

Příloha č. 1

THE PLACE WHERE WE LIVE

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Institution: Charles University, Prague, Faculty of Education

Country: Czech Republic

Target group: end of Primary School (pupils aged 11-12)
Czech Republic - 5th grade

Subjects: Homeland Studies (social studies and natural science), Mathematics
English as a foreign language

Aims:

1. Introducing the concept of migration in the context of the country – Czech Republic (CR).
2. Learning about minorities (foreigners in CR, Czech minorities abroad).
3. Presenting the place where we live to new classmates from abroad.
4. Exploring multicultural aspects of the town / region. (Can be adapted for different places.)

Key competences:

- **Communication in L1 (Czech or the language of instruction)**
 - improving reading comprehension skills
 - discussing the new concepts and findings
- **Communication in foreign languages**
 - learning the basic vocabulary for social and natural studies (English)
 - improving reading comprehension skills (English)
 - enhancing fluency in English (introducing new classmates from abroad to the class)
 - including the languages of the pupils present in the classroom (e.g. Vietnamese, Roma)
 - presenting the town / region to the new classmates in English
- **Learning to learn**
 - looking up information in a dictionary /encyclopedia / on the Internet
 - exploring the town, preparing group presentations in speaking and writing
- **Digital competences**
 - looking for relevant information on the Internet
 - using a calculator
- **Social and civic competences**
 - learning to cooperate in pairs and groups
 - learning about the cultures of the pupils present in the classroom
 - raising tolerance towards minorities

Timing of the overall activities:

3 lessons at school + out-of-school project work in groups + 1 concluding lesson at school

Resources and materials needed:

indicated below (see Units 1 - 5).

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UNIT 1: Exploring diversity.

Room: a computer lab

Timing: 45 minutes (detailed timing for each activity is indicated in the Notes for the teacher)

Material required:

- Worksheets 1, 2, 3, 4; wall map of the world; wall map of Europe; L1/L2 dictionaries, a copy of Longman Dictionary of Contemporary English; an encyclopedia
- (Optional): Print out the map of your country for each pair. The Internet address for the Czech Republic: <http://www.mapy.cz/#x=135549861@y=134989697@z=4@mm=ZP>

Grouping: indicated in the description of each activity in the Notes for the teacher;

Focus on content: Geography (continents, countries); Social studies (migration, immigration, emigration). Technology (basic skills);

Focus on language: Vocabulary (subject specific terminology; synonyms, opposites; names of languages and nationalities; spelling. Pronunciation. Grammar: prepositions.

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Activity 1: THE PLACE WHERE WE LIVE

Worksheet 1

1. In what language is the title?
2. Can you match the text with the name of the language?

RUSSIAN, CZECH, GERMAN, ITALIAN, SLOVAK, VIETNAMESE, ENGLISH,
FRENCH, SPANISH, POLISH, SWEDISH

The place where we live.	
L'endroit où nous habitons.	
Место, где мы живём	
Stället där vi bor.	
Chỗ sống của chúng tôi	
Místo, kde žijeme.	
Miesto, kde žijeme.	
Il luogo dove viviamo.	
El lugar donde vivimos.	
Der Platz, wo wir leben.	
Miejsce, gdzie mieszkam.	

3. Can you translate the title into any other languages? If so, please, write it down here:

.....

.....

Follow up task for the whole class:

Do you know where these languages are spoken? Show the countries on the map.

Assessment: Pupils check their answers with the teacher. Attention should be paid to correct spelling and pronunciation of the selected phrases.

Notes for the teacher:

If there is a child with a foreign background in the classroom, it would be a good idea to elicit the title in his/her mother tongue.

Timing: 10 minutes

Grouping: Pupils first work on their own. Then they compare their answers in pairs.

Finally, they check in the whole class, with the teacher.

Key:

English, French, Russian, Swedish, Vietnamese, Czech, Slovak, Italian, Spanish, German, Polish.

Activity 2: FLAGS

Worksheet 2

Work in pairs. Look at the pictures of flags. Can you match them with the languages in the table? Ask each other, e.g. Which flag is this? - It is a Czech flag. Write down the adjectives.



Assessment: Pupils check their answers with the teacher. Attention should be paid to correct pronunciation of the phrases in English.

Notes for the teacher:

Timing: 7 minutes

Grouping: pairs

Key:

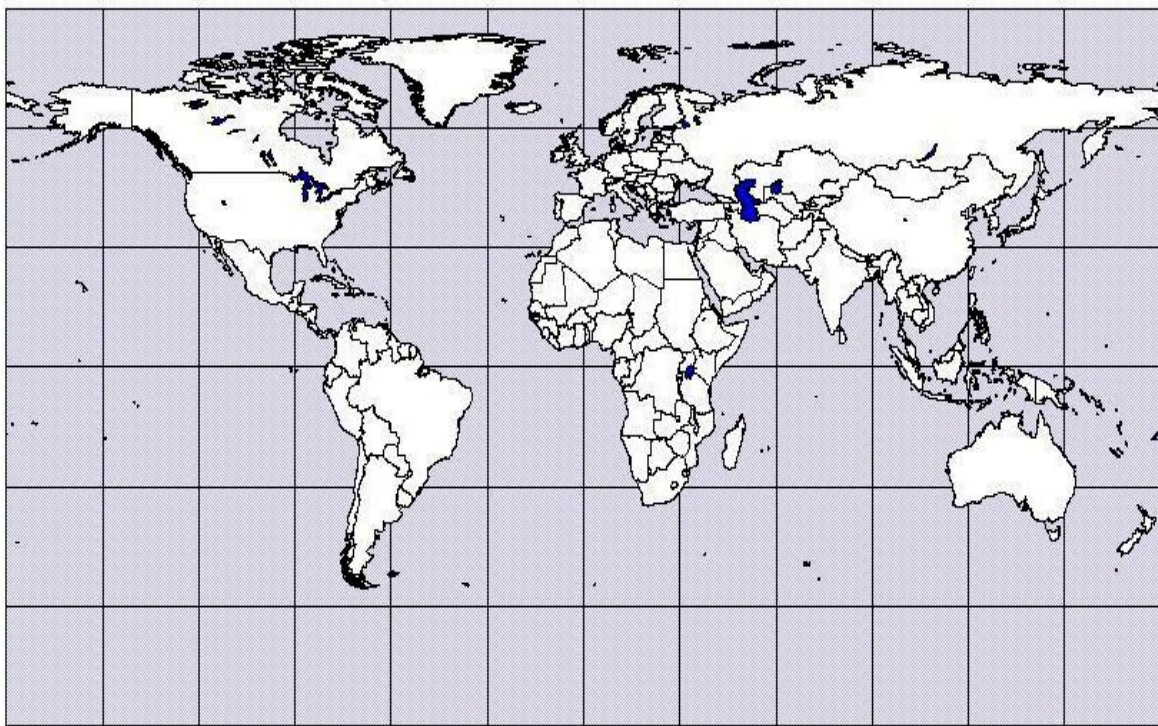
1. German; 2. Slovak; 3. Spanish; 4. Italian; 5. Vietnamese; 6. Czech; 7. Swedish; 8. Russian; 9. British; 10 Polish; 11. French.

References: <http://www.11zsmost.cz/cd-evropa/cdevropa/vlajky.htm>

Activity 3: CONTINENTS

You will be given a photocopy of the map of the world.

Worksheet 3



In pairs, write the English names of the continents on your map.

AFRICA, ANTARCTICA, NORTH AMERICA, EUROPE, ASIA,
SOUTH AMERICA, AUSTRALIA

Assessment:

Pupils check their answers in the whole class and show the continents on a big map. Attention should be paid to the correct pronunciation of the new words.

Notes for the teacher:

Timing: 5 minutes

Grouping: pairs

References:

<http://www.zemepis.com/smsvet.php>

Activity 4: COUNTRIES

You will be given a photocopy of a map of Europe.

Worksheet 4



Work in pairs. Find your country and its neighbors. Write their names in English on your map. Try to find the place where you live and make a cross. Write its name here:

.....

Assessment: Pupils name the countries and show them on a big map of Europe. Attention is paid to learning the new words in English.

Notes for the teacher:

Timing: 8 minutes

Grouping: pairs

References: http://eu.geograf.cz/eu_s/images/img_otazky/evropa_sl.gif

Key for the Czech Republic: Germany, Poland, Slovakia, Austria.

Activity 5: LOOKING FOR INFORMATION

Work in groups of 4. Discuss in English or in your mother tongue:

"What is the difference between migration, immigration, emigration?"

If you are not sure, look up the words in an encyclopedia, in a dictionary, or on the Internet. You can use these Internet addresses:

http://en.wikipedia.org/wiki/Main_Page (in English)

http://cs.wikipedia.org/wiki/Hlavn%C3%AD_strana (in Czech)

Assessment: Pupils read out the correct answers for the teacher to check.

Notes for the teacher:

If you wish, you can adapt this activity for the mother tongue of your pupils.

In order to clarify the meaning of the concepts, it is advisable to use synonyms and to practice prepositions (see below: Key).

Timing: 10 minutes

Grouping: groups of 4

Key in English:

Human migration denotes any movement by humans from one locality to another, sometimes over long distances or in large groups.

Emigration is the act of leaving one's native country or region to settle in another. It is the same as immigration but from the perspective of the country of origin. Human movement before the establishment of state boundaries or within one state is termed migration.

Immigration: While the movement of people has existed throughout history at various levels, modern immigration tourists are considered non-immigrants (expatriate).

Immigration that violates the immigration laws of the destination country is termed illegal immigration.

Synonyms:

Migration – traveling, moving from one place to another.

Emigration – moving out.

Immigration – moving in.

Prepositions: from, to etc.

Key in Czech:

Migrace je stěhování členů skupiny z jedné populace do druhé.

Emigrace je opuštění země původu a přestěhování do jiné země. Podobným výrazem je imigrace, což je totéž, ale z pohledu cílové země. Pokud se více lidí přemísťuje v rámci jednoho státu, používá se termín migrace.

Imigrace neboli přistěhovalectví (opakem je emigrace) je proces, při němž se na území státu usazují obyvatelé přicházející ze zahraničí.

References: Russel King (Ed.), 2007. *Atlas of Human Migration*. London: Marshal Editions.

(Atlas lidské migrace. Z angličtiny přeložil Richard Olehla.)

Activity 6: MIGRATION

Discuss the topic in the whole class. Suggested questions:

Why do people migrate, emigrate, and immigrate?
What do you know about immigrants in this country?
What do you know about people who emigrated or immigrated in the past?
Where from? Where to?
Why did they decide to do it?

Assessment:

Notes for the teacher:

The teacher should decide about the language of discussion (English, i.e. the language of instruction, or the pupils' mother tongue). In case the discussion cannot be carried out in English, then the teacher should summarize the main reasons for migration in English both in speaking and writing.

Timing: 5 minutes

Grouping: whole class

Key:

English:

The main reasons for migration are: economy, politics, religion, and climate.

Czech:

Důvody migrace mohou být ekonomické, politické, náboženské či podnební.

References: -

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UNIT 2: Changing the place where we live.

Timing: 45 minutes (detailed timing for each activity is indicated in the Notes for the teacher)

Material required:

- A copy of the [worksheet](#) for each group (2-3 pupils). Each group will be given a different text (Worksheets 1-7, [see the attachment](#)). The worksheets are graded according to the level of difficulty of questions:
from the easiest (W 4) - (W 6) - (W 5) - (W 1) - (W 3) - (W 2) - to the most difficult (W 7)
- Calculators

Grouping: indicated in the description of each activity in the Notes for the teacher

Focus on content: Social studies (migration, immigration, emigration); Mathematics (word problems);

Focus on language: Vocabulary (subject specific terminology; family members).
Reading comprehension in L2 or L1. Short oral presentations in L2.

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Activity 1: MIGRATION - FAMILY PERSPECTIVE

Discuss in the whole class. Suggested questions:

*Do you know of anyone in your family who lived / has lived abroad?
Who was it? Your parents / aunt / uncle / grandmother / grandfather / cousin?
When was that?
Can you tell us more about it? (e. g. where from, where to, why)*

Assessment: -

Notes for the teacher:

If there are pupils with a foreign background in the classroom, it would be a good idea to let them say a few words in English or in their mother tongue.

Timing: 8 minutes

Grouping: whole class

Key:

References:

Activity 2: MIGRATION - CZECH PERSPECTIVE.

You are going to work in 7 groups. Each group (2-3 pupils) will get a different text to read. Together, find answers to the questions. After you finish, you will tell the class about your text in English. The questions and answers will help you prepare your presentation.

Assessment:

Self-assessment. Pupils can check their answers against the key. After they finish, they tell the rest of the class about the content of their text in English. The comprehension questions and pupils' answers help them prepare the presentations. The minimum requirements for the short oral presentation are: The title; the main idea, 3 questions and answers.

Notes for the teacher:

For the reading activity, the teacher should decide about the language: either English (L2) or the pupils' mother tongue (L1). This will depend on the pupils' level.¹ Even if the pupils read in L1, they should answer the questions in L2 and present the text in L2. The English version of the 7 texts follows. [For the Czech version of the 7 texts, see the Attachment.](#)

Timing: Reading, answering questions, preparing presentations - 8 minutes
Presentations -12 minutes

Grouping: The class is divided into 7 groups.

¹ Reading in L1 outside the Czech Republic would require the translation of the texts into the language of instruction.

Worksheet 1

Questions:

Will the number of immigrants in the Czech Republic be higher or lower in the future?

.....

Which countries do the immigrants come from?

.....

Why does the country need them?

.....

Text:

The Number of immigrants to the Czech Republic is growing, the economy needs them

Released: 14/ 4/ 2008 11:07, author: ČT24, ČTK

Prague – The number of immigrants to the Czech Republic has been steadily growing and its growth will continue. Of all the post-communist countries, ours is the one most sought after. An international study shows that in twelve years' time immigrants and their families could form up to 7.5 percent of Czech population. By the year 2065, this proportion may rise up to one third. According to a study prepared by demographer Dušan Drbohlav's team at Charles University, most people will come from the Ukraine and other post-Soviet republics, Vietnam and China. Immigrants are mostly attracted by easy access to work – the country's growing economy offers tens of thousands of job vacancies. Unlike some other European countries, the country is actively trying to attract foreigners. For example, the government has prepared "green cards", or work and residence permits. If the parliament approves these permits, they will come into force in January 2009. The study concludes that due to the aging of its own population, Czech Republic will need thousands of foreigners each year to keep the economy going.

Worksheet 2

Questions:

Which countries do illegal immigrants to the Czech Republic come from?

.....
How do these immigrants cross the borders?

.....
How many foreigners were there in the Czech Republic in 2008?

Text:

Increasing numbers of illegal migrants from China and Egypt are pouring into the Czech Republic.

Author: Jan Langer

Increasing numbers of illegal migrants from China, Egypt and Iraq keep pouring into the Czech Republic. Numbers of foreigners entering fictitious marriages is also on the rise. One reason for the increase of "illegals" is their small chance of being granted an asylum here. The trend of rising migration from China to Europe has been monitored since 2004.

In the trunk of a car

According to the police, foreigners cross the border illegally, for example in freight hold of vans or trucks, but also in trunks of private cars. Some of them also use the services of the so called foot traffickers to be taken across the "green border". Many aliens are trying to obtain residence permits by fraudulent marriages. The Czech Republic is a transit country and the people, after falsification of personal documents, are transported to other countries of the European Union.

The number of aliens is growing

It is estimated that the number of "illegals" living in the Czech Republic is somewhere between thirty and forty thousand. No considerable growth can be observed in comparison to the year 2006. In contrast, the number of "legal" foreigners living in the Czech Republic is increasing at a record rate. While in 2006 their number grew by 43 thousand, last year it was almost by 71 thousand. In total the statistics register 410 thousand foreigners, the majority of whom are of Ukrainian, Slovak and Polish origin.

Worksheet 3

Questions:

Why did the Czechs immigrate to Canada (from 1880 to 1939)?

Where did the immigrants work (after 1880)?

Where did the Czechs live and work after World War I?

Text:

The Czechs in the world - Canada /part 1/



4/ 3/ 2008

Migration and settlement

Massive immigration of Czechs to Canada started in the second half of the 19th century and can be divided into four phases: In the first two phases (about 1880-1939) the motivation of majority of Czech emigrants was economic, while in the period of 1945-1989 they often were political refugees who left their homeland to avoid the Communist regime. Czech immigrants after 1880 started to come not only to the USA but also to western Canada because of the relatively fertile and cheap land. The government of Canada offered the new settlers land for cultivation. However, it was not rare that before obtaining their own land people had to work for the railways or in (the) mines. Farmers generally settled in the prairie provinces. The first Czech settlement, Kolin, was founded in 1884. Smaller groups of Czechs also settled in towns, especially in Edmonton, where one could find several Czech doctors, lawyers and craftsmen around 1900. Changes occurred after WWI. On the basis of an agreement between the Sugar Beet Grower's Association of Canada and Czech Foreign Institution (Český zahraniční ústav) a number of Czech sugar beet farmers left for Canada to help to develop Canadian sugar beet industry. Recruitment organized by the Canadian Pacific Railway experienced similar success. In 1939, the town of Batawa was founded near Frankford in the province of Ontario under the auspices of Tomáš Baťa.

Worksheet 4

Questions:

How many Czechs immigrated to Canada between 1948 and 1952?

.....
Where in Canada did they live after 1968?

.....
Who immigrated in the 1990s?

Text:

The Czechs in the world - Canada /part 2/



4/ 3/ 2008

Migration and settlement

After the Second World War some Czechs left their homes from the fear of the growing influence of the Communist party. The emigration wave became massive after February 1948. In 1948-1952 more than 10 thousand Czechoslovaks got asylum in Canada. Most refugees were highly educated individuals such as doctors, lawyers, politicians, scientists, legislators, businessmen and craftsmen who were in the beginning forced to accept work far below their qualification. Businessmen of Czech origin, predominantly in Ontario, trying to help their compatriots, offered work to new immigrants, sometimes with the assistance of the federal government. An important role was played namely by the following Czech companies: Bata Shoe, Hamilton Carhart, Opal Manufacturing, Staruba Industrial Corporation and Hesky Flax Products. The situation of emigrants who fled to Canada after 1968 was in many respects similar, but also different. The knowledge of English and French enabled these immigrants to find jobs in larger cities. The most frequent destination of the newcomers after 1968 was no longer Montreal but Vancouver and Toronto. Contemporary Czech immigration to Canada is happening in a completely different international political situation. About 1,500 Czech Roma (Gypsy) people applied for political refugee status in Canada in 1997.

Worksheet 5

Questions:

How many Czechs live in the Ukraine today?

.....
When did most of them come there?

.....
What can you say about ČNRU?

Text:

The Czechs living in the Ukraine

The number of Czechs living in the Ukraine today is about 10,000. According to the census in 1989 the number of Czechs in the Ukraine was 9,122, the majority of whom – 5,763 lived in towns. The largest number of the Czechs is settled in the Zhytomyr region – 1,835 people. 35.5% of the Czech population in the Ukraine regard Czech as their mother tongue. The present Czech communities in the Ukraine are the remains of the former quite numerous Czech settlement, which was the consequence of the extensive migration from Czech lands predominantly in the 2nd half of the 19th century. Czech was taught there until 1930. However, the beginning of the 1930s witnessed political processes with Czech teachers a number of whom was sentenced to death or sent to Eastern Siberia. Schools offering education in minority languages were closed in 1937. Nowadays, there are only few purely Czech national villages in the Ukraine. There are about 3,000 Czechs living in these villages; they use the Czech language, customs and church services in everyday life. First compatriotic societies were revived towards the end of the 1980s. The compatriotic organization – the Czech National Council of the Ukraine (Česká národní rada Ukrajiny - ČNRU) – which associates 20 revival compatriotic societies from various provinces was founded in May 1995. Among its goals is preservation of the Czech language, re-establishment of Czech schools, publishing of Czech newspaper, teacher training and religious revival.

Worksheet 6

Questions:

Name 5 biggest Czech communities abroad.

.....
What is a country club?

.....
In which Australian cities do the Czech immigrants live?

Text:

The Czechs living in Australia /part 1/

The number of compatriots

The community of Czechs and Czechoslovaks living abroad is usually quoted as the fifth most numerous compatriotic community in the world (ranking after communities in the USA, Slovakia, Canada and Croatia). The data regarding the exact number of Czechs living in Australia differ. The Australian Portfolio of Immigration and Citizenship stated in 1991 that there were 18,000 Czechs and Slovaks (taken as one nationality) in Australia, the estimate of the Embassy of the Czech Republic in Canberra was 30,000 people of both nationalities. The data of CTK for Australia and Oceania for 1994 speak of 15,000 Czechs and 16,000 Slovaks. A part of the compatriotic community is registered in compatriotic societies – the statistics of the Czech Ministry of Foreign Affairs registers 17 societies of the Czechs and Czechoslovaks living in Australia. Even today, social life and activities of these societies are partaken by a numerous group of Slovaks. The Czechs and Slovaks living in Australia are associated not only in the Sokol and other societies but also in the so-called country clubs, social organizations that specialize in social and sport events. The Czechs living in Australia are prolific in publishing (monthlies of the societies); the Czech radio broadcasting on the waves of the Australian radio SBS is also successful. The most numerous communities of Czechs living in Australia are in the largest Australian cities of Sydney and Melbourne, smaller communities can be found around Canberra, Adelaide, Darwin and Perth. About 36% of all the Czechs living in Australia are settled in Sydney and its environs, about 27% live in Melbourne.

Worksheet 7

Questions:

Which two historical events made the Czechs immigrate to Australia in the 20th century?

.....
What work did they usually do in the first two years?

.....
Do the Australian universities accept Czech certificates and diplomas?

Text:

The Czechs living in Australia /part 2/

History

The arrival of the first waves of Czech immigrants after the Second World War goes back to 1949 when 4,167 people from Czechoslovakia settled in Australia. 5,020 arrived in 1950. Most of them signed an employment contract before leaving Europe, which bound them to accept any work anywhere in Australia. In consequence to this measure, even people with academic education spent two years working manually, predominantly in agriculture. Even after expiration of the contract, especially doctors, lawyers and other professions found it very difficult to get adequate work – local professional chambers refused to recognize their qualification. In consequence, a number of specialists re-emigrated from Australia to the USA or Canada. The first group of immigrants after August 1968 formed by 173 people disembarked in Sydney on 14th September 1968. The Central Committee of Compatriotic Societies in Australia and New Zealand decided to offer these refugees all possible help to protect them from undergoing the same hardships as the post-February immigrants had to bear. It is due to their activities that Australian universities started to validate Czech university certificates and diplomas.

References:

All the reading texts were shortened to a similar length. Then they were translated into English. The language of the texts is authentic; it was not simplified in any way.

Worksheet 1:

<http://www.ct24.cz/domaci/11884-imigrantu-v-cesku-pribyva-ekonomika-je-potrebuje/>

Worksheet 2: <http://aktualne.centrum.cz/domaci/zivot-v-cesku/clanek.phtml?id=614495>

Worksheets 3 and 4: http://krajane.radio.cz/cs/article_detail/1236

Worksheet 5:

[http://www.czechembassy.org/wwwo/mzv/default.asp?ido=9232&idj=1&amb=1&ikony=&trid=1&prsl=&pocc1""](http://www.czechembassy.org/wwwo/mzv/default.asp?ido=9232&idj=1&amb=1&ikony=&trid=1&prsl=&pocc1)

Worksheets 6 and 7:

<http://www.czechembassy.org/wwwo/mzv/default.asp?ido=8995&idj=1&amb=1&ikony=&trid=1&prsl=&pocc1>

Key:

- Worksheet 1: Higher.
Ukraine, Vietnam, China.
They will work here, because most of the Czechs will be too old.
- Worksheet 2: China, Egypt, Iraq.
In the car / they walk across the border / they get married
410,000 people.
- Worksheet 3: Economy (they were poor, they wanted to be rich).
They worked on the farms.
In villages or towns, near Edmonton.
- Worksheet 4: 10,000 people.
Vancouver, Toronto
Roma
- Worksheet 5: 10,000 people.
19th century (2nd half).
They take care of the Czech language (schools, newspaper, teachers, religion).
- Worksheet 6: Australia, USA, Slovakia, Canada, Croatia.
A place for social and sports activities.
Melbourne, Canberra, Adelaide, Darwin, Perth.
- Worksheet 7: 1948 – Communism, 1968 – Russian occupation.
They worked in the fields.
Yes, they do now.

Activity 3: MATHEMATICS.

Worksheet

How many of these word problems can you solve? Use a calculator if you like.

In the year 2002 there were 231,608 immigrants in the Czech Republic. This number was higher in 2008 by 178,486.

a) How many immigrants were there in the Czech Republic in 2008?

In the year 2006 there were 321,456 immigrants in the Czech Republic, but in the year 2004 there were 254,294 immigrants. Compare the numbers.

b) Were there more immigrants in 2006 or in 2004?

c) What is the difference?

Sasha lives in our town. He writes five text messages to his friends in the Ukraine every week. One text message costs 9.50 Czech crowns (CZK).

d) How much does he pay for text messages to his Ukrainian friends every week?

.....

e) How much does he pay for text messages to his Ukrainian friends a year?

.....

Assessment:

Pupils write the results on the dotted lines. After finishing they swap the notes for peer-correction. The teacher checks with the whole class.

Notes for the teacher:

Be careful about the use of punctuation in numerals.

Timing: 10 minutes

Grouping: individual, pairs

Key:

a) 410,094 immigrants

b) in 2006

c) the difference: 67,162

immigrants

d) CZK 47.50 a week

e) CZK 247 a year

Activity 4: MIGRATION AND OUR TOWN.

Discuss in L1 - Suggested questions:

What is the situation of immigrants in our town / region?

Where can you meet immigrants?

What do they do for living?

Assessment: -

Notes for the teacher:

Timing: 7 minutes

Grouping: whole class

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UNIT 3: Meeting new friends in our town.

Timing: 45 minutes (detailed timing for each activity is indicated in the Notes for the teacher)

Material required:

Four sets of role-cards (for pupils A, B, C, D). The activity is meant for 16 participants. If there are more pupils in the class, they get Card D.

A map of the town / region. [The teacher should get a copy of a cheap tourist map for the class.](#)

Grouping: indicated in the description of each activity in the Notes for the teacher;

Focus on content: Social studies (migration); History;

Focus on language: Speaking and reading skills in L2;

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Activity 1: NEW CLASSMATES.

This is a speaking activity – role play. Now each of you will get a card with your role.

1. Read the information on your card and prepare what you want to say.

2. Find the other 3 members of your group.

3. Talk to each other in your group.

4. When you finish, you will tell the class about your new classmate.

Role cards

Group 1: Pupil A

You are new to your class. Your family has moved to town because your father is a businessman. Now you will meet your new classmates. They want to learn something about you and make friends with you.

Introduce yourself.

Your name: Peter Cabadaj

Nationality: Slovak

Your age: 11

Born in: Bratislava, Slovakia

Your speak: Slovak, Czech and some English

Hobbies: computer games, football

Favorite subject: Physical education

Family: mother (Slovak, secretary), father (Czech, businessman), a sister (7 years old)

Ask questions:

How old / you?

What / are / hobbies?

How big / your family?

What / father / job?

What / favorite / subject?

Group 1: Pupil B

Now you will meet a new classmate, who does not know anybody in this town. He / she would like to learn something about you and make friends with you. You are going to ask questions.

Introduce yourself:

Your name: Josef Fischer

Nationality: Czech

Your age: 12

Born in: Brod

Hobbies: skiing, music

Favorite subjects: Physical education, Music

Family: mother (doctor), father (engineer), two brothers (15 and 25 years old), grandmother lives in Germany

Ask questions:

How old / you?

Where / come / from?

What / are / hobbies?

Group 1: Pupil C

Now you will meet a new classmate, who does not know anybody in this town. He / she would like to learn something about you and make friends with you.

Introduce yourself:

Your name: Lenka Šebestová

Nationality: Czech

Your age: 11

Born in: Brod

Hobbies: cooking

Favorite subject: English

Family: mother (cook), father (farmer), a sister (17 years old), aunt Anna - moved to USA

Ask questions:

How big / your family?

What / father / job?

What / favorite / subject?

Group 1: Pupil D

Now you will meet a new classmate, who does not know anybody in this town. He / she would like to learn something about you and make friends with you.

Introduce yourself:

Your name:

Nationality:

Your age:

Born in:

Hobbies:

Favorite subject:

Family: mother (job), father (job), a sister / brother (age)

Ask questions:

What / do / weekends?

Where / grandmother / live?

What / mother / job?

Group 2: Pupil A

You are new to your class. Your family has moved to town because your father found work in a local factory. Now you will meet your new classmates. They want to learn something about you and make friends with you.

Introduce yourself:

Your name: Mai Tran

Nationality: Vietnamese

Your age: 11

Born in: Hanoi

You speak: Vietnamese, some English, very little Czech

Hobbies: reading, writing text messages

Favorite subject: Mathematics

Family: mother (dressmaker), father (driver), a sister (9 years old)

Ask questions:

How old / you?

What / are / hobbies?

How big /your family?

What / father / job?

What / favorite / subject?

Group 2: Pupil B

Now you will meet a new classmate, who does not know anybody in this town. He / she would like to learn something about you and make friends with you. You are going to ask questions.

Introduce yourself:

Your name: Josef Fischer

Nationality: Czech

Your age: 12

Born in: Brod

Hobbies: skiing, music

Favorite subjects: Physical education, Music

Family: mother (doctor), father (engineer), two brothers (15 and 25 years old), grandmother lives in Germany

Ask questions:

How old / you?

Where / come / from?

What / are / hobbies?

Group 2: Pupil C

Now you will meet a new classmate, who does not know anybody in this town. He / she would like to learn something about you and make friends with you.

Introduce yourself:

Your name: Lenka Šebestová

Nationality: Czech

Your age: 11

Born in: Brod

Hobbies: cooking

Favorite subject: English

Family: mother (cook), father (farmer), a sister (17 years old), aunt Anna - moved to USA

Ask questions:

How big / your family?

What / father / job?

What / favorite / subject?

Group 2: Pupil D

Now you will meet a new classmate, who does not know anybody in this town. He / she would like to learn something about you and make friends with you.

Introduce yourself:

Your name:

Nationality:

Your age:

Born in:

Hobbies:

Favorite subject:

Family: mother (job), father (job), a sister / brother (age)

Ask questions:

What / do / weekends?

Where / grandmother / live?

What / mother / job?

Group 3: Pupil A

You are new to your class. Your family has moved to town because your mother will teach in a local school. Now you will meet your new classmates. They want to learn something about you and make friends with you.

Introduce yourself:

Your name: Alexander Pavlov

Nationality: Ukrainian

Your age: 12

Born in: Kiev, Ukraine

You speak: Czech, Ukrainian, English

Hobbies: hockey, films

Favorite subject: English

Family: mother (Ukrainian, teacher), father (Czech, businessman), a sister (9 years old)

Ask questions:

How old / you?

What / are / hobbies?

How big / your family?

What / father / job?

What / favorite / subject?

Group 3: Pupil B

Now you will meet a new classmate, who does not know anybody in this town. He / she would like to learn something about you and make friends with you. You are going to ask questions.

Introduce yourself:

Your name: Josef Fischer

Nationality: Czech

Your age: 12

Born in: Brod

Hobbies: skiing, music

Favorite subjects: Physical education, Music

Family: mother (doctor), father (engineer), two brothers (15 and 25 years old), grandmother lives in Germany

Ask questions:

How old / you?

Where / come / from?

What / are / hobbies?

Group 3: Pupil C

Now you will meet a new classmate, who does not know anybody in this town. He / she would like to learn something about you and make friends with you.

Introduce yourself:

Your name: Lenka Šebestová

Nationality: Czech

Your age: 11

Born in: Brod

Hobbies: cooking

Favorite subject: English

Family: mother (cook), father (farmer), a sister (17 years old), aunt Anna - moved to USA

Ask questions:

How big / your family?

What / father / job?

What / favorite / subject?

Group 3: Pupil D

Now you will meet a new classmate, who does not know anybody in this town. He / she would like to learn something about you and make friends with you.

Introduce yourself:

Your name:

Nationality:

Your age:

Born in:

Hobbies:

Favorite subject:

Family: mother (job), father (job), a sister / brother (age)

Ask questions:

What / do / weekends?

Where / grandmother / live?

What / mother / job?

Group 4, Pupil A:

You are new to your class. Your family has moved to town because your mother will work in a local hospital. Now you will meet your new classmates. They want to learn something about you and make friends with you.

Introduce yourself:

Your name: Tera Fabiánová

Nationality: Roma

Your age: 12

Born in: Vinica, Slovakia

You speak: Roma, Slovak, some Hungarian, very little English

Hobbies: watching TV, horse riding

Favorite subject: Music

Family: mother (nurse), father (unemployed), three sisters (5, 10 and 18 years old)

Ask questions:

How old / you?

What / are / hobbies?

How big / your family?

What / father / job?

What / favorite / subject?

Group 4: Pupil B

Now you will meet a new classmate, who does not know anybody in this town. He / she would like to learn something about you and make friends with you. You are going to ask questions.

Introduce yourself:

Your name: Josef Fischer

Nationality: Czech

Your age: 12

Born in: Brod

Hobbies: skiing, music

Favorite subjects: Physical education, Music

Family: mother (doctor), father (engineer), two brothers (15 and 25 years old), grandmother lives in Germany

Ask questions:

How old / you?

Where / come / from?

What / are / hobbies?

Group 4: Pupil C

Now you will meet a new classmate, who does not know anybody in this town. He / she would like to learn something about you and make friends with you.

Introduce yourself:

Your name: Lenka Šebestová

Nationality: Czech

Your age: 11

Born in: Brod

Hobbies: cooking

Favorite subject: English

Family: mother (cook), father (farmer), a sister (17 years old), aunt Anna - moved to USA

Ask questions:

How big / your family?

What / father / job?

What / favorite / subject?

Group 4: Pupil D

Now you will meet a new classmate, who does not know anybody in this town. He / she would like to learn something about you and make friends with you.

Introduce yourself:

Your name:

Nationality:

Your age:

Born in:

Hobbies:

Favorite subject:

Family: mother (job), father (job), a sister / brother (age)

Ask questions:

What / do / weekends?

Where / grandmother / live?

What / mother / job?

Assessment: For the pupils, the activity is aimed at fluency. The teacher's task is to monitor and help if necessary. Minor mistakes which do not obscure meaning should not be corrected.

Notes for the teacher:

Cards are marked: Group 1 - 4;

Pupil A (a new classmate);

Pupil B (a boy);

Pupil C (a girl);

Pupil D (who can either speak about himself or herself or develop his / her identity in a creative way);

In the beginning, the teacher should explain the situation:

Three pupils meet a new classmate who has just moved in town. (In the Czech Republic, the name of the town is Brod. Elsewhere, the place name can correspond with the reality). Pupils introduce themselves and try to learn something about each other. When the group discussion is over, each group presents their new classmate to the rest of the class.

Timing: 15 minutes (10 minutes to prepare and to discuss + 5 minutes to present the new classmates to the class)

Grouping: First, pupils work on their own. They read their cards and prepare their roles. Then they get into groups of 4 for the role play. Finally, each group presents their new classmate.

Key: -

References: -

Activity 2: OUR TOWN / REGION



Worksheet

1. On your own, read the text:

Our highland region has much to be proud of. It is of historical and cultural interest for tourists not only from our country but also from abroad. The town of Havlíčkův Brod is mentioned as the gateway to the Czech part of the Czech-Moravian borderlands. In the course of its existence, it has always been an important center of the region. It belongs to the oldest towns on the Sázava river – it is more than 750 years old, and qualifies almost as a historical preserve. Its older name (Deutsch Brod) was linked to the German miners. Some of them came to work in the nearby village of Silver Mountains in 1503. Later the town was named after Karel Havlíček Borovský, a journalist who was active in the Czech National Revival. Of the important personalities we should also recall two musicians and composers: J. V. Stamic, the founder of the Mannheim Instrumental School, who was born in Brod, and Bedřich Smetana, who studied here.



2. Work in your group - 4 pupils. First discuss the following questions in the mother tongue. Then write the main ideas in English.

What I know / what I read about our town / region:	What else I would like to learn and tell our new classmates:

Compare your answers with other groups.

Assessment: Pupils summarize the main ideas in writing. After they finish the teacher elicits their ideas taking notes on the board.

Notes for the teacher:

Timing: 10 minutes (individual silent reading: 3 minutes + group-work: 3 minutes + whole class activity: 4 minutes)

Grouping: individual work, groups of 4, the whole class

Key: -

References: The text was adapted (shortened and simplified) from a local museum brochure.

Activity 3: OUR TOWN AND THE WORLD.

1. The teacher shows a map of the town / region and explains the project:

Stage 1: introductory activities at school (Unit 3)

- Establishing a grid over the map: Groups divide the map into several areas to be explored. They present their concept of division to the class.
- Discussing the project. The whole class agrees on the main rules and the choice of tasks.
- Preparing the excursion.

Stage 2: out-of-school excursion (Unit 4)

- Groups explore their part of the town / region. They trace different cultural markers: (verbal, architectural, etymological, environmental, political, entrepreneurial, behavioral, and interpersonal). They collect evidence (e.g. by talking to people, taking notes, taking photographs, recording the sounds, marking information on the map).

Stage 3: presentation of results in class (Unit 5)

- In L2, L1 and the languages in the class and from town.
- Developing thematic maps of the town / region according to the researched topics.

2. The class carries out the activities described in Stage 1.

Assessment: After Unit 5, pupils' work should be displayed in the classroom or school

Notes for the teacher:

Timing: 20 minutes in Unit 3

+ Unit 4 (several days for out-of-school project work)

+ Unit 5 (45 minutes) at school

Grouping: whole class - groups

Key: -

References: -

UNIT 4: Exploring multicultural aspects of our town / region.

Timing: several days

Material required: a copy of the poem to be placed on the classroom notice board

Grouping: collaborative work in groups

Focus on content: Social studies. Geography. History. Looking for adequate information, collecting evidence.

Focus on language: Speaking and writing skills in L1 and L2

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Tera Fabiánová, our new classmate (Group 4), has written a poem about the place in Slovakia where she lived with her parents.

The poem, translated into English, reads like this:

Tera Fabiánová: Invitation

2007

Come with me, my sweet, to my mother's village

Where after dark the Roma spin their tales

Come with me, I'll never leave your side

Or bring you pain or shame.

When the Roma see me bring you

The fiddler will strike up a tune.

We are not poor, though we have nowhere to lay our heads.

An old walnut tree stands in the yard – leaves green,

There we will sit down together, when the silver night comes.

Suggested tasks for out-of-school exploration:

Worksheet:

1. Where can we find museums in our town / region?
.....
2. What are the closest national cultural monuments?
.....
3. Where can we find them?
.....
4. What UNESCO monuments are there in our region?
.....
5. Where can we find them?
.....
6. How many villages are there in our region?
.....
7. Write examples of old (German) and new (Czech) names of villages.
.....
8. What nationalities can we find in our town / region?
.....
9. Write examples of foreign investment in our region.
.....
10. What are the jobs that immigrants do in our town?
.....
11. Who were the most famous emigrants of our region?
.....
12. What are they famous for?

Key (for the Czech Republic, the region of Havlíčkův Brod):

1. Havlíčkův Brod, Přibyslav.
2. Lipnice nad Sázavou, Ledec nad Sázavou (castles), Havlíčkova Borová (birthplace of Karel Havlíček Borovský, a journalist active in the Czech National Revival)
4. Žďár nad Sázavou (Zelená Hora church and monastery), Telč (urban museum), Třebíč
(Jewish part of town)
6. 704 (in 2008)
7. Friedenau – Mírovka, Hochtann – Vysoká, Deutsch Brod – Havlíčkův Brod
8. Mongolian, Roma, Vietnamese, Ukrainian, Slovak, Japanese, German, American
9. Havlíčkův Brod (Futaba – a Japanese car factory), Humpolec, Jihlava
10. Textile industry – Vietnamese, car industry – Japanese, teaching
11. J. V. Stamic – Mannheim, Germany (musician)
K.H. Borovský – Brixen, Austria (journalist)

UNIT 5: Presenting research results – Our town and the world.

Timing: Unit 5 (45 minutes)

Material required: -

Grouping: groups

Focus on content: Social studies; Geography; History; Presenting relevant information and evidence;

Focus on language: Speaking skills in L2, L1 and/or other languages in the class;

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