



Erasmus+



Erasmus plus - KA104 - Mobilita pracovníkov v oblasti vzdelávania dospelých –
2020 - 2022

Angličtina naprieč generáciami – English across the generations

WORKSHEETS
CONTEMPORARY ENGLISH
CREATIVITY IN THE CLASSROOM

 **Erasmus+**

KA 1 projekt
Angličtina naprieč generáciami
2020 - 2022











 **AVCA**
Akadémia vzdelávania Čadca o.z.

1. Some contemporary idioms:

Match the idiomatic expressions to their meanings

1) a wardrobe malfunction	a) To sacrifice someone in order to minimise harm or embarrassment to oneself.
2) to throw somebody under the bus	b) Problems or annoyances that are sarcastically acknowledged to be comparatively minor compared to issues elsewhere in the world.
3) to move the goalposts	c) A sarcastic exclamation used to indicate that someone has stated something obvious.
4) to go viral	d) To act boldly and put in the maximum effort (or else give up altogether).
5) to go big or go home	e) To change the parameters or alter the rules whilst an event is still in progress.
6) first-world problems	f) A rude way of dismissing what an older person says, or to take issue with their outmoded opinions
7) No shit, Sherlock	g) To spread or become popular very quickly through person-to-person communication, especially on the internet
8) Ok, boomer!	h) An unfortunate failure of clothing causing the wearer to be unintentionally exposed.

The key: 1)h 2)a 3)e 4)g 5)d 6)b 7)c 8)f

Complete the sentences using the right idiomatic expression

We'd almost signed the contract when the other guys _____ and demanded more money.

Yes, I know that a cracked phone screen is a _____, but it's annoying all the same.

The video of the Prime Minister at a party during lockdown _____ within hours.

Pitt had the ultimate _____ when he stepped onto the red carpet with his flies undone.

In this industry, there's no room for those who play it safe. Our motto is: _____!

2. Lesson on idioms: First show students the picture of heavy rain e.g.



Ask students how they will describe this type of weather. They will probably come up with the idiomatic expression „ It’s raining cats and dogs. „ Ask students if they can come up with different ideas to describe the heavy rain as this one is considered old-fashioned and not in use anymore.

Then provide them with some hints and let them finish the task.

1. It’s p _ _ r _ _ g
2. It’s b _ c _ _ t _ _ g
3. The heavens have o _ p _ _ _ d!
4. It’s t _ r _ _ n _ _ l!
5. It’s l _ s h _ _ g d _ w _ !
6. It’s ch _ c k _ _ g it / tipping it (down)!

The key: this is what the British would use to talk about heavy rain:

1. It’s pouring.
2. It’s bucketing
3. The heavens have opened!
4. It’s torrential.
5. It’s lashing it down.
6. It’s chucking it/ tipping it (down).

3. Idiomatic expressions:

Complete the idioms using words from the box. There are 4 that you don't need to use

**basket behind. bone chickens drabs drips eggs foot George Harry
post toe**

1. 1) If you want to get on in this department, you have to learn to ____ the line and do what's expected of you without causing trouble.
2. 2) Jim's ____ the times, with his old-fashioned ideas about women in the workplace.
3. 3) We don't argue about much, but money's a definite ____ of contention in our house. He spends, I save!
4. 4) Without her hearing aid, Granny's as deaf as a ____ .
5. 5) After the morning rush, customers only came into the shop in dribs and ____ for the rest of the day.
6. 6) Please get a proper plumber in to fix the taps, not just any Tom, Dick or ____ .
7. 7) Ana's financial adviser urged her not to put all her ____ in one ____ by investing solely in stocks.

Key:

- 1) If you want to get on in this department, you have to learn to **toe** the line and do what's expected of you without causing trouble.
- 2) Jim's **behind** the times, with his old-fashioned ideas about women in the workplace.
- 3) We don't argue about much, but money's a definite **bone** of contention in our house. He spends, I save!
- 4) Without her hearing aid, Granny's as deaf as a **post**.
- 5) After the morning rush, customers only came into the shop in dribs and drabs for the rest of the day.
- 6) Please get a proper plumber in to fix the taps, not just any Tom, Dick or Harry.
- 7) Ana's financial adviser urged her not to put all her **eggs** in one **basket** by investing solely in stocks.

Checking meaning: which idiom means ?

1. old-fashioned, not keeping up with latest developments
2. any random person, not someone you know, love or trust
3. profoundly deaf
4. 'Keep your options open.'
5. a subject on which people disagree
6. do what you are told / expected to do
7. gradually, and in small amounts or numbers

4. Getting to know each other activity:

This is a good activity when you want your students at the beginning of a new course to break the ice and get to know each other better.

Students have to introduce themselves and use an adjective to describe them but the adjective has to start with the same letter as their name. The adjective should also describe the person to a certain extent. For example: My name is Veronika, it starts with the letter V, so my adjective is Victorious Veronika. As this activity might be challenging for some students especially at lower levels, it might be useful to provide them with a list of adjectives they can choose from to make it easier for them.

A	articulate	adventurous
B	bright	bubbly
C	cosmopolitan	cheerful
D	dynamic	dishy
E	eloquent	easy-going
F	fit	fun-loving
G	gorge	glam
H	hard-working	hilarious
I	industrious	inspiring
J	jolly	joyful
K	kind	kissable
L	lovable	laid-back
M	modest	marvellous
N	noble	naughty-but-nice
O	outgoing	open-minded
P	positive	polite
Q	quirky	quiet
R	reliable	refined
S	sunny	striking
T	trendy	tactile
U	upbeat	unique
V	vivacious	vibrant
W	witty	wise
X	X-tra special	
Y	youthful	
Z	zesty	zany

5. 'Political Correctness Gone Mad!' (The Daily Mail) – expressions used in the newspapers

OLD TERM

NEW TERM

- Teacher knowledge navigator
- Lifeguard wet leisure assistant
- Binman waste removal engineer

- Cleaner environment improvement technician
- Housewife domestic engineer

Can you match up the two?

NAUGHTY OLD TERM	NICE NEW ONE
1. brainstorming	a. differently wise/factually unencumbered
2. Easter eggs	b. Ha, ha, ha!
3. dishonest	c. a mental explorer
4. mental/mad	d. chronologically gifted
5. (with) false teeth	e. thought showers
6. old	f. ethically disoriented
7. (Santa's greeting) Ho, ho, ho!	g. spring spheres
8. drunk	h. dentally challenged
9. bald	i. chemically inconvenienced
10. stupid/thick/educationally subnormal	j. follically challenged

The key: 1. e, 2. g, 3.f, 4. c 5. h,6.d, 7. b, 8.i, 9. j, 10. a

6. Country idioms are also often used in everyday English.

You can build your lesson on the most common idioms used. Start the lesson with the flags of different countries related to the idioms you are going to teach.



Try to elicit the meaning of the idioms, let them discuss in pairs and then together as a class

- Go Dutch
- It's Greek to me
- Indian summer
- Dutch courage
- Russian roulette
- Chinese whispers
- Pardon my French!
- Talk for England
- Mexican wave

- Now have a look at the sentences and work out the right meaning.

1) A: When I go out with my friends for a meal, we generally go Dutch.

B: Really?

A: Yeah. It stops everyone quibbling about who had what and who should pay less.

2) A: Can you help me make sense of these instructions?

B: Sorry, I'm afraid it's all Greek to me!

3) A: Great weather for October, no? A real Indian summer. B: Really lovely. Hope it lasts.

4) A: I want to ask Jessie out but I'm too nervous.

B: Have a couple of drinks to give you a bit of Dutch courage.

5) A: I'm getting some diet pills to help me lose weight. There's a great offer on gutbuster.com.

B: What?! You know buying meds off the internet is Russian roulette. You just don't know what you're getting.

6) A: Hey, I heard Jon and Liz got arrested.

B: No, that never happened! That's just Chinese whispers. They got stopped and cautioned, that's all.

7) A: How was the school trip to Brighton?

B: Well, it was – pardon my French – a total load of crap.

8) A: Don't ask Jeff's mum about her holiday.

B: Why not?

A: Let's just say she can talk for England and you'll never get away!

9) Did you see what happened at Wimbledon last week? Some sections of the crowd tried to do a Mexican wave, but it didn't exactly work!

Key:

1. This is when two or more people at a pub or restaurant share the cost of the meal or the drinks by splitting the bill equally.
2. A way of stating that you do not understand something that is said or written.
3. A period of warm and dry weather that continues in to the autumn.
4. This refers to the confidence gained from drinking alcohol.
5. A reckless 'game' of loading a pistol with one bullet, spinning the chamber and firing it at one's own or someone else's head. It has come to mean 'taking unnecessary risks.'
6. This is used as a metaphor to mean the mistakes and inaccurate information that come from rumours or gossip. (It derives from a Victorian children's game.)
7. This expression is used to give an apology, usually before or after you say something rude or impolite, or before you swear.
8. You say this when you want to say that someone can talk for hours and hours.
9. The effect caused by spectators at a sporting event standing up and sitting down again progressively in the stadium.

7. **Contemporary phrasal verbs** - particularly used by the media and younger people in everyday English.

Task: Can you supply a definition in the meaning column?

Phrasal verb	Example	Meaning
1. be into something	Jessica <u>is into</u> sewing and baking, but Josh's <u>into</u> skateboarding.	i)
2. big something up/big up something ALSO hype up	Everyone's been bigging up that Stormzy documentary. Sounds like a must-watch.	ii)
3. buy into something	I don't <u>buy into</u> all the Harry and Meghan stuff, I mean why they left the Royal Family.	<u>to start to do something that a lot of other people are doing, or to believe something that a lot of other people believe</u>
4. crash out	You can go clubbing if you want. I just want to go home and <u>crash out</u> .	to go to bed/lie down/sleep when you are exhausted or drunk
5. dumb something down/dumb down something	As a teacher, what do you think? Have exams been <u>dumbed down</u> ?	iii)
6. faff about/faff around	Can you stop <u>faffing around</u> with fonts and just type the document, please?	iv)
7. hang out	All I want to do in this heat is <u>hang out</u> by the pool.	v)
8. kick in	It won't take long for the medication to <u>kick in</u> .	to start to take effect
9. max out	We <u>maxed out</u> both our credit cards shopping in New York.	vi)

10. rip someone off	Jo's ticket cost way less than ours – I think we got <u>ripped off</u> .	vii)
11. screw something up* *may be considered taboo/vulgar; use with caution	I totally <u>screwed up</u> the Chemistry exam. My parents will hit the roof.	viii)
12. sex up something/sex something up* *may be considered taboo/vulgar; use with caution	Sports promoters are trying to sex up cricket for the younger generation.	ix)
13. slag someone off	As soon as the boss left the room, everyone started slagging her off.	to criticise someone viciously, mostly behind their back.

Some more phrasal verbs and noun forms.

8. Work out the meaning from the context and provide a glossary for the 4 items:

To: JoshHB@googlemail.com

From: Pen@Dyson.co.uk

Hi Josh

How are things with you? Better than with me, I hope. When I got to work I discovered that today wasn't a (1) **dressdown** day as I'd thought – and everyone else was looking smart while I'd come in my jeans.

Have also just endured an hour-long staff meeting, where the boss (2) **geeked out** and bored everyone stiff.

Let me know if you get this - all the mails I sent yesterday have (3) **bounced back** for some reason. Think am suffering from (4) **burnout** - I've been working soooo hard for soooo long I need a break. How much does it cost to (5) **veg out** in the Caribbean for a month?!

TTYL, Penny

adapted from English Phrasal Verbs in Use, McCarthy and O'Dell (Int/Up Int edition)

Glossary

- 1)
 - 2)
 - 3)
 - 4)
 - 5)
-

Over to you:

Using some of the phrasal verbs in the table, write AT LEAST three questions that students could ask each other to get them practising the verbs in a personalised way.

The key :

- i) to like sth / smb very much
- ii) to speak in superlatives about sth.
- iii) to make sth. simpler so that the people who are not academically gifted can succeed
- iv) to spend time in ineffectual activity
- v) to spend time doing nothing in particular
- vi) to reach an upper limit
- vii) to cheat smb financially, you pay way more than you should
- viii) cause sth to go wrong, to fail
- ix) to make sth more interesting and exciting

Talk to your partner, take it in turns, ask and answer the questions about you

What have you been into recently?

Have you ever been ripped off? If yes, what was it? How much did you pay?

Who is the last person you slagged off? Why?

Do you think the exams have been dumbed down in the last few years?

Have you ever taken painkillers? How long does it take them to kick in?

Have you ever maxed out your credit card? What did you buy? Have you been on a shopping spree?

When did you last crash out?

How often do you hang out with your friends?

9. Quiz on some contemporary English. Guess the meaning of the expressions in bold.

1. John has been **follically challenged** since he was 32 so he started to shave his head off.

- a) Bald b) grey c) bright

2. Peter wanted to ask Laura out so he had a few shots of vodka to get Dutch courage. What do we get **Dutch courage** from?

- a) Cannabis b) booze c) cigarettes

3. Justin Bieber seems to have **fallen of the radar**.

- a) To get injured. b) to lose popularity c) to become more popular

4. Nurses **go the extra mile** for their patients.

- a) Do more than is expected from them
b) Walk to work for a mile
c) Do not care about patients very well

5. After my grandfather died his will was **a bone of contention in the family**.

- a) The topic the people strongly agree on. b) the topic they strongly disagree on

6. I like to have **brekky** with my **hubby** on Sunday morning.

What does brekky stand for : a) coffee with milk b) tea with milk. c) breakfast

What does hubby stand for: a) housewife b) pet c) husband

7. Laura has worked as **a knowledge navigator** all her life.

What is Laura's job?

- a) She works at the airport as a navigator b) she is a teacher

Key: 1a, 2b, 3b, 4a, 5b, 6c,c, 7b

10. CREATIVITY IN THE CLASSROOM

ACTIVITIES:

THE MIMING STORY

It is natural that we remember better after experiencing something, so this technique is based on this fact.

As the teacher reads the story children mime it and they remember it better after this activity.

Then they can easily answer questions about the story.

For example:

I was walking in the forest when...
I saw a box on the ground in front of me.
I picked it up.
I slowly opened it.
Aaaaaaaah! A bird flew out and hit me in the face.
I looked inside.
Wow! It was full of treasure!
I filled up my pockets as quickly as I could.
Oh no! Someone was coming!
I turned around and ran!

THE DICE STORY - STORY CONSTRUCTION

Students make groups, the teacher gives a task to every group, for example "Write down six places to go on holiday, six famous people, six hobbies etc." One student from every group rolls the dice and the number dice lands at is the one which they has written before.

Write down 6 places to go on holiday.

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

Write down 6 famous people (actors, musicians, sports personalities etc)

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

Write down 6 forms of travel. (bike, car etc)

- 1.
- 2.
- 3.
- 4.
- 5.



CONVERSATION CUP

Make pieces of paper with questions and put them in a cup so that students can talk for a while about a random topic when you have 5 minutes left of the lesson. Students take a piece of paper and talk/discuss as a group.

INVENTIONS

Write down random words. Give two words to every student, divided into groups. In every group students decide which two words will make together the best invention.

Then give questions about it so they can describe their new invention.

For example:

What does it do?

Who was it designed by?

Who was it created by?

Why was it created?

Who will it help?

How will it help?

Do you offer a discount?



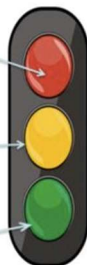
TRAFFIC LIGHTS

To review the vocabulary. Write down words from the lecture and give them to students in groups, they can discuss and explain to each other words that other students don't know.

• I can't remember this word

I'm not sure

Yes, I remember this word. I can use it in a sentences and translate it

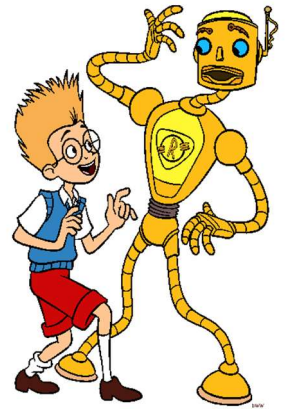


THE ROBOT

There is a part of body which can TURN ON the robot!

One student is a robot and decides which part of body can turn him on.

Students need to make questions and they touch parts of a robot.



11. Using songs

<https://www.youtube.com/watch?v=SSpKVUahz0I>

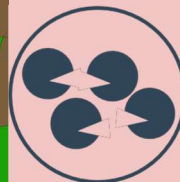
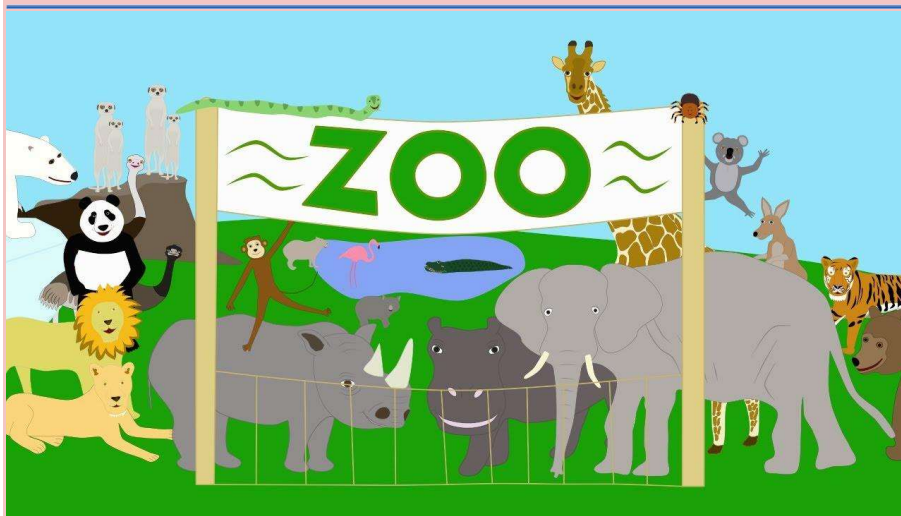
(We're going to the zoo to see a kangaroo) British Council – Learning English

Write or draw 5 animals you can see at a zoo

Listen to the song. When you hear or see one of the animals on your list, tick it.

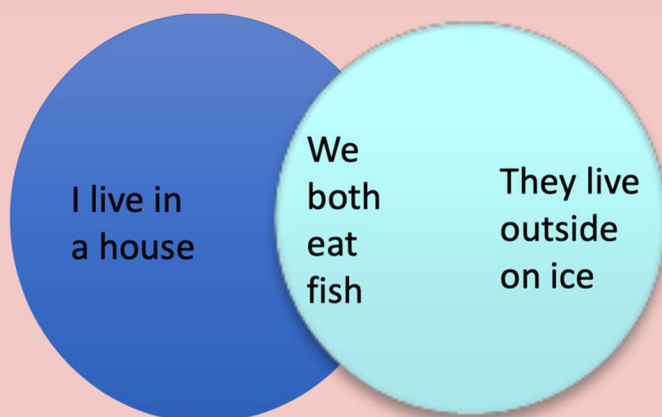
Also:

- TPR
- Grab animals flashcards/toys
- Put the pictures in order on the table and kids must put them in right order as they listen to the song
- Bingo
- Line up (standing, with a picture)



Young learners

- Follow up: Venn diagram (surprise!)



Choose which animal do you want to be, tell something about animal (What does it eat, where does it sleep..)

If I had \$1,000,000

<https://www.youtube.com/watch?v=LHacDYj8KZM>



If I had \$1,000,000 – Focus: Grammar

Check you understand the word on each card

Listen to the song

Put the cards in order

Consider: Extra cards



Follow up: Grammar & Writing

- Surprise:
- What would you do with \$1,000,000?
- Write your answer on the paper

- If I had \$1,000,000, I'd _____

- Make your paper into a paper aeroplane
- 'Flyit'
- Pick up one plane
- Can you guess who it belongs to?

OR

- Write your dreams on paper
- Screw up the paper
- Put it in a box – the dreams 'fly'
- Catch one, read it and guess whose dream it is....



Follow up: Grammar & Writing

- If you had \$1,000,000..... - What would you buy?
- Who would you buy it for?

Write your verse of the song...

If I had \$1,000,000

I'd buy you

Sing your verse to us..😊

12. Useful websites:

https://www.ted.com/talks/erin_mckean_go_ahead_make_up_new_words

<http://www.dictionarycambridge.org>

<https://www.urbandictionary.com>

<https://www.macmillandictionary.com>

<https://www.bbc.co.uk/learningenglish/>

<https://elfpron.wordpress.com/what-is-elf-pronunciation/>

www.teachingenglish.org.uk/blogs/chia-suan-chong/chia-suan-chong-language-change-error-correction

www.quickanddirtytips.com – the website of “Grammar Girl”, linguist Mignon Fogarty/
@GrammarGirl@OxfordWords – Oxford Dictionaries blog

<https://www.cambridge.org/elt/blog/2018/02/16/no-more-raining-cats-and-dogs-an-informed-approach-to-teaching-english-idioms/>

<https://dictionaryblog.cambridge.org/2021/07/14/the-icing-frosting-on-the-cake-differences-between-british-and-american-idioms/>

<https://www.ef.co.uk/english-resources/english-idioms/>

<https://www.fluentu.com/blog/idioms-from-around-the-world/>

<https://www.ef.co.uk/english-resources/english-idioms/>

www.modernidioms.com

www.idiomorigins.org

www.lexico.com

www.cambridge.org/elt - see the World of Better Learning blog

www.en.islcollective.com (videos with tasks, amongst others...)
www.lyricstraining.com
www.vagalume.com.br (make your own gap fill: letras – imprimir – click to create a gap)
www.wordwall.net (spinner, open the box..)
www.gamestolearnenglish.com
www.edpuzzle.com (make your own video tasks)
www.teach-this.com (free resources for grammar, vocab etc)
www.newsinlevels.com (one news story, different levels)
www.breakingnewsenglish.com (news stories with worksheets, dictations..)
www.cambridgeenglish.org (resources on different skills)
www.kiddle.co (Wikipedia for kids)
www.slidestogo.com (various PPT slide templates)
www.blooket.com (games – fishing!)
www.letterpickerwheel.com (spin to choose a letter, name..)
www.bamboozle.com
www.plickers.com