's mother so they robbed two banks; first at Euroa and then at Jerilderie.

The police finally caught the Kelly Gang in June, 1880. The gang members arrived in Glenrowan and held about 60 hostages at the Glenrowan Inn. They wore heavy suits of armour and helmets which they believed would protect them from the police bullets.

During the shoot-out with the police, Ned Kelly was shot twenty-eight times in the arms and legs (which were not protected by his armour) and was taken by the police. When they removed his armour, they found that he was wearing the sash that he had been given as a child for saving the drowning boy. The other Kelly Gang members died in the hotel.

Ned Kelly was sentenced to death by Judge Redmond Barry (the same man who had unfairly sent Ned's mother to prison). After the judge had passed sentence, Ned told him that he would be waiting for the judge 'on the other side'. He was hanged on November 11th 1880. He was just twenty-five years old. Judge Redmond Barry died 12 days later.

Since his death, Kelly has become an Australian legend, and the subject of a many books and three feature-length films; one in 1906, one in 1970 and most recently, one in 2003. To some, he is a folk hero, to others a common villain, but to all he is one of the most famous characters in the history of Australia.

Nobel Prize

November marks the anniversary of the death of Alfred Nobel (1833-1896). His legacy is the world famous series of prizes which carry his name. The prizes are all awarded on the date of his death, December 10th. This week's activity is a multiple-choice quiz followed by a short text which provides the answers.

Level:

Intermediate and upwards

How to use the lesson:

1. Ask your students what they know about Alfred Nobel or the Nobel Prizes.
2. Give each student in the class a copy of the quiz (Worksheet A), and ask them to work in pairs. As it's a quiz, they should make a guess at the answers, regardless of whether they know them or not.
3. Check students' guesses in open class before giving them Worksheet B.
4. Give each student in the class a copy of Worksheet B and ask them to check the answers in their original pairs.

Answers:

1 a, 2 b, 3 a, 4 c, 5 c, 6 a, 7 c, 8 False, 9 c, 10 b

As a follow up to the lesson, you may want to ask your students to find some more information about The Nobel Prizes or even to invite them to visit the Nobel e-museum (see below).

c) 1979.

1. Alfred Nobel was

- a) Swedish.
- b) Norwegian.
- c) Danish.

2. He was a well-known

- a) writer.
- b) chemist.
- c) priest.

3. He was responsible for

- a) inventing dynamite.
- b) arranging peace deals.
- c) developing the typewriter.

4. How many Nobel prizes are there?

- a) 4
- b) 5
- c) 6

5. The first Peace Prize was awarded in

- a) 1801.
- b) 1851.
- c) 1901.

6. A woman first won the Peace prize in

- a) 1905.
- b) 1956.

7. What is the maximum number of individuals that can share a Nobel Prize?

- a) 1
- b) 2
- c) 3

8. True or false?

The Nobel Prizes can only be awarded to individuals, not organizations.

9. This year's Peace Prize winner is

- a) an individual.
- b) an organization.
- c) an individual and an organization.

10. The Nobel Prizes are awarded annually on

- a) August 10th.
- b) December 10th.
- c) April 10th.

Alfred Nobel and his legacy

WORKSHEET B

When Alfred Nobel was 34 years old, he invented dynamite and 22 years later, smokeless gunpowder. These are hardly things one would associate with a name that has become synonymous with peace. However, peace is the subject of just one of the six prizes that are awarded each year in the name of the Swedish chemist. The other prizes are for physics, chemistry, medicine, literature and economics.

The Nobel Peace Prize is awarded by a Norwegian committee, while the other five prizes are awarded by Swedish committees. The reason behind this has never been clear. One argument suggests that the Norwegians had shown a special interest in mediation, arbitration and the peaceful solution of international disputes, and was therefore the natural choice.

The Nobel Peace Prize has existed for 104 years, and within that time about 70 of the individual winners have been men and about 17 of the individual winners have been women. The first woman to win the prize was Nobel's friend Bertha von Sutter exactly 100 years ago, in 1905, and the most recent was Wangari Maathai in 2004 for her contribution to sustainable development, democracy and peace. The other Nobel prizes can only be awarded to individuals (up to a maximum of three), but the Nobel Peace Prize can be given to institutions and organizations as well as individuals.

This year's prize was awarded jointly to the International Atomic Energy Agency and its Director General, Dr. Mohamed ElBaradei, for their efforts to prevent nuclear energy from being used for military purposes and to ensure that nuclear energy for peaceful purposes is used in the safest possible way. The ceremony will take place, as usual, on December 10th at the City Hall, Oslo, Norway.

A Christmas Carol

The subject of this lesson is Charles Dickens' classic novel *A Christmas Carol* (1843).

Level

Pre-intermediate and above (equivalent to CEF level A2-B1 and above)

How to use the lesson

1. Explain the meaning of 'spirit' and ask your students what they understand by 'Christmas spirit' – or, if Christmas is not celebrated in their country, ask them if they have any festivals that are connected with certain sentiments or kinds of behaviour. Can they think of any classic stories about Christmas (or other festivals) from literary history? Ask your students if they have heard of Charles Dickens, and if so, what they know about him.
2. Give each student in the class a copy of Worksheet A and give them five to ten minutes to read through it, encouraging them to look up new vocabulary. Note that some of the words that might be new are not in the glossary because they form part of Exercise 1.
3. Hand out Worksheet B, divide the students into pairs and ask them to do Exercise 1, in which they have to match the words from the text on Worksheet A with the definitions.
4. Check answers in open class.
5. Keeping the students in their pairs, hand out Worksheet C and ask them to do the crossword.
6. Check answers in open class.

Answers:

Exercise 1

1. G 2. H 3. B 4. N 5. L 6. I 7. J 8. F 9. C 10. M 11. D 12. A
13. E 14. K

Exercise 2

1. Marley 2. Eve 3. cheerful 4. appear 5. journey 6. Cratchit 7. frightening
8. generous 9. fiancée 10. see 11. partner 12. himself 13. alone 14. last

If the sentences have been completed correctly, *Merry Christmas* will read from top to bottom.

A Christmas Carol

WORKSHEET A

A Christmas Carol (1843), a short novel by the English nineteenth-century writer Charles Dickens, is one of the most popular books ever written about Christmas, and one of the most famous stories about a character showing ‘Christmas spirit’ by being kind and generous towards others.

The story begins with a mean-spirited old moneylender called Ebenezer Scrooge working in his London office on Christmas Eve. His clerk, Bob Cratchit, is cold because Scrooge doesn’t give him enough coal for the fire in his room. Scrooge’s nephew comes round to invite him to a Christmas party, but Scrooge angrily says no.

After Scrooge has returned alone to his cold, dark home, he receives a frightening visit from the ghost of his ex-business partner, Marley, who died seven years earlier. The ghost has to walk the Earth as a punishment for being mean-spirited during his lifetime, and tells Scrooge that the same thing could happen to him. He also tells Scrooge he will be visited by three more ghosts before the night has ended.

The first of the other ghosts to arrive is ‘The Ghost of Christmas Past’. It takes Scrooge on a journey back to his childhood, then he sees his ex-fiancée, Belle, who left him because he loved money more he loved her.

Next comes ‘The Ghost of Christmas Present’, who shows Scrooge what Christmas will be like that year. Invisible to those he is watching, Scrooge sees Bob Cratchit and his large family making a Christmas meal and enjoying themselves, even though they are poor. He sees Bob Cratchit’s disabled son, Tiny Tim, a brave and cheerful boy. The ghost also takes Scrooge to his nephew’s party, where he has such a good time that he doesn’t want to leave.

The last ghost to appear is ‘The Ghost of Christmas Yet to Come’. It takes Scrooge into the future, where he sees that an old man has just died but no one is unhappy about it. Scrooge asks the ghost to tell him who the old man was: the answer, of course, is that it was Scrooge himself.

All the things the ghosts have shown him make Scrooge want to become a different person. After he wakes up on Christmas Day, he starts by sending a big Christmas turkey to the Cratchit family and by going to his nephew’s party. Right at the end of the story we learn that Scrooge’s Christmas spirit is not just temporary: in the future he really does become a much better person, generally being kind to people and treating Tiny Tim like his own son.

A Christmas Carol

WORKSHEET B

Exercise 1

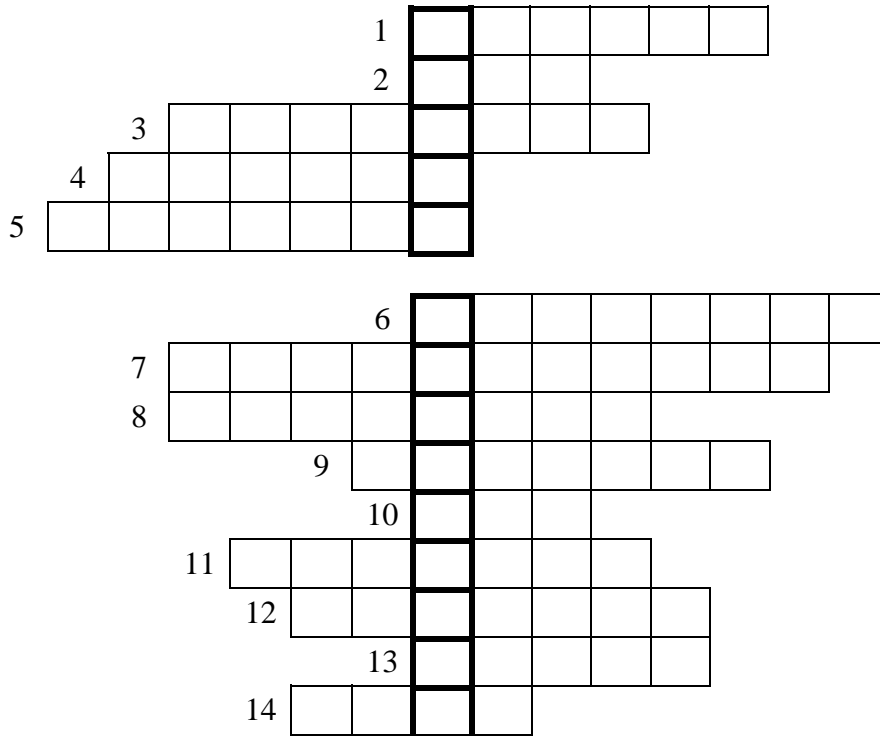
Match the words (1-14) from the text on Worksheet A with the definitions (A-N).

1	temporary	A	something that is done to you because you did something bad
2	coal	B	A person who is _____ can't use a part of their body, either because of injury or disease
3	disabled	C	Something that is _____ makes you feel afraid.
4	turkey	D	the opposite of rich
5	clerk	E	a room or building where people work
6	generous	F	the son of your brother or sister (or the son of your husband's or wife's brother or sister)
7	dark	G	lasting only for a limited period of time
8	nephew	H	a solid black fuel that comes from the ground
9	frightening	I	A person who is _____ gives a lot (e.g. of money, or time) to other people
10	partner	J	without much, or without any, light
11	poor	K	the opposite of generous
12	punishment	L	a person whose job is to work with documents, for example in an office
13	office	M	one of two or more people who own a company
14	mean (or mean-spirited)	N	a large bird, similar to a chicken, that people often eat at Christmas

A Christmas Carol

Exercise 2

Complete the crossword below. If all the words are correct, the friendly words Scrooge says to other people near the end of *A Christmas Carol* – but certainly not at the start – will read from top to bottom.



1. The first ghost Scrooge sees is that of _____.
2. Most of the story of *A Christmas Carol* takes place on Christmas _____ .
3. Unlike Tiny Tim, Scrooge is not a _____ person.
4. Four ghosts _____ in the story.
5. Each of the three Christmas ghosts take Scrooge on a different _____.
6. The _____ family enjoy their Christmas meal.
7. Marley’s ghost is _____.
8. At the end of the story Scrooge becomes a much more _____ person.
9. Belle was once Scrooge’s _____.
10. When the Ghost of Christmas Present takes Scrooge to his nephew’s party, the people there cannot _____ him.
11. Marley was Scrooge’s _____.
12. Scrooge enjoys _____ at his nephew’s party when The Ghost of Christmas Present takes him there.
13. Scrooge goes home _____ on Christmas Eve.
14. The _____ ghost takes Scrooge to the future

