

Exercise book with lesson plans for English Teachers
Feladatgyűjtemény óratervekkel angoltanárok részére

Focus on Culture / Országismeret és kultúra

II. kötet: B2-C1

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Legyen Élmény a Nyelvtanulás Együtt (LÉNYEg)

Élményalapú nyelvtanulás és nyelvoktatás középiskolás diákok, nyelvtanárok és a Szegedi Tudományegyetem hallgatóinak és oktatóinak részvételével

EFOP-3.2.14-17-2017-00001



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SZÉCHENYI 2020



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BEFETÉS A JÖVŐBE

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B2

English countryside

Téma	English countryside
Módszer	experience-based learning
Fejlesztendő készség(ek)	vocabulary, listening skills, reading skills, communication skills
Munkaforma	individual and group work
Szükséges eszközök	ICT tools: projector, loudspeaker, handout for the exercises, marker / chalk, board
Időtartam	45 minutes
Előkészület	Students ready their laptops / notebooks. The teacher provides the links for the exercises as well as the handouts.
Felhasznált források	-
saját fejlesztésű online feladat elérhetősége, nyomtatott verziója vagy screen képe	https://learningapps.org/17182784

Lesson plan:

Class segment	Time	Task structure	Interaction	Materials/resources
Warmer (vocabulary, speaking)	8 min	<ul style="list-style-type: none"> Ss have to match pictures with their descriptions in relation to some typical everyday situations in Britain. The exercised is developed in <i>LearningApps</i> (https://learningapps.org/17182784). Then, the class discusses the solutions. T: <i>Are these everyday situations in the UK different from the Hungarian ones? If yes, how, if not, why not?</i> Discussion 	<p>T-S</p> <p>Whole class</p>	<ul style="list-style-type: none"> laptop, internet connection T: writes unknown words up on the board
Practice: Reading comprehension and culture spot	25 min	<ul style="list-style-type: none"> T distributes handouts for the reading exercise (How to be an alien?) Ss have to read the text, discuss the unknown words and then guess the meaning of some of the words with the use of a <i>LearningApps</i> exercise. T also helps and monitors Ss At the end, the whole class check the answers provided. 	<p>IW</p> <p>Whole class</p>	<ul style="list-style-type: none"> laptop, internet access, headphones / loudspeaker handout board: T writes unknown words and expressions up on the board and the class explains them
Practice (vocabulary, reading skills) exercise	10 min	<ul style="list-style-type: none"> T distributes a short text about ABSOLUT ICEBAR in London. Ss are expected to read the text and solve a practice developed in Microsoft Forms. The class discusses the results of the exercise. 	<p>IW</p> <p>Whole class</p>	<ul style="list-style-type: none"> paper, pen(cil) laptop, internet connection board: T T writes unknown words and expressions up on the board and the class explains them

Food culture

Téma	cooking, British food
Módszer	experience-based learning
Fejlesztendő készség(ek)	vocabulary, listening skills
Munkaforma	individual, pair and group work
Szükséges eszközök	ICT tools: projector, loudspeaker, handout for the reading exercise, marker / chalk, board
Időtartam	45 minutes
Előkészület	printing the handouts and distributing them
Felhasznált források	https://www.youtube.com/watch?v=PZVyaO-1fII
saját fejlesztésű online feladat elérhetősége, nyomtatott verziója vagy screen képe	<p><i>Read the text and answer the questions. Also, write down any unknown words for discussion.</i></p> <p>They finished the shopping list and set off. First they went to the baker's to order the bread and cakes for the party. Joe wanted to go to the supermarket to buy the groceries but Mrs Lee didn't like supermarkets. She liked to talk to the shopkeepers. Supermarkets were too modern and impersonal for her. So they went to the grocer's.</p> <p>Mr Blabber, the grocer, was very polite to his customers, and liked to talk a lot. Mrs Lee bought some coffee and tea but didn't buy any sugar. In the shop they met Mrs Bell. Mary Lee and Jane Bell were old friends. They talked for a long time in the shop.</p> <p>It was getting late. They went to the dairy. They didn't buy much there. Only a little butter and some cheese. They ordered the milk for Friday. The butcher's shop wasn't far from the dairy. It was round the corner. Mrs Lee bought some meat.</p> <p>Joe was very tired and very hungry and thirsty. He wanted to put some sausages in his pocket. He looked at the butcher. The butcher was a big man. His face was red and he was very strong. He didn't like Joe but he was very polite to Mrs Lee.</p>

Joe waited for the butcher to look the other way but he didn't. Joe slowly put his hand on the counter but the butcher kept an eye on him and he looked very angry. Joe was very hungry but he was no fool. So he didn't do anything.

Question:

1/ Why have they go to do some shopping on Thursday as well?

2/ How many bottles of wine are they going to buy?

3/ How is the relationship between Joe and the butcher?

CARDS

beetroot

pumpkin

draining spoon

peeler

--

watermelon

cranberry

can opener

plum

whisk

green pepper

pineapple

measuring spoon

<https://padlet.com/corazoltan/jyo7jnxt6vt4husy>

Lesson plan:

Class segment	Time	Task structure	Interaction	Materials/resources
Warmer (Listening exercise)	12 min	<ul style="list-style-type: none"> • Watch the video and try to collect words related to foods and cooking (https://www.youtube.com/watch?v=PZVyaO-1f1I) • How many words can you find in relation to foods and cooking? Use the following link for word collection (https://padlet.com/corazoltan/jyo7jnext6vt4husy) • Compare students' answers and group the unknown words on the board – students are expected to jot down the unknown words into respective columns (fruits, vegetables, utensils, cooking verbs, etc.) 	<p>T-S</p> <p>IW</p>	<ul style="list-style-type: none"> • laptop • board: teacher writes up the new words

Practice / Game	12 min	<ul style="list-style-type: none"> • Students form pairs. Each pair draws a card with the names of kitchen utensils, vegetables, fruits, foods. One member of the pair has 1 minute to describe the object / plant / meal / etc., while the other member has to draw a picture on the basis of the description. • In the meantime, the class, formed into pairs, tries to guess the meaning and name of the object / plant / meal /etc. • T coordinates the discussion and rewards the pair with the most points (correct answers) collected. 	<p>Whole class</p> <p>PW</p> <p>T-S</p>	<ul style="list-style-type: none"> • cards with the name of objects, etc. • marker and board for drawing • board: teacher assesses the points gained as per pairs
Reading exercise	15 min	<ul style="list-style-type: none"> • T distributes copies of a reading exercise related to British foods • Students are expected to read the text, then the whole class discusses the meaning of unknown words • Each student has to answer 3 questions related to the text, then the teacher selects students to provide their answers: comparison of answers 	<p>Whole class</p> <p>IW</p>	<ul style="list-style-type: none"> • handouts distributed for the reading exercise • board: teacher summarizes the key points related to the 3 questions
Cross-cultural link	6 min	<ul style="list-style-type: none"> • T: <i>Think about Hungarian specialties: How are they similar to or different from British dishes?</i> • First, Ss discuss it in pairs • Afterwards: discussion as a class 	<p>PW</p> <p>Whole class</p>	<ul style="list-style-type: none"> • board: illustrate similarities and differences • quick search on the Internet for illustration if need be

Customs in the UK

Téma	Customs in the UK
Módszer	experience-based learning
Fejlesztendő készség(ek)	vocabulary, listening skills, reading skills, communication skills
Munkaforma	individual and group work
Szükséges eszközök	ICT tools: projector, loudspeaker, handout for the exercises, marker / chalk, board
Időtartam	45 minutes
Előkészület	Students ready their laptops / notebooks. The teacher provides the links for the exercises as well as the handouts.
Felhasznált források	-
saját fejlesztésű online feladat elérhetősége, nyomtatott verziója vagy screen képe	<p>How to be an alien?</p> <p>The Language</p> <p>When I arrived in England I thought I knew English. After I'd been here an hour, I realised I did not understand a word.</p> <p>The Weather</p> <p>You must never contradict anybody when discussing the weather. Should it hail and snow, should hurricanes uproot the trees from the side of the road, and should someone remark to you: 'Nice day, isn't it?' – answer without hesitation: 'Isn't it lovely?'</p> <p>Queueing</p> <p>An Englishman, even if he is alone, forms an orderly queue of one. At weekends an Englishman queues up at the bus stop, travels out to Richmond, queues up for a boat, then queues up for ice cream, then joins a few more odd queues just for the fun of it, then queues up at the bus stop and has the time of his life.</p>

Pets

If you go out for a walk with a friend, don't say a word for hours; if you go out for a walk with your dog, keep chatting to him.

How to Plan a Town

1 First of all, never build a street straight.

2 Give a different name to a street whenever it bends

3 Call streets by various names: street, road, place, mews, crescent, avenue, lane, way, park, gardens, path, walk, broadway, promenade, gate, terrace, view, hill etc.

Tea

The trouble with tea is that originally it was quite a good drink. So a group of the most eminent British scientists put their heads together, and made complicated biological experiments to find ways of spoiling it.

They suggested that if you do not drink it clear but pour a few drops of cold milk into it, and no sugar at all, the desired object is achieved. Once this refreshing, aromatic, oriental beverage was successfully transformed into colourless and tasteless gargling water, it suddenly became the national drink of Great Britain and Ireland.

There are some occasions when you must not refuse a cup of tea. If you are invited to an English home, at five o'clock in the morning a cup of tea is brought in by a heartily smiling hostess. You have to declare with your best five o'clock smile: 'Thank you so much. I do adore a cup of early morning tea, especially early in the morning.' If you are left alone with the liquid, you may pour it down the washbasin.

Then you have tea for breakfast; then you have tea at eleven o'clock in the morning; then after lunch; then you have tea for tea; then after supper; and again at eleven o'clock at night.

Chill out in London

ABSOLUT ICEBAR LONDON has just undergone a dramatic revamp as ice designers and sculptors have transformed the iconic London venue into an industrial work of minimalist cool, featuring cogwheels, industrial pipes, warning sounds and flashing lights. The venue officially unveiled its radical transformation on 4th March 2009.

The new 'Factors Concept' builds on the tradition of groundbreaking innovation and style for which ABSOLUT ICEBAR has become famous. Focused on delivering greater visitor interaction, the new theme offers guests a total ice experience that evokes all senses.

“The creative inspiration for the factory theme was taken from the contrasting environments of the ICEHOTEL in Jukkasjärvi and the ABSOLUT distillation plant in Åhus, Sweden.” – said Astrid Lunquist, Head of Communication for ABSOLUT ICEBAR.

Core to the design is the spectacular ABSOLUT ICEBAR itself which houses a custom made mechanical conveyor belt that displays rotating vodka cocktails to guests.

In keeping with the theme, an eclectic blend of factory sounds, beats and groundbreaking electro has been exclusively mixed with while bartenders fully clad in industrial protective wear serve to perfection, the unique fusions of flavour which have been specifically developed to complement the new surroundings.

At the heart of Piccadilly, ABSOLUT ICEBAR, the UK's first ever bar of ice, has attracted record numbers of visitors and made headlines around the world since its opening in Heddon Street in September 2005.

<https://learningapps.org/17042638>

https://forms.office.com/Pages/ResponsePage.aspx?id=DQSIkWdsW0yxEjajBLZtrQAAAAAAAAAAAAAN_uDMrCZUQk9RUVpITzhVVzk3OTRLMUIHUVFCOEpCTi4u

Lesson plan:

Class segment	Time	Task structure	Interaction	Materials/resources
Warmer (listening, speaking)	10 min	<ul style="list-style-type: none"> • Ss have to watch a video (soundtrack) on <i>Lyricstraining</i> (https://lyricstraining.com/play/how-to-speak-british/anglophenia-ep-7/HFPTX6whNF#ibw) • Then, Ss should complete the gaps in the lyrics. • Discussion of the topic of British accent • T: <i>What do you think about the status of British accent in the UK and Europe?</i> • Discussion • 	<p>T-S</p> <p>Whole class</p>	<ul style="list-style-type: none"> • laptop, headphones / loudspeaker • internet connection • T: writes unknown words up on the board
Practice: Reading comprehension and culture spot	25 min	<ul style="list-style-type: none"> • T distributes handouts for the reading exercise (How to be an alien?) • Ss have to read the text, discuss the unknown words and then guess the meaning of some of the words with the use of a <i>LearningApps</i> exercise. • T also helps and monitors Ss • At the end, the whole class check the answers provided. 	<p>IW</p> <p>Whole class</p>	<ul style="list-style-type: none"> • laptop, internet access, headphones / loudspeaker • handout • board: T writes unknown words and expressions up on the board and the class explains them
Practice (vocabulary, reading skills) exercise	10 min	<ul style="list-style-type: none"> • T distributes a short text about ABSOLUT ICEBAR in London. Ss are expected to read the text and solve a practice developed in Microsoft Forms. • The class discusses the results of the exercise. 	<p>IW</p> <p>Whole class</p>	<ul style="list-style-type: none"> • paper, pen(cil) • laptop, internet connection • board: T T writes unknown words and expressions up on the board and the class explains them

Religion in the UK

Téma	Anglicanism, Christianity
Módszer	experience-based learning
Fejlesztendő készség(ek)	vocabulary, listening skills, reading skills, communication skills
Munkaforma	individual and group work
Szükséges eszközök	ICT tools: projector, loudspeaker, handout for the exercises, marker / chalk, board
Időtartam	45 minutes
Előkészület	Students ready their laptops / notebooks. The teacher provides the links for the exercises as well as the handouts.
Felhasznált források	https://www.christianity.com/church/denominations/the-anglican-church.html https://lyricstraining.com/play/selah/broken-ladders/HTX6w0Z5JT#ibw https://www.teachingenglish.org.uk/sites/teacheng/files/Maugham_The_Verger_0.pdf
saját fejlesztésű online feladat elérhetősége, nyomtatott verziója vagy screen képe	Handout (reading exercise): William Somerset Maugham: <i>The Verger</i> (excerpt) Albert Edward was a non-smoker and a total abstainer, but with a certain latitude; that is to say he liked a glass of beer with his dinner and when he was tired he enjoyed a cigarette. It occurred to him now that one would comfort him and since he did not carry them he looked about him for a shop where he could buy a packet of Gold Flake. He did not at once see one and walked on a little. It was a long street, with all sorts of shops in it, but there was not a single one where you could buy cigarettes. 'That's strange,' said Albert Edward.

To make sure he walked right up the street again. No, there was no doubt about it. He stopped and looked reflectively up and down.

I can't be the only man as walks along this street and wants a fag,' he said. 'I shouldn't wonder but what a fellow might do very well with a little shop here. Tobacco and sweets, you know.'

He gave a sudden start.

'That's an idea,' he said. 'Strange 'ow things come to you when you least expect it.'

He turned, walked home, and had his tea.

'You're very silent this afternoon, Albert,' his wife remarked. 'I'm thinkin',' he said. He considered the matter from every point of view and next day he went along the street and by good luck found a little shop to let that looked as though it would exactly suit him. Twenty-four hours later he had taken it, and when a month after that he left St Peter's, Neville Square, for ever, Albert Edward Foreman set up in business as a tobacconist and newsagent. His wife said it was a dreadful come-down after being verger of St Peter's, but he answered that you had to move with the times, the church wasn't what it was, and 'enceforward he was going to render unto Caesar what was Caesar's. Albert Edward did very well. He did so well that in a year or so it struck him that he might take a second shop and put a manager in. He looked for another long street that hadn't got a tobacconist in it and when he found it, and a shop to let, took it and stocked it. This was a success too. Then it occurred to him that if he could run two he could run half a dozen, so he began walking about London, and whenever he found a long street that had no tobacconist and a shop to let he took it. In the course of ten years he had acquired no less than ten shops and he was making money hand over fist. He went round to all of them himself every Monday, collected the week's takings, and took them to the bank. One morning when he was there paying in a bundle of notes and a heavy bag of silver the cashier told him that the manager would like to see him. He was shown into an office and the manager shook hands with him.

'Mr Foreman, I wanted to have a talk to you about the money you've got on deposit with us. D'you know exactly how much it is?'

'Not within a pound or two, sir; but I've got a pretty rough idea.'

'Apart from what you paid in this morning it's a little over thirty thousand pounds. That's a very large sum to have on deposit and I should have thought you'd do better to invest it.'

'I wouldn't want to take no risk, sir. I know it's safe in the bank.'

'You needn't have the least anxiety. We'll make you out a list of absolutely gilt-edged securities. They'll bring you in a better rate of interest than we can possibly afford to give you.

A troubled look settled on Mr Foreman's distinguished face. 'I've never 'ad anything to do with stocks and shares and I'd 'ave to leave it all in your 'ands,' he said.

The manager smiled. 'We'll do everything. All you'll have to do next time you come in is just to sign the transfers

'I could do that all right,' said Albert uncertainly. 'But 'ow should I know what I was signin'?

'I suppose you can read,' said the manager a trifle sharply.

Mr Foreman gave him a disarming smile.

'Well, sir, that's just it. I can't. I know it sounds funny-like, but there it is, I can't read or write, only me name, an' I only learnt to do that when I went into business.'

The manager was so surprised that he jumped up from his chair. 'That's the most extraordinary thing I ever heard.'

'You see, it's like this, sir, I never 'ad the opportunity until it was too late and then some'ow I wouldn't. I got obstinate-like.'

The manager stared at him as though he were a prehistoric monster.

'And do you mean to say that you've built up this important business and amassed a fortune of thirty thousand pounds without being able to read or write? Good God, man, what would you be now if you had been able to?'

'I can tell you that, sir,' said Mr Foreman, a little smile on his still aristocratic features. 'I'd be verger of St Peter's, Neville Square.'

Glossary:

verger = someone who looks after a church

Gold Flake = a once-popular brand of a cigarette

gilt-edged securities = a form of financial investment which doesn't lose its value easily

stocks and shares = financial units which make up the market value of a company. These can be bought and sold on the stock exchange and can increase or decrease value

Guess the meaning:

abstainer

latitude

come-down

move with the times

takings

a rough idea

disarming

Use of English exercise:

How the Church of England & Anglicanism Came to Be

Christianity was present in the British Isles since at least the third century. The British church produced great missionaries such as St. Patrick and St. Columba. It was not until 664 AD that the Church in Britain consolidated and submitted to the bishop of Rome (the Pope) at the Synod of Whitby. The Church of England and the Church of Rome separated in the 1500s during the Protestant Reformations. The English Reformation was a fairly conservative reformation, much like the Lutheran reforms. Both Lutheranism and Anglicanism kept more features and practices from the past than other types of Protestantism, such as vestments, the historic church calendar, and robust liturgical worship.

The political reason for the separation of England and Rome was “the King’s Great Matter.” King Henry VIII of England had married his brother’s widow, Catherine of Aragon, receiving a special dispensation to do so by the Pope. **The couple** failed to produce a male heir for the throne, threatening England with yet another civil war (they had just recently concluded the War of the Roses). Henry VIII thought this was a sign of divine judgment against **him** for disobeying

Leviticus 18:16. In 1527, Henry appealed to Pope Clement VII to annul the marriage. An annulment means that the marriage wasn't valid in the first place, and thus both spouses are released from matrimonial vows.

The Pope declined, his predecessor having already granted Henry the special dispensation for his current marriage. Of course, the Holy Roman Emperor Charles V was the nephew of Catherine, and the pope feared the political consequences of granting the annulment. However, Henry continued to press his case. Taking a suggestion from the theologian Thomas Cranmer, Henry sought the advice from the universities of Europe to discern whether an annulment was warranted. Cranmer's instincts were right; the scholars of Europe believed Henry and Catherine's marriage should have never occurred in the first place. Cranmer was made the Archbishop of Canterbury (highest-ranking bishop in the Church of England) in 1532, declared the marriage "invalid" in 1533, and became the first Protestant Archbishop of Canterbury when **the king** removed England from the Pope's jurisdiction in 1534.

Origins of the Book of Common Prayer & Articles of Religion

King Henry was no friend to Protestant theology. His refutations against **it** had won him the title "Defender of the Faith" from the Pope. Nevertheless, Cranmer and other like-minded Protestant churchmen worked slowly and deliberately to achieve reform in England. They were able to accelerate their pace after Henry died and his young son, Edward VI, came to the throne. Perhaps one of the most important breakthroughs was the Book of Common Prayer, which is a collection of services and other important resources for use in the Church of England. One of the main challenges for other Protestants is to understand how the prayers and liturgies of the Anglicans inform and establish **their** theology. As such, the Prayer Book is a fundamental aspect of Anglicanism. Another important document was the 42 Articles of Religion, **which** outlined the confessional commitments and concerns of the reformed Church of England. These were written to avoid religious controversies and to keep all Englishmen in the same church, free from the extremes of Roman Catholicism and the Radical Reformation.

It is important to remember that the English Reformation was a long one. Arguably, Anglicanism did not come into its own theologically until 1662. During this over-century-long period, **it** was "killed twice." The first time was when King Edward died and was succeeded by his Roman Catholic half-sister, Mary. Called "Bloody Mary" by Protestants, she executed many clergymen, including Archbishop Thomas Cranmer himself. Mary was succeeded by her Protestant half-sister Queen Elizabeth I, who provided much-needed political and theological stability during her long reign. Queen Elizabeth worked hard to keep her clergy in line, especially **those** who had fled to Geneva during the Marian persecutions and desired to "purify" the Church of England along the lines of the Genevan model. **These** became known as the Puritans.

What do the highlighted words refer to?

1 the couple

2 him

3 the king

4 it

5 their

6 which

7 it

8 those

9 These

https://forms.office.com/Pages/ResponsePage.aspx?id=DQSIkWdsW0yxEjajBLZtrQAAAAAAAAAAAAAN_uDMrCZUMzVaTIBXVDRNU1hYRkYzT1EyM04wQ0kxTS4u

Lesson plan:

Class segment	Time	Task structure	Interaction	Materials/resources
Warmer (listening)	10 min	<ul style="list-style-type: none"> Ss have to watch a video (soundtrack) on <i>Lyricstraining</i> (https://lyricstraining.com/play/selah/broken-ladders/HTX6w0Z5JT#ibw) Then, Ss should complete the gaps in the lyrics. Discussion T: <i>What do you think about the status of Christianity today in Britain and Europe?</i> Discussion 	<p>T-S</p> <p>Whole class</p>	<ul style="list-style-type: none"> laptop, headphones / loudspeaker internet connection T: writes unknown words up on the board
Practice: Reading comprehension and culture spot	25 min	<ul style="list-style-type: none"> T distributes handouts for the reading exercise (W. Somerset Maugham's <i>The Verger</i> (excerpt) Ss have to read the text, discuss the unknown words and then guess the meaning of some of the words. Ss have to read the text and choose the best answer to 5 questions / statements in relation to the text (<i>Microsoft Forms</i>) T also helps and monitors Ss At the end, the whole class check the answers provided. 	<p>IW</p> <p>Whole class</p>	<ul style="list-style-type: none"> handout board: T writes unknown words and expressions up on the board and the class explains them
Practice (vocabulary, reading skills) exercise	10 min	<ul style="list-style-type: none"> T distributes a short text on the origins of Anglicanism in England. Ss are expected to read the text and find the referents of the highlighted words in the text. 	<p>IW</p>	<ul style="list-style-type: none"> paper, pen(cil)

Britishness and other nationalities

Téma	Britain, Wales, Scotland and Ireland, national characteristics
Módszer	experience-based learning
Fejlesztendő készség(ek)	vocabulary, listening skills, use of English skills, reading skills, communication skills
Munkaforma	individual and group work
Szükséges eszközök	ICT tools: projector, loudspeaker, handout for the exercises, marker / chalk, board
Időtartam	45 minutes
Előkészület	printing the handouts and distributing them
Felhasznált források	<p>Reading text (by Brian Bell):</p> <p style="text-align: center;">National characteristics</p> <p>The English are not easy to understand. As one of the characters in a play called The Old Country says: “In England we never entirely mean what we say, do we? Do I mean that? Not entirely.”</p> <p>The British are famous for their tolerance and sense of humour, yet, as writer Paul Gallico observed: “No one can be as intentionally rude as the British, which amazes Americans, who do not understand such behaviour”. Britain’s nearest neighbours can be just as astounded as the Americans. French writer Andre Maurois wrote: “In France, it is impolite not to have a conversation with someone; in England, it is unwise to have one. No one there blames you for silence. When you have not opened your mouth for three years, they will think, “This Frenchman's quite a nice fellow.”</p> <p>The truth about the British is, of course, much more complicated, but certain generalisations can be made. Britain is an island – a fact not changed in anyone’s mind by the construction of the Channel Tunnel – and it has not been successfully conquered for nearly 1,000 years. For this reason, Britain and the British remain deeply individualistic. To the English, the Welsh seem a much more talkative group than themselves. This talkative nature is one of the Welsh national characteristics and Wales became a very popular place with preachers and trade union leaders, particularly in the 19th century. In contrast, the Scots, who have a rather different historical and religious background from the English (they were never conquered by the Romans, or by the Normans after 1066), are seen as quiet and serious.</p>

In the 1950s, many Commonwealth citizens, mostly from the West Indies, emigrated to Britain. There are now around half a million West Indians in Britain and four black politicians were elected to parliament in 1987. Others came to live and work, too. Asians came from the Indian subcontinent and Africa, and Chinese people from Hong Kong, many of whom have put in a lot of effort to build up successful businesses. All these people, together with Arabs and Africans, help to form what is now a multiracial society.

But, although the people in Britain all have different accents, different cultural backgrounds and different views, and even different languages, they make up a really astonishing island race, whose culture and customs are mixed so well together that they form a character which is the sum of so many parts.

“To understand Britain, however,” its people tell you, “takes many visits.” Bearing in mind their inability to say what they mean, this probably translates as: “Although we regard tourism as rather undesirable, we put up with it because we do need the business the visitors are bringing in.”

Source: Brian Bell: *Inside Guide Great Britain*. London, 2009.

Discussion prompt:

1) Find some British, Welsh, French and Scottish characteristics in the article. Are you surprised by any of these?

Why? Why not?

2) What are your nationality’s characteristics? What major events have helped to form them?

Exercises:

1) **Modifiers:**

Which of these words have a similar meaning? Use a dictionary to help you if necessary.

very rather quite really

2) **Use one of the words to complete each sentence. More than one answer may be possible.**

- A) My new neighbours seem to be _____ a nice couple.
- B) London is a _____ popular place with tourists. Millions visit the city each year.
- C) The British have a _____ different sense of humour from the French.
- D) I saw a(n) _____ astonishing sight the other day. I couldn't believe my eyes.
- E) Although we think walking is _____ a boring thing to do, we need the exercise.
- F) Five plus five is ten. That is _____ right.

3) **Phrasal verbs – put**

Underline the phrasal verbs with *put* and match them with the meanings in 1–6.

- a) Would you please put these books away?
- b) We put the meeting off until next week.
- c) Could you put me through to the school secretary?
- d) I'll be in town tomorrow. Can you put me up tonight?
- e) They have put bus fares up again!
- f) I can't put up with that awful noise!

1. postpone
2. connect by telephone
3. increase
4. give me a bed for the night

	<p>5. return to the proper place</p> <p>6. bear or stand</p> <p>https://learnenglishteens.britishcouncil.org/uk-now/video-uk/four-nations</p>
<p>saját fejlesztésű online feladat elérhetősége, nyomtatott verziója vagy screen képe</p>	<p>Reading exercises:</p> <p>Discussion prompt:</p> <p>1) Find some British, Welsh, French and Scottish characteristics in the article. Are you surprised by any of these? Why? Why not?</p> <p>2) What are your nationality's characteristics? What major events have helped to form them?</p> <p>Exercises:</p> <p>1) Modifiers:</p> <p>Which of these words have a similar meaning? Use a dictionary to help you if necessary.</p> <p>very rather quite really</p> <p>2) Use one of the words to complete each sentence. More than one answer may be possible.</p> <p>A) My new neighbours seem to be _____ a nice couple.</p> <p>B) London is a _____ popular place with tourists. Millions visit the city each year.</p> <p>C) The British have a _____ different sense of humour from the French.</p> <p>D) I saw a(n) _____ astonishing sight the other day. I couldn't believe my eyes.</p>

E) Although we think walking is _____ a boring thing to do, we need the exercise.

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https://forms.office.com/Pages/ResponsePage.aspx?id=DQSIkWdsW0yxEjajBLZtrQAAAAAAAAAAAAAN_uDMrCZUQ0s5NjRSRE9FWDdESTFLTUU2U0gxRFE5WC4u

Lesson plan:

Class segment	Time	Task structure	Interaction	Materials/resources
Warmer (speaking, listening)	14 min	<ul style="list-style-type: none"> • Watch the video: Four Nations • Then, open a reading comprehension exercise in <i>Microsoft Forms</i> (and decide if the statements are TRUE or FALSE. • Discussion • T: <i>What do you think about the relations of the nationalities in Britain and beyond?</i> • Discussion 	<p>T-S</p> <p>Whole class</p>	<ul style="list-style-type: none"> • laptop, headphones / loudspeaker • internet connection
Practice: Reading comprehension and culture spot (speaking, grammar, reading)	25 min	<ul style="list-style-type: none"> • T distributes handouts for the reading exercise (National characteristics) • Ss have to read the text, discuss national characteristics on the basis of the text, and then do exercises 1–3 (see attached task sheet). • T also helps and monitors Ss 	<p>IW</p> <p>Whole class</p>	<ul style="list-style-type: none"> • handout • board: T writes unknown words and expressions up on the board and the class explains them
Group game	6 min	<ul style="list-style-type: none"> • Students form groups and choose <i>a famous British or Celtic historical person</i> and write a story in 6-8 sentences about him/her. They can also act it out. • The others have to guess which person this is. 	<p>GW</p>	<ul style="list-style-type: none"> • paper, pen(cil)

Las Vegas

Téma	Las Vegas
Módszer	experience-based learning
Fejlesztendő készség(ek)	vocabulary, listening skills
Munkaforma	individual, pair and group work
Szükséges eszközök	ICT tools: projector, loudspeaker, handout for the reading exercise, marker / chalk, board
Időtartam	45 minutes
Előkészület	printing the handouts and distributing them
Felhasznált források	https://www.youtube.com/watch?v=RddFaq4hi5c
saját fejlesztésű online feladat elérhetősége, nyomtatott verziója vagy screen képe	<p>Self-developed reading exercise</p> <p>Las Vegas</p> <p>Last April, John took a trip to Las Vegas, Nevada. Las Vegas is a popular destination in the western portion of the United States. The town is most popular for its casinos, hotels, and exciting nightlife.</p> <p>In downtown Las Vegas, John spent a lot of time on The Strip, which is a 2.5 mile stretch of shopping, entertainment venues, luxury hotels, and fine dining experiences. This is probably the most commonly visited tourist area in the city. The Strip at night looks especially beautiful. All of the buildings light up with bright, neon, eye-catching signs to attract visitor attention.</p>

A stay in Las Vegas can feel similar to a visit to many popular cities worldwide. Many of the hotels have miniature versions of important international sites and monuments. These famous landmarks include the Eiffel Tower, Venice, and even ancient Rome.

One day, John took a side trip outside of the city to visit the Grand Canyon, one of the Seven Wonders of the Natural World. The canyon offers a breath-taking view of Nevada's ridges and natural landscape. John especially liked the canyon because it was removed from all of the noise and movement in downtown Las Vegas.

John had a great time during his trip to Las Vegas. He did not win a lot of money in the casinos. However, he managed to see a lot of amazing sites during his visit to this city that never sleeps.

Question 1:

When did John travel to Las Vegas?

- a Last spring b Yesterday
- c Last weekend d Last summer

Question 2:

What is an activity that a tourist cannot do on The Strip?

- a Shop b Eat
- c Stay overnight d Visit the Grand Canyon

Question 3:

Which best describes the purpose of the Las Vegas Strip?

- a There are too many neon lights.
- b It offers a lot of activities for tourists.
- c It keeps tourists safe.
- d It is a 2.5 mile stretch.

Question 4:

Explain why John liked his visit to the Grand Canyon.

- a John does not enjoy spending time in cities.
- b The setting was very different from downtown Las Vegas.
- c It is one of the Seven Natural Wonders of the World.
- d The Grand Canyon offers a breathtaking view.

Question 5:

What does it mean that Las Vegas is a “city that never sleeps?”

- a The neon lights keep people awake at night.
- b There is too much noise here for people to sleep.
- c Las Vegas offers exciting activities at all hours.
- d A lot of people here have sleep disorders.

Lesson plan:

Class segment	Time	Task structure	Interaction	Materials/resources
Practice / Listening skills (Game)	20 min	<ul style="list-style-type: none"> • Ss must listen to a video about the famous History TV show, <i>Pawn Stars</i> twice and summarize the 10 most important catches Rick Harrison made. • Students form pairs. Each pair writes at least 2 sentences about the Top 10 and then the class discusses the summaries. • T coordinates the discussion and rewards the pair with the most points (correct answers) collected. At the end, the most successful pair earns an excellent grade. 	Whole class PW T-S	<ul style="list-style-type: none"> • pen, pencil • laptop, internet, loudspeakers / headphones • marker and board: teacher assesses the points gained as per pairs
Reading exercise	20 min	<ul style="list-style-type: none"> • Ss are to read a text about Las Vegas. After the class discussed the unknown words, Ss have to correctly answer 5 questions related to the text. The text and the handout for the exercise are attached. • The teacher monitors the process, and discusses any unknown words or phrases with the Ss after reading the text for the first time. • In addition to that, they can guess and then discuss the meaning of the unknown words. • T: asks students for feedback at the end. 	Whole class IW	<ul style="list-style-type: none"> • handout • pen / pencil • board, chalk, marker: teacher writes unknown words up

Cross-cultural link	5 min	<ul style="list-style-type: none">• T: <i>What have you learnt about Las Vegas so far? Do you think that a “Hungarian Las Vegas” would be a good idea? Why / why not? How would it be different from the American one?</i>• Discussion in class	IW Whole class	<ul style="list-style-type: none">• board: illustrate similarities and differences
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Human body

Téma	human body and its parts
Módszer	experience-based learning
Fejlesztendő készség(ek)	vocabulary, listening skills
Munkaforma	individual, pair and group work
Szükséges eszközök	ICT tools: projector, loudspeaker, handout for the reading exercise, marker / chalk, board
Időtartam	45 minutes
Előkészület	printing the handouts and distributing them
Felhasznált források	https://lyricstraining.com/en/play/seeker/how-exactly-is-the-human-body-organized/H21St7I5k2#ibw
saját fejlesztésű online feladat elérhetősége, nyomtatott verziója vagy screen képe	<p>Reading exercise:</p> <p>Human body parts and organs</p> <p>It goes without saying that humans (mammals identifiable as those that stand upright and are comparatively advanced and capable of detailed thought) have pretty remarkable bodies, given all that they've accomplished. (Furthermore, an especially intelligent human brain produced this text!) To be sure, humans have overcome predators, disease, and all sorts of other obstacles over thousands of years.</p> <p>To fully understand and appreciate these accomplishments, let's take at some of the most well-known parts of the human body!</p> <p>The head, or the spherical body part that contains the brain and rests at the top of the human body, has quite a few individual organs and body parts on it. (It should quickly be mentioned that hair occupies the space on top of the head, and the ears,</p>

the organs responsible for hearing, are located on either side of the head.) From top to bottom, the eyebrows, or horizontal strips of hair that can be found above the eye, are the first components of the head. The eyes are below them, and are round, orb-like organs that allow humans to see.

The eyes make way for the nose, or an external (sticking-out) organ that plays an important part in the breathing and bacteria-elimination processes. Below that is the mouth, or a wide, cavernous organ that chews food, removes bacteria, helps with breathing, and more. The mouth contains teeth, or small, white-coloured, pointed body parts used to chew food, and the tongue, or a red-coloured, boneless organ used to chew food and speak.

The neck is the long body part that connects the head to the chest (the muscular body part that protects the heart and lungs), and the stomach, or the part of the body that contains food and liquid-processing organs, comes below that.

The legs are the long, muscular body parts that allow humans to move from one spot to another and perform a variety of actions. Each leg contains a thigh (a thick, especially muscular body part used to perform strenuous motions; the upper part of the leg) and a calf (thinner, more flexible body part that absorbs the shock associated with movement; the lower part of the leg). Feet can be found at the bottom of legs, and each foot is comprised of five toes, or small appendages that help balance.

Arms are long, powerful body parts that are located on either side of chest, below the shoulders; arms are comprised of biceps (the thicker, more powerful upper portion), and forearms (the thinner, more flexible lower portion). Hands, or small, gripping body parts used for a tremendous number of actions, are at the end of arms. Each hand contains five fingers, or small appendages used to grip objects.

The aforementioned shoulders are rounded body parts that aid arms' flexibility. One's back is found on the opposite side of the stomach, and is a flat section of the body that contains important muscles that're intended to protect the lungs and other internal organs, in addition to helping humans perform certain motions and actions.

Choose the correct answer:

Question 1:

Which of the following body parts is not located on the head or face?

- a Eye b Nose
- c Mouth d Leg

Question 2:

Legs are comprised of which of the following?

- a Feet b Calves
- c Thighs d All of the above

Question 3:

How many toes and fingers are on each foot/hand?

- a Ten b Five
- c Four d Two

Question 4:

The part of the body that contains important organs that aid digestion is:

a The back b The head

c The stomach d The neck

Question 5:

Which of the following is not a body part/organ on the human body?

a Quilt b Neck

c Head d Arm

Lesson plan:

Class segment	Time	Task structure	Interaction	Materials/resources
Practice / Listening skills	12 min	<ul style="list-style-type: none"> • Ss must listen to a video about the human body (<i>Lyricstraining</i>). • Ss have to fill in the gaps in the lyrics. • T monitors the process, and at the end, the class compares the results. 	Whole class IW T-S	<ul style="list-style-type: none"> • pen, pencil • laptop, internet, loudspeakers / headphones
Reading exercise	20 min	<ul style="list-style-type: none"> • Ss are to read a text about human body parts. After the class discussed the unknown words, Ss have to correctly answer 5 questions related to the text. The text and the handout for the exercise are attached. • The teacher monitors the process, and discusses any unknown words or phrases with the Ss after reading the text for the first time. • In addition to that, they can guess and then discuss the meaning of the unknown words. • T: asks students for feedback at the end. 	Whole class IW	<ul style="list-style-type: none"> • handout • pen / pencil • board, chalk, marker: teacher writes unknown words up
Cross-cultural link	13 min	<ul style="list-style-type: none"> • T: <i>What have you learnt about the human body? What do you do to preserve your health? Do you know some typical British sports?</i> • Discussion in class 	IW Whole class	<ul style="list-style-type: none"> • board: illustrate similarities and differences

Christian traditions

Téma	Christian traditions
Módszer	experience-based learning
Fejlesztendő készség(ek)	vocabulary, listening skills, reading skills, communication skills
Munkaforma	individual and group work
Szükséges eszközök	ICT tools: projector, loudspeaker, handout for the exercises, marker / chalk, board
Időtartam	45 minutes
Előkészület	Students ready their laptops / notebooks. The teacher provides the links for the exercises as well as the handouts.
Felhasznált források	https://www.christianity.com/church/denominations/the-anglican-church.html https://www.teachingenglish.org.uk/sites/teacheng/files/Maugham_The_Verger_0.pdf https://lyricstraining.com/play/selah/broken-ladders/HTX6w0Z5JT#ibw
saját fejlesztésű online feladat elérhetősége, nyomtatott verziója vagy screen képe	Use of English exercise: How the Church of England and Anglicanism Came to Be Christianity was present in the British Isles since at least the third century. The British church produced great missionaries such as St. Patrick and St. Columba. It was not until 664 AD that the Church in Britain consolidated and submitted to the bishop of Rome (the Pope) at the Synod of Whitby. The Church of England and the Church of Rome separated in the 1500s during the Protestant Reformations. The English Reformation was a fairly conservative reformation, much like the Lutheran reforms. Both Lutheranism and Anglicanism kept more features and practices from the past than other types of Protestantism, such as vestments, the historic church calendar, and robust liturgical worship. The political reason for the separation of England and Rome was “the King’s Great Matter.” King Henry VIII of England had married his brother’s widow, Catherine of Aragon, receiving a special dispensation to do so by the Pope. The couple

failed to produce a male heir for the throne, threatening England with yet another civil war (they had just recently concluded the War of the Roses). Henry VIII thought this was a sign of divine judgment against **him** for disobeying Leviticus 18:16. In 1527, Henry appealed to Pope Clement VII to annul the marriage. An annulment means that the marriage wasn't valid in the first place, and thus both spouses are released from matrimonial vows.

The Pope declined, his predecessor having already granted Henry the special dispensation for his current marriage. Of course, the Holy Roman Emperor Charles V was the nephew of Catherine, and the pope feared the political consequences of granting the annulment. However, Henry continued to press his case. Taking a suggestion from the theologian Thomas Cranmer, Henry sought the advice from the universities of Europe to discern whether an annulment was warranted. Cranmer's instincts were right; the scholars of Europe believed Henry and Catherine's marriage should have never occurred in the first place. Cranmer was made the Archbishop of Canterbury (highest-ranking bishop in the Church of England) in 1532, declared the marriage "invalid" in 1533, and became the first Protestant Archbishop of Canterbury when **the king** removed England from the Pope's jurisdiction in 1534.

Origins of the Book of Common Prayer & Articles of Religion

King Henry was no friend to Protestant theology. His refutations against **it** had won him the title "Defender of the Faith" from the Pope. Nevertheless, Cranmer and other like-minded Protestant churchmen worked slowly and deliberately to achieve reform in England. They were able to accelerate their pace after Henry died and his young son, Edward VI, came to the throne. Perhaps one of the most important breakthroughs was the Book of Common Prayer, which is a collection of services and other important resources for use in the Church of England. One of the main challenges for other Protestants is to understand how the prayers and liturgies of the Anglicans inform and establish **their** theology. As such, the Prayer Book is a fundamental aspect of Anglicanism. Another important document was the 42 Articles of Religion, **which** outlined the confessional commitments and concerns of the reformed Church of England. These were written to avoid religious controversies and to keep all Englishmen in the same church, free from the extremes of Roman Catholicism and the Radical Reformation.

It is important to remember that the English Reformation was a long one. Arguably, Anglicanism did not come into its own theologically until 1662. During this over-century-long period, **it** was "killed twice." The first time was when King Edward died and was succeeded by his Roman Catholic half-sister, Mary. Called "Bloody Mary" by Protestants, she executed many clergymen, including Archbishop Thomas Cranmer himself. Mary was succeeded by her Protestant half-sister Queen Elizabeth I, who provided much-needed political and theological stability during her long reign. Queen Elizabeth worked hard to keep her clergy in line, especially **those** who had fled to Geneva during the Marian persecutions and desired to "purify" the Church of England along the lines of the Genevan model. **These** became known as the Puritans.

What do the highlighted words refer to?

1 the couple

2 him

3 the king

4 it

5 their

6 which

7 it

8 those

9 These

Reading exercise:

Albert Edward was a non-smoker and a total abstainer, but with a certain latitude; that is to say he liked a glass of beer with his dinner and when he was tired he enjoyed a cigarette. It occurred to him now that one would comfort him and since he did not carry them he looked about him for a shop where he could buy a packet of Gold Flake. He did not at once see one and walked on a little. It was a long street, with all sorts of shops in it, but there was not a single one where you could buy cigarettes.

‘That’s strange,’ said Albert Edward.

To make sure he walked right up the street again. No, there was no doubt about it. He stopped and looked reflectively up and down.

I can't be the only man as walks along this street and wants a fag,' he said. 'I shouldn't wonder but what a fellow might do very well with a little shop here. Tobacco and sweets, you know.'

He gave a sudden start.

'That's an idea,' he said. 'Strange 'ow things come to you when you least expect it.'

He turned, walked home, and had his tea.

'You're very silent this afternoon, Albert,' his wife remarked. 'I'm thinkin',' he said. He considered the matter from every point of view and next day he went along the street and by good luck found a little shop to let that looked as though it would exactly suit him. Twenty-four hours later he had taken it, and when a month after that he left St Peter's, Neville Square, for ever, Albert Edward Foreman set up in business as a tobacconist and newsagent. His wife said it was a dreadful come-down after being verger of St Peter's, but he answered that you had to move with the times, the church wasn't what it was, and 'enceforward he was going to render unto Caesar what was Caesar's. Albert Edward did very well. He did so well that in a year or so it struck him that he might take a second shop and put a manager in. He looked for another long street that hadn't got a tobacconist in it and when he found it, and a shop to let, took it and stocked it. This was a success too. Then it occurred to him that if he could run two he could run half a dozen, so he began walking about London, and whenever he found a long street that had no tobacconist and a shop to let he took it. In the course of ten years he had acquired no less than ten shops and he was making money hand over fist. He went round to all of them himself every Monday, collected the week's takings, and took them to the bank. One morning when he was there paying in a bundle of notes and a heavy bag of silver the cashier told him that the manager would like to see him. He was shown into an office and the manager shook hands with him.

'Mr Foreman, I wanted to have a talk to you about the money you've got on deposit with us. D'you know exactly how much it is?'

'Not within a pound or two, sir; but I've got a pretty rough idea.'

'Apart from what you paid in this morning it's a little over thirty thousand pounds. That's a very large sum to have on deposit and I should have thought you'd do better to invest it.'

'I wouldn't want to take no risk, sir. I know it's safe in the bank.'

'You needn't have the least anxiety. We'll make you out a list of absolutely gilt-edged securities. They'll bring you in a better rate of interest than we can possibly afford to give you.'

A troubled look settled on Mr Foreman's distinguished face. 'I've never 'ad anything to do with stocks and shares and I'd 'ave to leave it all in your 'ands,' he said.

The manager smiled. 'We'll do everything. All you'll have to do next time you come in is just to sign the transfers

'I could do that all right,' said Albert uncertainly. 'But 'ow should I know what I was signin'?

'I suppose you can read,' said the manager a trifle sharply.

Mr Foreman gave him a disarming smile.

'Well, sir, that's just it. I can't. I know it sounds funny-like, but there it is, I can't read or write, only me name, an' I only learnt to do that when I went into business.'

The manager was so surprised that he jumped up from his chair. 'That's the most extraordinary thing I ever heard.'

'You see, it's like this, sir, I never 'ad the opportunity until it was too late and then some'ow I wouldn't. I got obstinate-like.'

The manager stared at him as though he were a prehistoric monster.

'And do you mean to say that you've built up this important business and amassed a fortune of thirty thousand pounds without being able to read or write? Good God, man, what would you be now if you had been able to?'

'I can tell you that, sir,' said Mr Foreman, a little smile on his still aristocratic features. 'I'd be verger of St Peter's, Neville Square.'

Glossary:

verger = someone who looks after a church

Gold Flake = a once-popular brand of a cigarette

gilt-edged securities = a form of financial investment which doesn't lose its value easily

stocks and shares = financial units which make up the market value of a company. These can be bought and sold on the stock exchange and can increase or decrease value

Guess the meaning:

	<p>abstainer</p> <p>latitude</p> <p>come-down</p> <p>move with the times</p> <p>takings</p> <p>a rough idea</p> <p>disarming</p> <p>https://forms.office.com/Pages/ResponsePage.aspx?id=DQSIkWdsW0yxEjajBLZtrQAAAAAAAAAAAAAN_uDMrCZUMzVaTIBXVDRNU1hYRkYzT1EyM04wQ0kxTS4u</p>
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Lesson plan:

Class segment	Time	Task structure	Interaction	Materials/resources
Warmer (listening)	10 min	<ul style="list-style-type: none"> • Ss have to watch a video (soundtrack) on <i>Lyricstraining</i> (https://lyricstraining.com/play/selah/broken-ladders/HTX6w0Z5JT#ibw) • Then, Ss should complete the gaps in the lyrics. • Discussion • T: <i>What do you think about the status of Christianity today in Britain and Europe?</i> • Discussion 	<p>T-S</p> <p>Whole class</p>	<ul style="list-style-type: none"> • laptop, headphones / loudspeaker • internet connection • T: writes unknown words up on the board
Practice: Reading comprehension and culture spot	25 min	<ul style="list-style-type: none"> • T distributes handouts for the reading exercise (W. Somerset Maugham's <i>The Verger</i> (excerpt)) • Ss have to read the text, discuss the unknown words and then guess the meaning of some of the words. • Ss have to read the text and choose the best answer to 5 questions / statements in relation to the text (<i>Microsoft Forms</i>) • T also helps and monitors Ss • At the end, the whole class check the answers provided. 	<p>IW</p> <p>Whole class</p>	<ul style="list-style-type: none"> • handout • board: T writes unknown words and expressions up on the board and the class explains them

Practice (vocabulary, reading skills) exercise	10 min	<ul style="list-style-type: none">• T distributes a short text on the origins of Anglicanism in England. Ss are expected to read the text and find the referents of the highlighted words in the text.	IW	<ul style="list-style-type: none">• paper, pen(cil)
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Britain, Wales, Scotland, and Ireland

Téma	Britain, Wales, Scotland, and Ireland
Módszer	experience-based learning
Fejlesztendő készség(ek)	vocabulary, listening skills, use of English skills, reading skills, communication skills
Munkaforma	individual and group work
Szükséges eszközök	ICT tools: projector, loudspeaker, handout for the exercises, marker / chalk, board
Időtartam	45 minutes
Előkészület	printing the handouts and distributing them
Felhasznált források	<p>Reading:</p> <p>The English are not easy to understand. As one of the characters in a play called <i>The Old Country</i> says: “In England we never entirely mean what we say, do we? Do I mean that? Not entirely.”</p> <p>The British are famous for their tolerance and sense of humour, yet, as writer Paul Gallico observed: “No one can be as intentionally rude as the British, which amazes Americans, who do not understand such behaviour”. Britain’s nearest neighbours can be just as astounded as the Americans. French writer Andre Maurois wrote: “In France, it is impolite not to have a conversation with someone; in England, it is unwise to have one. No one there blames you for silence. When you have not opened your mouth for three years, they will think, “This Frenchman's quite a nice fellow.”</p> <p>The truth about the British is, of course, much more complicated, but certain generalisations can be made. Britain is an island – a fact not changed in anyone’s mind by the construction of the Channel Tunnel – and it has not been successfully conquered for nearly 1,000 years. For this reason, Britain and the British remain deeply individualistic. To the English, the Welsh seem a much more talkative group than themselves. This talkative nature is one of the Welsh national characteristics and Wales became a very popular place with preachers and trade union leaders, particularly in the 19th century. In contrast, the Scots, who have a rather different historical and religious background from the English (they were never conquered by the Romans, or by the Normans after 1066), are seen as quiet and serious.</p>

	<p>In the 1950s, many Commonwealth citizens, mostly from the West Indies, emigrated to Britain. There are now around half a million West Indians in Britain and four black politicians were elected to parliament in 1987. Others came to live and work, too. Asians came from the Indian subcontinent and Africa, and Chinese people from Hong Kong, many of whom have put in a lot of effort to build up successful businesses. All these people, together with Arabs and Africans, help to form what is now a multiracial society.</p> <p>But, although the people in Britain all have different accents, different cultural backgrounds and different views, and even different languages, they make up a really astonishing island race, whose culture and customs are mixed so well together that they form a character which is the sum of so many parts.</p> <p>“To understand Britain, however,” its people tell you, “takes many visits.” Bearing in mind their inability to say what they mean, this probably translates as: “Although we regard tourism as rather undesirable, we put up with it because we do need the business the visitors are bringing in.”</p> <p>Source: Brian Bell: <i>Inside Guide Great Britain</i>. London, 2009.</p> <p>Discussion prompt:</p> <p>1) Find some British, Welsh, French and Scottish characteristics in the article. Are you surprised by any of these? Why? Why not?</p> <p>2) What are your nationality’s characteristics? What major events have helped to form them?</p> <p>https://learnenglishteens.britishcouncil.org/uk-now/video-uk/four-nations</p>
<p>saját fejlesztésű online feladat elérhetősége, nyomtatott verziója vagy screen képe</p>	<p>Exercises:</p> <p>1) Modifiers:</p>

Which of these words have a similar meaning? Use a dictionary to help you if necessary.

very rather quite really

2) **Use one of the words to complete each sentence. More than one answer may be possible.**

- A) My new neighbours seem to be _____ a nice couple.
- B) London is a _____ popular place with tourists. Millions visit the city each year.
- C) The British have a _____ different sense of humour from the French.
- D) I saw a(n) _____ astonishing sight the other day. I couldn't believe my eyes.
- E) Although we think walking is _____ a boring thing to do, we need the exercise.
- F) Five plus five is ten. That is _____ right.

3) **Phrasal verbs – *put***

Underline the phrasal verbs with *put* and match them with the meanings in 1–6.

- a) Would you please put these books away?
- b) We put the meeting off until next week.
- c) Could you put me through to the school secretary?
- d) I'll be in town tomorrow. Can you put me up tonight?
- e) They have put bus fares up again!
- f) I can't put up with that awful noise!

1. postpone

2. connect by telephone
3. increase
4. give me a bed for the night
5. return to the proper place
6. bear or stand

Reading:

Discussion prompt:

1) Find some British, Welsh, French and Scottish characteristics in the article. Are you surprised by any of these?

Why? Why not?

2) What are your nationality's characteristics? What major events have helped to form them?

https://forms.office.com/Pages/ResponsePage.aspx?id=DQSIkWdsW0yxEjajBLZtrQAAAAAAAAAAAAAN_uDMrCZUQ0s5NjRSRE9FWDdESTFLTUU2U0gxRFE5WC4u

Lesson plan:

Class segment	Time	Task structure	Interaction	Materials/resources
Warmer (speaking, listening)	14 min	<ul style="list-style-type: none"> • Watch the video: Four Nations • Then, open a reading comprehension exercise in <i>Microsoft Forms</i> (and decide if the statements are TRUE or FALSE. • Discussion • T: <i>What do you think about the relations of the nationalities in Britain and beyond?</i> • Discussion 	<p>T-S</p> <p>Whole class</p>	<ul style="list-style-type: none"> • laptop, headphones / loudspeaker • internet connection
Practice: Reading comprehension and culture spot (speaking, grammar, reading)	25 min	<ul style="list-style-type: none"> • T distributes handouts for the reading exercise (National characteristics) • Ss have to read the text, discuss national characteristics on the basis of the text, and then do exercises 1–3 (see attached task sheet). • T also helps and monitors Ss 	<p>IW</p> <p>Whole class</p>	<ul style="list-style-type: none"> • handout • board: T writes unknown words and expressions up on the board and the class explains them
Group game	6 min	<ul style="list-style-type: none"> • Students form groups and choose <i>a famous British or Celtic historical person</i> and write a story in 6-8 sentences about him/her. They can also act it out. • The others have to guess which person this is. 	<p>GW</p>	<ul style="list-style-type: none"> • paper, pen(cil)

Anglicanism

Téma	Anglicanism
Módszer	experience-based learning
Fejlesztendő készség(ek)	vocabulary, listening skills, reading skills, communication skills
Munkaforma	individual and group work
Szükséges eszközök	ICT tools: projector, loudspeaker, handout for the exercises, marker / chalk, board
Időtartam	45 minutes
Előkészület	Students ready their laptops / notebooks. The teacher provides the links for the exercises as well as the handouts.
Felhasznált források	https://www.teachingenglish.org.uk/sites/teacheng/files/Maugham_The_Verger_0.pdf https://lyricstraining.com/play/selah/broken-ladders/HTX6w0Z5JT#ibw https://www.christianity.com/church/denominations/the-anglican-church.html
saját fejlesztésű online feladat elérhetősége, nyomtatott verziója vagy screen képe	https://forms.office.com/Pages/ResponsePage.aspx?id=DQSIkWdsW0yxEjajBLZtrQAAAAAAAAAAAAAN_uDMrCZUMzVaTIBXVDRNU1hYRkYzT1EyM04wQ0kxTS4u Use of English: Christianity was present in the British Isles since at least the third century. The British church produced great missionaries such as St. Patrick and St. Columba. It was not until 664 AD that the Church in Britain consolidated and submitted to the bishop of Rome (the Pope) at the Synod of Whitby. The Church of England and the Church of Rome separated in the 1500s during the Protestant Reformations. The English Reformation was a fairly conservative reformation, much like the Lutheran reforms. Both Lutheranism and Anglicanism kept more features and practices from the past than other types of Protestantism, such as vestments, the historic church calendar, and robust liturgical worship.

The political reason for the separation of England and Rome was “the King’s Great Matter.” King Henry VIII of England had married his brother’s widow, Catherine of Aragon, receiving a special dispensation to do so by the Pope. **The couple** failed to produce a male heir for the throne, threatening England with yet another civil war (they had just recently concluded the War of the Roses). Henry VIII thought this was a sign of divine judgment against **him** for disobeying Leviticus 18:16. In 1527, Henry appealed to Pope Clement VII to annul the marriage. An annulment means that the marriage wasn’t valid in the first place, and thus both spouses are released from matrimonial vows.

The Pope declined, his predecessor having already granted Henry the special dispensation for his current marriage. Of course, the Holy Roman Emperor Charles V was the nephew of Catherine, and the pope feared the political consequences of granting the annulment. However, Henry continued to press his case. Taking a suggestion from the theologian Thomas Cranmer, Henry sought the advice from the universities of Europe to discern whether an annulment was warranted. Cranmer’s instincts were right; the scholars of Europe believed Henry and Catherine’s marriage should have never occurred in the first place. Cranmer was made the Archbishop of Canterbury (highest-ranking bishop in the Church of England) in 1532, declared the marriage “invalid” in 1533, and became the first Protestant Archbishop of Canterbury when **the king** removed England from the Pope’s jurisdiction in 1534.

Origins of the Book of Common Prayer & Articles of Religion

King Henry was no friend to Protestant theology. His refutations against **it** had won him the title “Defender of the Faith” from the Pope. Nevertheless, Cranmer and other like-minded Protestant churchmen worked slowly and deliberately to achieve reform in England. They were able to accelerate their pace after Henry died and his young son, Edward VI, came to the throne. Perhaps one of the most important breakthroughs was the Book of Common Prayer, which is a collection of services and other important resources for use in the Church of England. One of the main challenges for other Protestants is to understand how the prayers and liturgies of the Anglicans inform and establish **their** theology. As such, the Prayer Book is a fundamental aspect of Anglicanism. Another important document was the 42 Articles of Religion, **which** outlined the confessional commitments and concerns of the reformed Church of England. These were written to avoid religious controversies and to keep all Englishmen in the same church, free from the extremes of Roman Catholicism and the Radical Reformation.

It is important to remember that the English Reformation was a long one. Arguably, Anglicanism did not come into its own theologically until 1662. During this over-century-long period, **it** was “killed twice.” The first time was when King Edward died and was succeeded by his Roman Catholic half-sister, Mary. Called “Bloody Mary” by Protestants, she executed many clergymen, including Archbishop Thomas Cranmer himself. Mary was succeeded by her Protestant half-sister Queen Elizabeth I, who provided much-needed political and theological stability during her long reign. Queen

Elizabeth worked hard to keep her clergy in line, especially **those** who had fled to Geneva during the Marian persecutions and desired to “purify” the Church of England along the lines of the Genevan model. **These** became known as the Puritans.

What do the highlighted words refer to?

1 the couple

2 him

3 the king

4 it

5 their

6 which

7 it

8 those

9 These

Reading:

Albert Edward was a non-smoker and a total abstainer, but with a certain latitude; that is to say he liked a glass of beer with his dinner and when he was tired he enjoyed a cigarette. It occurred to him now that one would comfort him and since he did not carry them he looked about him for a shop where he could buy a packet of Gold Flake. He did not at once see one and walked on a little. It was a long street, with all sorts of shops in it, but there was not a single one where you could buy cigarettes.

‘That’s strange,’ said Albert Edward.

To make sure he walked right up the street again. No, there was no doubt about it. He stopped and looked reflectively up and down.

I can't be the only man as walks along this street and wants a fag,' he said. 'I shouldn't wonder but what a fellow might do very well with a little shop here. Tobacco and sweets, you know.'

He gave a sudden start.

'That's an idea,' he said. 'Strange 'ow things come to you when you least expect it.'

He turned, walked home, and had his tea.

'You're very silent this afternoon, Albert,' his wife remarked. 'I'm thinkin',' he said. He considered the matter from every point of view and next day he went along the street and by good luck found a little shop to let that looked as though it would exactly suit him. Twenty-four hours later he had taken it, and when a month after that he left St Peter's, Neville Square, for ever, Albert Edward Foreman set up in business as a tobacconist and newsagent. His wife said it was a dreadful come-down after being verger of St Peter's, but he answered that you had to move with the times, the church wasn't what it was, and 'enceforward he was going to render unto Caesar what was Caesar's. Albert Edward did very well. He did so well that in a year or so it struck him that he might take a second shop and put a manager in. He looked for another long street that hadn't got a tobacconist in it and when he found it, and a shop to let, took it and stocked it. This was a success too. Then it occurred to him that if he could run two he could run half a dozen, so he began walking about London, and whenever he found a long street that had no tobacconist and a shop to let he took it. In the course of ten years he had acquired no less than ten shops and he was making money hand over fist. He went round to all of them himself every Monday, collected the week's takings, and took them to the bank. One morning when he was there paying in a bundle of notes and a heavy bag of silver the cashier told him that the manager would like to see him. He was shown into an office and the manager shook hands with him.

'Mr Foreman, I wanted to have a talk to you about the money you've got on deposit with us. D'you know exactly how much it is?'

'Not within a pound or two, sir; but I've got a pretty rough idea.'

'Apart from what you paid in this morning it's a little over thirty thousand pounds. That's a very large sum to have on deposit and I should have thought you'd do better to invest it.'

'I wouldn't want to take no risk, sir. I know it's safe in the bank.'

'You needn't have the least anxiety. We'll make you out a list of absolutely gilt-edged securities. They'll bring you in a better rate of interest than we can possibly afford to give you.

A troubled look settled on Mr Foreman's distinguished face. 'I've never 'ad anything to do with stocks and shares and I'd 'ave to leave it all in your 'ands,' he said.

The manager smiled. 'We'll do everything. All you'll have to do next time you come in is just to sign the transfers

'I could do that all right,' said Albert uncertainly. 'But 'ow should I know what I was signin'?

'I suppose you can read,' said the manager a trifle sharply.

Mr Foreman gave him a disarming smile.

'Well, sir, that's just it. I can't. I know it sounds funny-like, but there it is, I can't read or write, only me name, an' I only learnt to do that when I went into business.'

The manager was so surprised that he jumped up from his chair. 'That's the most extraordinary thing I ever heard.'

'You see, it's like this, sir, I never 'ad the opportunity until it was too late and then some'ow I wouldn't. I got obstinate-like.'

The manager stared at him as though he were a prehistoric monster.

'And do you mean to say that you've built up this important business and amassed a fortune of thirty thousand pounds without being able to read or write? Good God, man, what would you be now if you had been able to?'

'I can tell you that, sir,' said Mr Foreman, a little smile on his still aristocratic features. 'I'd be verger of St Peter's, Neville Square.'

Glossary:

verger = someone who looks after a church

Gold Flake = a once-popular brand of a cigarette

gilt-edged securities = a form of financial investment which doesn't lose its value easily

stocks and shares = financial units which make up the market value of a company. These can be bought and sold on the stock exchange and can increase or decrease value

Guess the meaning:

abstainer

latitude

come-down

move with the times

takings

a rough idea

disarming

Use of English exercise:

How the Church of England & Anglicanism Came to Be

Christianity was present in the British Isles since at least the third century. The British church produced great missionaries such as St. Patrick and St. Columba. It was not until 664 AD that the Church in Britain consolidated and submitted to the bishop of Rome (the Pope) at the Synod of Whitby. The Church of England and the Church of Rome separated in the 1500s during the Protestant Reformations. The English Reformation was a fairly conservative reformation, much like the Lutheran reforms. Both Lutheranism and Anglicanism kept more features and practices from the past than other types of Protestantism, such as vestments, the historic church calendar, and robust liturgical worship.

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failed to produce a male heir for the throne, threatening England with yet another civil war (they had just recently concluded the War of the Roses). Henry VIII thought this was a sign of divine judgment against **him** for disobeying Leviticus 18:16. In 1527, Henry appealed to Pope Clement VII to annul the marriage. An annulment means that the marriage wasn't valid in the first place, and thus both spouses are released from matrimonial vows.

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Lesson plan:

Class segment	Time	Task structure	Interaction	Materials/resources
Warmer (listening)	10 min	<ul style="list-style-type: none"> • Ss have to watch a video (soundtrack) on <i>Lyricstraining</i> (https://lyricstraining.com/play/selah/broken-ladders/HTX6w0Z5JT#ibw) • Then, Ss should complete the gaps in the lyrics. • Discussion • T: <i>What do you think about the status of Christianity today in Britain and Europe?</i> • Discussion 	<p>T-S</p> <p>Whole class</p>	<ul style="list-style-type: none"> • laptop, headphones / loudspeaker • internet connection • T: writes unknown words up on the board
Practice: Reading comprehension and culture spot	25 min	<ul style="list-style-type: none"> • T distributes handouts for the reading exercise (W. Somerset Maugham's <i>The Verger</i> (excerpt) • Ss have to read the text, discuss the unknown words and then guess the meaning of some of the words. • Ss have to read the text and choose the best answer to 5 questions / statements in relation to the text (<i>Microsoft Forms</i>) • T also helps and monitors Ss • At the end, the whole class check the answers provided. 	<p>IW</p> <p>Whole class</p>	<ul style="list-style-type: none"> • handout • board: T writes unknown words and expressions up on the board and the class explains them
Practice (vocabulary, reading skills) exercise	10 min	<ul style="list-style-type: none"> • T distributes a short text on the origins of Anglicanism in England. Ss are expected to read the text and find the referents of the highlighted words in the text. 	<p>IW</p>	<ul style="list-style-type: none"> • paper, pen(cil)

Delicacies on the British table

Téma	specialties of the British kitchen
Módszer	experience-based learning
Fejlesztendő készség(ek)	vocabulary, listening skills
Munkaforma	individual, pair and group work
Szükséges eszközök	ICT tools: projector, loudspeaker, handout for the reading exercise, marker / chalk, board
Időtartam	45 minutes
Előkészület	printing the handouts and distributing them
Felhasznált források	https://www.youtube.com/watch?v=PZVyaO-1fII
saját fejlesztésű online feladat elérhetősége, nyomtatott verziója vagy screen képe	<p>Reading:</p> <p>Read the text and answer the questions. Also, write down any unknown words for discussion.</p> <p>They finished the shopping list and set off. First they went to the baker's to order the bread and cakes for the party. Joe wanted to go to the supermarket to buy the groceries but Mrs Lee didn't like supermarkets. She liked to talk to the shopkeepers. Supermarkets were too modern and impersonal for her. So they went to the grocer's.</p> <p>Mr Blabber, the grocer, was very polite to his customers, and liked to talk a lot. Mrs Lee bought some coffee and tea but didn't buy any sugar. In the shop they met Mrs Bell. Mary Lee and Jane Bell were old friends. They talked for a long time in the shop.</p> <p>It was getting late. They went to the dairy. They didn't buy much there. Only a little butter and some cheese. They ordered the milk for Friday. The butcher's shop wasn't far from the dairy. It was round the corner. Mrs Lee bought some meat.</p> <p>Joe was very tired and very hungry and thirsty. He wanted to put some sausages in his pocket. He looked at the butcher. The butcher was a big man. His face was red and he was very strong. He didn't like Joe but he was very polite to Mrs Lee.</p>

Joe waited for the butcher to look the other way but he didn't. Joe slowly put his hand on the counter but the butcher kept an eye on him and he looked very angry. Joe was very hungry but he was no fool. So he didn't do anything.

Question:

1/ Why have they go to do some shopping on Thursday as well?

2/ How many bottles of wine are they going to buy?

3/ How is the relationship between Joe and the butcher?

<https://padlet.com/corazoltan/jyo7jnxt6vt4husy>

CARDS

beetroot
pumpkin
draining spoon
peeler

	watermelon	
	cranberry	
	can opener	
	plum	
	whisk	
	green pepper	
	pineapple	
	measuring spoon	


Lesson plan:

Class segment	Time	Task structure	Interaction	Materials/resources
Warmer (Listening exercise)	12 min	<ul style="list-style-type: none"> • Watch the video and try to collect words related to foods and cooking (https://www.youtube.com/watch?v=PZVyaO-1f1I) • How many words can you find in relation to foods and cooking? Use the following link for word collection (https://padlet.com/corazoltan/jyo7jnxt6vt4husy) • Compare students' answers and group the unknown words on the board – students are expected to jot down the unknown words into respective columns (fruits, vegetables, utensils, cooking verbs, etc.) 	<p>T-S IW</p>	<ul style="list-style-type: none"> • laptop • board: teacher writes up the new words
Practice / Game	12 min	<ul style="list-style-type: none"> • Students form pairs. Each pair draws a card with the names of kitchen utensils, vegetables, fruits, foods. One member of the pair has 1 minute to describe the object / plant / meal / etc., while the other member has to draw a picture on the basis of the description. • In the meantime, the class, formed into pairs, tries to guess the meaning and name of the object / plant / meal /etc. • T coordinates the discussion and rewards the pair with the most points (correct answers) collected. 	<p>Whole class PW T-S</p>	<ul style="list-style-type: none"> • cards with the name of objects, etc. • marker and board for drawing • board: teacher assesses the points gained as per pairs

Reading exercise	15 min	<ul style="list-style-type: none"> • T distributes copies of a reading exercise related to British foods • Students are expected to read the text, then the whole class discusses the meaning of unknown words • Each student has to answer 3 questions related to the text, then the teacher selects students to provide their answers: comparison of answers 	<p>Whole class</p> <p>IW</p>	<ul style="list-style-type: none"> • handouts distributed for the reading exercise • board: teacher summarizes the key points related to the 3 questions
Cross-cultural link	6 min	<ul style="list-style-type: none"> • T: <i>Think about Hungarian specialties: How are they similar to or different from British dishes?</i> • First, Ss discuss it in pairs • Afterwards: discussion as a class 	<p>PW</p> <p>Whole class</p>	<ul style="list-style-type: none"> • board: illustrate similarities and differences • quick search on the Internet for illustration if need be

C1

Employment

Téma	employment
Módszer	experience-based learning
Fejlesztendő készség(ek)	vocabulary, listening skills, reading skills, communication skills
Munkaforma	individual, pair and group work
Szükséges eszközök	ICT tools: projector, loudspeaker / headphone, handout for the reading exercise, marker / chalk, board
Időtartam	45 minutes
Előkészület	printing the handouts for the reading exercise and distributing them
Felhasznált források	https://medium.com/@clarencegooden/who-s-been-working-on-the-railroad-6-types-of-railroad-jobs-137ad725632f 

	Source of reading text: Carole Robinson: <i>Themes for Proficiency</i> . Oxford: Oxford University Press, 1983. 130–131.
saját fejlesztésű online feladat elérhetősége, nyomtatott verziója vagy screen képe	<p>https://learningapps.org/17154178</p> <p>https://learningapps.org/17178912</p> <p>Warmer: Picture prompt</p> <p>Answer the questions as fully as you can.</p> <ol style="list-style-type: none"> 1 What are the workers doing? 2 What are the dangers involved? 3 What safety precautions have been taken? 4 How high should these workers' wages be? 5 Can you think of any jobs that are badly paid in your country? <p>Reading comprehension: Employment</p> <p>Focus points:</p> <p>Your feelings about the character of Pedro Martinez Pedro's relationship with his sons The agricultural potential of the land American spelling</p>

The men set off in silence. Pedro walked with his dog a few paces behind the boys. When neighbors saw them walking along in this formation they would say that Pedro looked like a veritable *patrón* striding behind his peons. Yet there were mornings when Pedro talked to the boys in the course of their two-hour walk to the fields, giving advice or telling what work had to be done. The boys, however, spoke only in answer to a question. Out of their father's earshot they would joke about their sweethearts or visits to the saloons of Cuahnahuac. But this morning they moved silently down the road.

It was still barely light. All around them, just beyond the far edges of the fields, the blue-green slopes of the pine-covered mountains rose through the morning mist. Pedro and Ricardo were headed for the mountain slope cornfield which they had cleared the year before. This was communal land belonging to the municipality which consisted of seven villages; anyone could work it. New clearings had to be made every two to three years, for heavy rains washed the topsoil away. To acquire new fields Pedro and his sons burned the brush and weeds, cut down young trees, and built new stone fences. The boys worked well; they had the largest mountain clearing in Azteca. But the crops could supply enough corn and beans for only three or four months. So Pedro had to try other means of earning a living as well – making rope from maguey fiber, selling plums, hiring out his sons as farm hands. One thing he would not do to earn money was to make charcoal for sale, as so many of his neighbors did. This practice, he knew, was wasteful of the precious oak and pine forests and ultimately ruined land. He had been one of the leaders in the struggle for the preservation of the communal forest lands. So he made charcoal only once a year and only for the use of his family.

Lesson plan:

Class segment	Time	Task structure	Interaction	Materials/resources
Warmer (Picture prompt; Speaking)	10 min	<ul style="list-style-type: none"> • Ss are presented a picture (<i>Working on the railroad</i>) (T projects the image with a projector). First, they have 2 minutes to look at the questions handed out to them on small sheets. Then, they discuss the questions with their pairs and, finally, the class engages in a conversation about the answers. • Also, the class discusses the present state of unskilled and skilled work in their country. 	<p>T-S PW Whole class</p>	<ul style="list-style-type: none"> • pen, pencil • board: T writes unknown words and phrases up on the board
Practice (Reading comprehension, Vocabulary)	20 min	<ul style="list-style-type: none"> • Students have to read a text on Pedro Martinez and his life of work. The first exercise to complete is a gap filling exercise developed in <i>LearningApps</i>. • The second exercise consists of a vocabulary task (also in <i>LearningApps</i>). Ss are expected to match descriptions of object, notions and the words that can be found in the text. • Ss discuss their answers in pairs and then the whole class discusses the questions and the answers. 	<p>Whole class IW PW</p>	<ul style="list-style-type: none"> • laptop, internet access • handout (text, task sheet) • marker / chalk and board for explaining if need be

Practice (Listening exercise)	10 min	<ul style="list-style-type: none"> • Students have to watch and listen to a Lyricstraining video and find the words in the lyrics (https://lyricstraining.com/play/the-one-ronnie-bbc-1/my-blackberry-is-not-working/HhbW8nMHBh#a7w). • discussion of the correct / incorrect answers 	Whole class IW	<ul style="list-style-type: none"> • laptop, headphones / loudspeaker • board: T writes unknown words up on the board
Speaking / Cross-cultural link	5 min	<ul style="list-style-type: none"> • T: <i>What do you know about the rate of unemployment in Hungary and the UK? What are the typical reasons of unemployment?</i> • Discussion as a class 	Whole class	<ul style="list-style-type: none"> • board: group key issues and expressions related to the question of unemployment

Queen Victoria

Téma	Queen Victoria and her life
Módszer	experience-based learning
Fejlesztendő készség(ek)	vocabulary, listening skills, reading skills, communication skills
Munkaforma	individual, pair and group work
Szükséges eszközök	ICT tools: projector, loudspeaker / headphone, handout for the reading exercise, marker / chalk, board
Időtartam	45 minutes
Előkészület	printing the handouts for the reading exercise and distributing them
Felhasznált források	http://www.victorianweb.org/history/empire/Empire.html https://www.youtube.com/watch?v=L1vqQi5TI70
saját fejlesztésű online feladat elérhetősége, nyomtatott verziója vagy screen képe	<p>Reading</p> <p>Task: match the sentences (paragraph-beginnings) with the appropriate paragraphs A–G to 1–6. There is one letter and sentence you do not need to add.</p> <p>_____. During the reign of Elizabeth I, England set up trading companies in Turkey, Russia, and the East Indies, explored the coast of North America, and established colonies there. In the early seventeenth century those colonies were expanded and the systematic colonization of Ulster in Ireland got underway.</p> <p>_____. Until the early nineteenth century, the primary purpose of Imperialist policies was to facilitate the acquisition of as much foreign territory as possible, both as a source of raw materials and in order to provide real or potential markets for British manufactures. The mercantilists advocated in theory, and sought in practice, trade monopolies which would insure that Britain's exports would exceed its imports. A profitable balance of trade, it was believed, would provide the wealth necessary to maintain and expand the empire. After ultimately successful wars with the Dutch, the</p>

French, and the Spanish in the seventeenth century, Britain managed to acquire most of the eastern coast of North America, the St. Lawrence basin in Canada, territories in the Carribean, stations in Africa for the acquisition of slaves, and important interests in India. The loss in the late eighteenth century of the American colonies was not offset by the discovery of Australia, which served, after 1788, as a penal colony (convicts like Magwitch, in Dickens's *Great Expectations*, were transported there). However, the loss influenced the so-called "swing to the East" (the acquisition of trading and strategic bases along the trade routes between India and the Far East). In 1773 the British government was obliged to take over for the financially troubled East India Company, which had been in India since 1600, and by the end of the century Britain's control over India extended into neighboring Afghanistan and Burma. With the end, in 1815, of the Napoleonic Wars, the last of the great imperial wars which had dominated the eighteenth century, Britain found itself in an extraordinarily powerful position, though a complicated one. It acquired Dutch South Africa, for example, but found its interests threatened in India by the southern and eastern expansion of the Russians. (The protection of India from the Russians, both by land and by sea, would be a major concern of Victorian foreign policy). At this time, however, the empires of Britain's traditional rivals had been lost or severely diminished in size, and its imperial position was unchallenged. In addition, it had become the leading industrial nation of Europe, and more and more of the world came under the domination of British commercial, financial, and naval power.

_____ . The old mercantile Empire was weakened during the late eighteenth and early nineteenth centuries by a number of factors: by the abolition in 1807 of slavery in Britain itself, a movement led by the Evangelicals ; by the freeing in 1833 of slaves held elsewhere in the Empire; by the adoption, after a radical change in economic perspective (due in large part to the influence of Adam Smith's *The Wealth of Nations*), of Free Trade, which minimized the influence of the old oligarchical and monopolistic trading corporations; and by various colonial movements for greater political and commercial independence. The Victorians, then, inherited both the remnants of the old mercantile empire and the more recently acquired commercial network in the East, neither of which they were sure they wanted, since Smith maintained that "under the present system of management Great Britain derives nothing but loss from the dominion which she assumes over her colonies."



Allegorical figures of Australia and Africa on the façade of the Colonial Office, Whitehall, London, by Her
Armstead. Click on images for additional information and larger images, which take longer to download.

_____. Advocates of Disraeli's imperialist foreign policies justified them by invoking a paternalistic and racist theory (founded in part upon popular but erroneous generalizations derived from Darwin's theory of evolution) which saw Imperialism as a manifestation of what Kipling would refer to as "the white man's burden." The implication, of course, was that the Empire existed not for the benefit — economic or strategic or otherwise — of Britain itself, but in order that primitive peoples, incapable of self-government, could, with British guidance, eventually become civilized (and Christianized). The truth of this doctrine was accepted naively by some, and hypocritically by others, but it served in any case to legitimize Britain's acquisition of portions of central Africa and her domination, in concert with other European powers, of China.

_____. The process accelerated after World War I, although in the immediate post-war period the Empire actually increased in size as Britain became the "trustee" of former German and Turkish territories (Egypt, for example) in Africa and the Middle East. The English-speaking colonies, Canada and Australia, had already acquired dominion status in 1907, and in 1931 Britain and the self-governing dominions — Canada, Australia, New Zealand, South Africa, and the

Irish Free State — agreed to form the "Commonwealth of Nations." The Dominions came to the aid of Britain during World War II, but Britain's losses to the Japanese in the Far East made it clear that it no longer possessed the resources to maintain the old order of things. The Americans were in any case ready, and indeed anxious, to replace British influence in many areas of the world.

_____. Ireland, which had at last won dominion status in 1921 after a brutal guerrilla war, achieved independence in 1949, although the northern province of Ulster remained (as it is today) a part of Great Britain. The process of decolonization in Africa and Asia accelerated during the late 1950s. Today, any affinities which remain between former portions of the Empire are primarily linguistic or cultural rather than political.

A) Britain's hold on India had gradually loosened. India achieved qualified self-government in 1935 and independence in 1947.

B) During the Victorian Era, however, the acquisition of territory and of further trading concessions continued (promoted by strategic considerations and aided or justified by philanthropic motivations), reaching its peak when Victoria, at Disraeli's instigation, had herself crowned Empress of India in 1876.

C) The growth of the British Empire was due in large part to the ongoing competition for resources and markets which existed over a period of centuries between England and her Continental rivals, Spain, France, and Holland.

D) The first British Empire was a mercantile one. Under both the Stuarts and Cromwell, the mercantilist outlines of further colonization and Empire-building became more and more apparent.

E) At the height of the Empire, however, growing nationalist movements in various colonies presaged its dissolution.

F) This state of affairs, however, was complex and far from stable.

G) The British Empire needed expansion, so all political forces supported the policy of free trade.

Source: <http://www.victorianweb.org/history/empire/Empire.html>

https://forms.office.com/Pages/ResponsePage.aspx?id=DQSIkWdsW0yxEjajBLZtrQAAAAAAAAAAAAAN_uDMrCZUMzdJNlc5MIJEQzRKWUM5TUY4NVoyQzhCSy4u

Cards for the warmer:

She had the first white wedding dress in history.

Her husband was a German Prince of Gotha-Coburg.

She was the first female monarch in British history.

She had the longest time of ruling on the throne until the 20th century.

She was really short for a British ruler.

She spent most of her adult life as a widow on the British throne.

	A whole historical period was named after her.	
	She and her husband were charitable monarchs: they donated money to the poor and launched charities.	
	She ascended the throne at the age of 18.	
	She and her husband were the first royal couple to set up a Christmas tree on Christmas Eve.	

Lesson plan:

Class segment	Time	Task structure	Interaction	Materials/resources
Warmer (Speaking)	5 min	<ul style="list-style-type: none"> T: distributes some sentences (on cards) among students, gives them hints, and then asks them to guess at the historical person and period / age of British history described by the sentences T: asks students for feedback 	T-S IW Whole class	<ul style="list-style-type: none"> cards with sentences
Practice (Listening skills, Speaking)	15 min	<ul style="list-style-type: none"> Students watch a video (<i>Hidden Killers of the Victorian Home</i>) on stairs in Victorian homes. Then, they have to complete an exercise by deciding whether the statements are TRUE or FALSE. The exercise is developed with <i>Microsoft Forms</i> (see the link above). They are permitted to look at the questions only after the first watch. Then, during and after the second watch they are expected to answer the questions. Video: https://www.youtube.com/watch?v=L1vqQi5TI70 	Whole class IW	<ul style="list-style-type: none"> laptop, video, loudspeaker / headphones marker / chalk and board for explaining if need be
Reading exercise	20 min	<ul style="list-style-type: none"> Students have to read a text on the British Empire and then match the sentences (paragraph-beginnings) with the appropriate paragraphs A–G to 1–6. There is one letter and sentence student do not need to add. discussion of the correct / incorrect answers 	Whole class IW	<ul style="list-style-type: none"> handout: reading exercise
Speaking / Cross-cultural link	5 min	<ul style="list-style-type: none"> T: <i>Speak about the poets and writers you are familiar with from the Victorian period? Who is your favourite? Do you know some of his/her works?</i> Discussion as a class 	Whole class	<ul style="list-style-type: none"> board: group key issues related to Victorian literature and culture in general

Media history

Téma	wireless, education, politics, BBC, radio
Módszer	experience-based learning
Fejlesztendő készség(ek)	vocabulary, listening skills, reading skills, communication skills
Munkaforma	individual, pair and group work
Szükséges eszközök	ICT tools: projector, loudspeaker, handout for the reading exercise, marker / chalk, board
Időtartam	45 minutes
Előkészület	printing the handouts for the reading exercise and distributing them
Felhasznált források	https://www.youtube.com/watch?v=gxB0mhWVH-Q
saját fejlesztésű online feladat elérhetősége, nyomtatott verziója vagy screen képe	https://learningapps.org/display?v=p6ad8isr520 Reading: Neo-Nazi militant group grooms teenagers (https://www.bbc.com/news/uk-53128169) Secret efforts to groom and recruit teenagers by a neo-Nazi militant group have been exposed by covert recordings. They capture senior members of The Base interviewing young applicants and discussing how to radicalise them. The FBI has described the group as seeking to unite white supremacists around the world and incite a race war. The recordings were passed to US civil rights organisation, the Southern Poverty Law Center, before some were shared with BBC One's Panorama.

Rinaldo Nazzaro, founder of The Base, is a 47-year-old American. Earlier this year the BBC revealed he was directing the organisation from his upmarket flat in St. Petersburg, Russia.

The interviews, which took place via conference call on an encrypted app, followed a pattern - prospective members were asked by Nazzaro about their personal history, ethnicity, radicalisation journey and experience with weapons, before a panel of senior members posed their own questions.

'I went from a comfortable salary to absolutely zero' (<https://www.bbc.co.uk/bbcthree/article/5495f587-974f-4ea9-99c1-1917433c7b42>)

How young people are coping with unemployment and money worries since coronavirus.

A national poverty charity has seen a sharp rise in demand for emergency cash grants among people 30 and under struggling with unemployment. And experts are now warning about a "poverty trap."

"I'm struggling to sleep because of the stress. I feel tired all the time. I feel drained.

"There's a lack of money. A lack of everything."

Like many young people, Matthew, 23, lost his job because of the coronavirus lockdown.

Ever since, he's been struggling to keep his head above water. He's behind on his rent and paying for basics like food has become a challenge.

He ended up turning to a national poverty charity who gave him an emergency cash grant to help him get by.

And that charity, Turn2Us, exclusively tells BBC Three that while the value of emergency grants they've paid to over 30s has doubled, it's quadrupled for people 30 and under, compared to the same period last year, to £540,000.

"It's a really big increase and it shows how badly hit this age group is by the lockdown measures and the economic impact of the coronavirus," says Turn2Us welfare benefit expert Anna Stevenson.

The regions that saw the highest number of claimants of the charity's £500 emergency coronavirus grant were London, Scotland and the north-west of England.

People apply for the grants online and they're given out based on a number of factors, including whether you can prove a considerable loss of income and have savings of less than £1,000. Applications have been temporarily suspended while they deal with the backlog, the charity says, but there are other grants available.

"It was hellish before the virus for young people but it's unbelievably hellish now," says Lindsay Graham, independent policy advisor and member of the Scottish Poverty and Inequality Commission.

The 94-year-old fighting for re-election after 49 years as mayor (<https://www.bbc.com/news/stories-53113686>)

In France, 36,000 villages, towns and cities held the first round of mayoral elections in March and will finally hold the second round next weekend, after a three-month delay caused by the coronavirus pandemic. Chris Bockman interviewed one of the hopefuls - the nonagenarian André Trigano.

"I hope I am not going to have to apologise again for not being dead."

That was my introduction to the dapper, and witty, mayor of the town of Pamiers, in the foothills of the French Pyrenees - population, 16,000.

André Trigano is 94 years old and has been in public office for close to 50 years, but he isn't planning on retiring for a while yet.

He came top in the first round of the election in March and if he wins the second round on 28 June he will be 101 years old at the end of his mandate.

There are other elderly mayors clinging on to the reins of power - including a 98-year-old standing for re-election in a village near Bordeaux - but none has a back story quite as colourful as Trigano's.

So why, after all this time in public office, is he running again?

He says he still has plenty of unfinished business, including plans to renovate the centre of Pamiers, which is a pocket of poverty surrounded by dozens of factories working overtime to make parts for the aerospace industry.

"Every night I go to sleep and wake up with a dozen great new ideas for the town," he says.

But his age has, inevitably, been used against him by his rivals. The two I spoke to both said it was time for him to go.

Yes, he did a lot for the town in the past, said one of them - Maryline Doussat, who runs a local bakery with 20 employees - but he's turned into an elderly autocrat.

This explains Trigano's joke about hoping he won't have to apologise for not being dead.

"Do I sound lucid? Do I make sense?" he asks me rhetorically, an hour into the interview.

These young - or at least, younger - wannabes must wait their turn, he says.

"When you build a 10-storey building, you don't change architects after the fifth floor - that makes no sense," he chuckles.

With a twinkle in his eye, he tells me that he has run in 19 different elections from mayor to regional council and parliament, and lost just once.

"If anyone wants my job, they will have fight for it!"

https://forms.office.com/Pages/ResponsePage.aspx?id=DQSIkWdsW0yxEjajBLZtrQAAAAAAAAAAAAAN_uDMrCZURVdLUzBOVDBUM1Y5Qzk0T1BIT0ICUE9TSy4u

Lesson plan:

Class segment	Time	Task structure	Interaction	Materials/resources
Warmer (Speaking)	5 min	<ul style="list-style-type: none"> • T: writes the letters B and C on the board (one at a time, with time limit) and asks students to provide words that start with these letters and are related to the world of media (e.g. broadcasting, channel, etc.) Asks for feedback. • Then, the teacher asks the students to order the letters into BBC and try to figure out what this abbreviation stands for 	<p>T-S IW Whole class</p>	<ul style="list-style-type: none"> • board: teacher writes up the words suggested by students • board: teacher writes up the solution for the BBC (British Broadcasting Corporation)
Practice (Listening skills, Speaking)	15 min	<ul style="list-style-type: none"> • Students watch a short video on the history of the BBC twice and solve a multiple choice test developed with <i>Microsoft Forms</i> (see the link above). They are permitted to look at the questions only after the first watch. Then, during and after the second watch they are expected to answer the questions. Video: https://www.youtube.com/watch?v=gxBOmhWVH-Q • After the self-evaluation, the class discusses the key moments of the BBC's history in the 20th century 	<p>Whole class IW</p>	<ul style="list-style-type: none"> • laptop, video • marker / chalk and board for explaining if need be

Reading exercise	15 min	<ul style="list-style-type: none"> • students have to read BBC news items and then solve a reading exercise edited in <i>LearningApps</i> (https://learningapps.org/display?v=p6ad8isr520) • discussion of the correct / incorrect answers 	Whole class IW	<ul style="list-style-type: none"> • laptop
Speaking / Cross-cultural link	10 min	<ul style="list-style-type: none"> • T: <i>How do you use the media? What kind of media do you use? (TV, internet, etc.)? What do you think about the present state of the media? Do we have any national / public broadcasting service in Hungary? If yes, do you think it is similar to BBC?</i> • First, Ss discuss it in pairs • Afterwards: discussion as a class 	PW Whole class	<ul style="list-style-type: none"> • board: group key issues related to media in general

Crime and investigation

Téma	detectives, crime
Módszer	experience-based learning
Fejlesztendő készség(ek)	vocabulary, listening skills, reading skills, communication skills
Munkaforma	individual, pair and group work
Szükséges eszközök	ICT tools: projector, loudspeaker / headphone, handout for the reading exercise, marker / chalk, board
Időtartam	45 minutes
Előkészület	printing the handouts for the reading exercise and distributing them
Felhasznált források	https://www.vulture.com/2015/02/read-a-lost-sherlock-holmes-story-by-conan-doyle.html https://en.wikipedia.org/wiki/Agatha_Christie https://www.wbur.org/onlyagame/2013/10/19/raymond-chandler-baseball-history The opening scene of <i>The Godfather</i> : https://www.youtube.com/watch?v=NifItiFuF3M (access date: 26.01.2021) Source of the text: C. E. Eckersley: <i>Brighter English</i> . Longmans: London, 1968, 16–21.
saját fejlesztésű online feladat elérhetősége, nyomtatott verziója vagy screen képe	<p style="text-align: center;"><i>THE GLOVE</i> By R. U. Joyce</p> <p>James Dunne hung by his fingertips from the window-sill and after a moment dropped noiselessly to the ground. He looked about him hurriedly. The house was on the outskirts¹ of the town, well back from the road from which the grounds</p>

¹ outskirts = outer edge.

were separated by a high stone wall. It was almost two o'clock and the night was dark. There was little likelihood of his meeting anybody at that time. On the whole he was perfectly secure. As he ran silently across the lawn he could not help marvelling at his own nerve. He had committed burglaries in those far-off days before he had blossomed forth as a respectable jeweller in the little town of Brampton, but those days were far distant. Behind him lay ten years of law-abiding respectability. The hand that reached up to grasp the top of the wall was as steady as a rock. He could even think calmly of the still thing which had once been Richard Strong and which now lay huddled up² in an ever widening crimson pool in the room which he had just left. He had not intended to commit murder, but circumstances had rendered it inevitable. He felt that all through he had been the plaything of circumstances. His troubles had begun when an old prison acquaintance had recognised him again. Blackmail³ followed. Dunne's business was prosperous, but the blackmailer's ever-increasing demands were a drain⁴ greater than he could bear.

He tried to supplement his resources by gambling, only to plunge more deeply into the mire,⁵ until finally ruin stared him in the face. At his wit's end⁶ he turned to his old trade. Richard Strong was a retired solicitor, with more than a local reputation as a collector of antiques, and he was believed to possess ancient gold ornaments of fabulous⁷ value. Dunne at that time was purchasing gold, old rings, brooches and so on, and melting them down; therefore the proceeds of a burglary of Strong's house could be disposed of safely and lucratively.⁸ It was an easy matter to break into the house. He knew the room in which the collection was kept, and all that had to be done was to climb a drain-pipe for a few feet to reach a window. In Brampton it was not thought necessary to take precautions against burglars. When Dunne had stuffed his pockets with the gold ornaments, of which there were many in the room, they held a small fortune.

He was preparing to go when he heard a gasp behind him; he swung round to find that the door of the room had opened and that Strong himself was standing in front of him. "Dunne"- it was the only word Strong uttered. Dunne had been glancing at an oriental knife of curious workmanship. He still held it in his hand, and almost without thinking, lunged⁹ at Strong; all was over. Dunne dragged the body into the room, closed the door, switched off the light, drew back the curtains, and left as he had come, through the window.

² huddled up = limply, collapsed.

³ blackmail = a threat to tell some guilty secret unless money is paid.

⁴ drain = a continued loss.

⁵ mire = mud (here means "difficulty").

⁶ wits' end = not knowing what to do next.

⁷ fabulous = unbelievable.

⁸ lucratively = profitably.

⁹ The verb *to lunge* = to thrust suddenly with a sword.

He felt no remorse. "I could do nothing else," he told himself. "He recognised me, and it was that or prison." He recalled the look of surprise on Strong's face and actually smiled. He really did not think that he had anything with which to reproach himself. Strong's death was necessary for his own safety, and there was no alternative to what he had done. "In any case, he was an old man with only a few more years to live."

He felt safe. Who would suspect the dull, stodgy,¹⁰ middle-aged jeweller of murder and robbery? He had left no clue.¹¹ He had met nobody, either going or coming. The little main street was deserted and in complete darkness as he let himself into his house by the side-door. He lived alone in the house. A woman came in daily and "did for him",¹² but nobody except himself slept on the premises. His bedroom was at the back, but before switching on the electric light he pulled down the blind and drew the heavy curtains across the window. Then he fumbled¹³ in his pocket and pulled out a glove. With a look of surprise he searched the pocket again, and not finding what he sought, plunged his hand into all his other pockets, fumbling amongst the gold articles with which they were filled. The latter he did not take out. For some strange reason he feared to look at them, and he did not intend to empty his pockets of them until he was ready to place them in the crucible¹⁴ in the little room behind shop downstairs. Finally he abandoned the search and stood in the middle of the room, his face a white mask of sheer horror.

The other glove was missing! He had found the gloves in his pocket while in Strong's house and he had taken them out and placed them on a table before stowing¹⁵ away his foot.¹⁶ He could have sworn he had replaced them before his hasty departure, but here was the appalling fact that one of them was missing - and on the lining was his name and address! The thought of returning to the house, to the room where Strong lay so quiet and still, filled him with a kind of superstitious horror. The memory of the dead man's upturned face with the queer look of surprise by death returned to him, and he gave a little strangled scream. He stood in the middle of the room, his face white and speckled with drops of perspiration, and his mind a welter¹⁷ of indecision.

"I can't do it," he muttered, "I can't..."

¹⁰ stodgy = uninteresting.

¹¹ clue = thing that might betray him.

¹² "did for him" = did the housework, etc. (*colloquial*).

¹³ fumble = felt clumsily.

¹⁴ crucible = pot for melting metals.

¹⁵ stowing = packing.

¹⁶ loot = stolen goods.

¹⁷ welter = confusion.

And then the vision of the scaffold¹⁸ intruded itself; he shivered as with an ague,¹⁹ his body cold. In his criminal days he had possessed a morbid dread of the scaffold. The old fear now held him in its grip, stronger a hundredfold than it had ever been of yore.²⁰ With lagging²¹ footsteps he went out into the dark deserted street. The journey was like a nightmare. To his disordered imagination every dark corner concealed a spectre,²² and once he screamed hoarsely at the sight of a discarded piece of wrapping-paper which lay across his path. For a moment it had seemed to him like a corpse lying in a dark pool...

He reached his destination, and bathed in perspiration and trembling in every limb he climbed to the window. The room was in darkness as he had left it, but he thought he could perceive a darker object on the floor near the door. He must have light to find the glove, and the switch was near the body. Calling to his aid all the reserves of his will-power he drew the hangings across the window and moved across the room. His feet touched something soft, and he recoiled²³ with a hoarse gasp, his heart pounding²⁴ furiously. His shaking fingers found the switch and the room was flooded with light.

Richard Strong lay at his feet. He would have given all the world to have been able to keep his gaze averted, but the body exercised some dreadful fascination over him, and drew his eyes irresistibly. More, filled with repugnance as he was, he bent forwards, his hand outstretched to touch the haft²⁵ of the knife.

“Put up your hands! Good God! Put up your hands, you scoundrel!”

He looked up with a shrill scream, the fresh shock to his overwrought²⁶ nerves almost causing him to faint. The door had opened, and Strong’s son stood there, covering him with a revolver. Slowly he raised his arms above his head.

The inspector who escorted Dunne to the police station was garrulous²⁷ and, moreover, appeared to have temporarily forgotten that, in the eyes of the law, an accused man is innocent until he is proved guilty. At any rate, he assumed Dunne’s guilt, which, considering the evidence, is not surprising.

¹⁸ scaffold = place of execution.

¹⁹ ague = fever.

²⁰ of yore = formerly.

²¹ lagging = slow.

²² spectre = ghost

²³ recoiled =sprang back.

²⁴ pounding = beating hard.

²⁵ haft = handle

²⁶ overwrought = strained, excited

²⁷ garrulous = talkative

“Do you know,” he said, “that you are the last man I would have suspected? If you hadn’t been found in the room with the body and the loot in your pockets we’d never have thought of you. Unluckily for you, you didn’t get away in time.”

Dunne made no reply. His house was on the way to the police station, and he asked permission to get an overcoat. The air was chilly, in that dark hour before the dawn.

“Certainly,” said the inspector, “but we’ll go with you.”

He opened the side door and preceded his prisoner into the hall, two policemen bringing up the rear. Dunne was thinking that they intended taking no chances, when his foot touched something on the floor.

He stooped to pick it up and suddenly felt queer. Then the inspector switched on the light. Dunne looked at the article in his hand.

It was the glove which he thought he had left in the room with the murdered man and which he had gone back to find!

“Here,” shouted one of the policemen, “hold up, man!”

But Dunne slipped through his hands and fell to the floor.

Exercise 1

Give one word that expresses the meaning of each of the following phrases. All the required words are in the story you have just read. You are given the first letter of each word.

1) a thief who breaks into houses, shops, etc. (b_ _ _ _ _)

2) cannot be avoided (i _ _ _ _ _ _ _ _)

3) to play cards or other games for money (g _ _ _ _)

4) a lawyer who conducts law business and prepares cases for barristers (s _ _ _ _ _ _ _)

5) care taken to prevent something happening (p _ _ _ _ _ _ _)

6) a device for sending electricity along another wire (s _ _ _ _)

7) to give up (a _ _ _ _ _)

8) the inside covering of a coat, glove, etc. (l _ _ _ _)

9) place of execution (s _ _ _ _ _)

10) intense dislike (r _ _ _ _ _)

Exercise 2

Find words opposite in meaning to the following; the words required are all in the story:

noisily =

modern =

selling =

lively =

crowded =

to fill =

revealed =

closed =

taciturn (i.e., *saying very little*) =

permanently =

guilty =

followed =

Comprehension (Points of discussion)

Answer the following questions:

When had James Dunne committed burglaries before?

What do you know about Strong's profession and interests?

How did Dunne kill Strong?

Why did his face become "a white mask of horror"?

What did the police inspector say to Dunne?

What happened when Dunne saw his glove at home?

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Lesson plan:

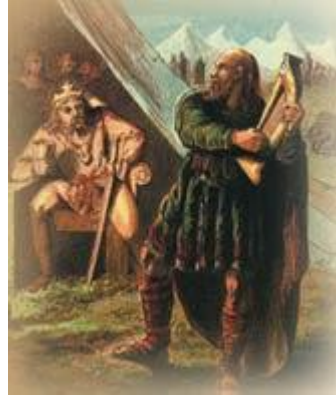
Class segment	Time	Task structure	Interaction	Materials/resources
Warmer (Speaking)	5 min	<ul style="list-style-type: none"> • Ss are presented three pictures (Agatha Christie, Sherlock Holmes, Philip Marlowe). Then, they have to guess who are in the pictures. Ss are engaged in a subsequent discussion of the persons and describe them. • Also, the class discusses their role and relationship to detective fiction and criminal stories in general. 	<p>T-S IW Whole class</p>	<ul style="list-style-type: none"> • laptop, loudspeaker / headphones • board: T writes unknown words and phrases up on the board
Practice (Reading comprehension, Vocabulary)	20 min	<ul style="list-style-type: none"> • Students have to come to class prepared: they are expected to read a short story by Joyce (<i>The Glove</i>), bring the text to class. After scanning the text for information, they are expected to complete the exercises (see attached material: comprehension, vocabulary) on a distributed worksheet. • Ss discuss their answers in pairs and then the whole class discusses the questions and the answers. 	<p>Whole class IW PW</p>	<ul style="list-style-type: none"> • handout (text, task sheet) • marker / chalk and board for explaining if need be

Practice (Listening exercise)	15 min	<ul style="list-style-type: none"> • Students have to watch the opening scene of the legendary film, <i>The Godfather</i>. After watching the scene once, they are asked to complete a TRUE or FALSE exercise developed in <i>Microsoft Forms</i>. • discussion of the correct / incorrect answers 	Whole class IW	<ul style="list-style-type: none"> • laptop, headphones / loudspeaker
Speaking / Cross-cultural link	5 min	<ul style="list-style-type: none"> • T: <i>What do you know about organised crime in the USA? Are there mafias today in the US? How effective are federal jurisdiction against organised crime in the USA? What are the major activities organised crime networks pursue?</i> • Discussion as a class 	Whole class	<ul style="list-style-type: none"> • board: group key issues and expressions related to Alfred and early English history

Alfred the Great

Téma	Alfred the Great
Módszer	experience-based learning
Fejlesztendő készség(ek)	vocabulary, listening skills, reading skills, communication skills
Munkaforma	individual, pair and group work
Szükséges eszközök	ICT tools: projector, loudspeaker / headphone, handout for the reading exercise, marker / chalk, board
Időtartam	45 minutes
Előkészület	printing the handouts for the reading exercise and distributing them
Felhasznált források	https://lyricstraining.com/play/vikings/midseason-5-official-sdcc-trailer/HW8nMdG0bW#a7w https://www.youtube.com/watch?v=w5rn4Ek_-Tk
saját fejlesztésű online feladat elérhetősége, nyomtatott verziója vagy screen képe	https://forms.office.com/Pages/ResponsePage.aspx?id=DQSIkWdsW0yxEjajBLZtrQAAAAAAAAAAAAAN_uDMrCZUQjk1WkVJWkhWOFpUNUtNWDZQSkNBMFBCMC4u https://learningapps.org/13990635 See text below:

Spies in Britain



Alfred the Great acted as his own spy, visiting Danish camps disguised as a minstrel. In those days wandering minstrels were welcome everywhere. They were not fighting men, and their harp was their passport. Alfred had learned many of their ballads in his youth, and could very his programme with acrobatic tricks and simple conjuring.

While Alfred's little army slowly began to gather at Athelney, the king himself set out to penetrate the camp of Guthrum, the commander of the Danish invaders. These had settled down for the winter at Chippenham; thither Alfred went. He noticed at once that discipline was slack: the Danes had the self-confidence of conquerors, and their security precautions were casual. They lived well, on the proceeds of raids on neighbouring regions. There they collected women as well as food and drink, and a life of ease had made them soft.

Alfred stayed in the camp a week before he returned to Athelney. The force there assembled was trivial compared with the Danish horde. But Alfred had deduced that the Danes were no longer fit for prolonged battle; and that their commissariat had no organization, but depended on irregular raids.

So, faced with the Danish advance, Alfred did not risk open battle but harried the enemy. He was constantly on the move, drawing the Danes after him. His patrols halted the raiding parties: hunger assailed the Danish army. Now Alfred began a long series of skirmishes – and within a month the Danes had surrendered. The episode could reasonably serve as a unique epic of royal espionage!

From: Bernard Newman, *Spies in Britain*. Hale, 1964.

1) Provide a synonym for the following expressions:

disguised =

thither =

slack =

security precautions =

proceeds =

trivial =

harried =

assailed =

skirmishes =

unique =

2) Which of the following statements are correct – see the exercise in *Microsoft Forms*.

3) Put the words in brackets in their correct position in these sentences. Do not refer to the passage until you have finished the exercise:

a) He noticed that discipline was slack. (at once)

b) They lived on the proceeds of raids on neighbouring regions. (well)

c) But Alfred had deduced that the Danes were fit for prolonged battle. (no longer)

Lesson plan:

Class segment	Time	Task structure	Interaction	Materials/resources
Warmer (Listening, Speaking)	7 min	<ul style="list-style-type: none"> • Ss are expected to fill the gaps of the lyrics of Vikings Season 5 Trailer (<i>Lyricstraining</i>). Then, the class is engaged in a discussion of the Vikings and their presence in Britain. • discussion of the correct / incorrect answers 	<p>T-S IW Whole class</p>	<ul style="list-style-type: none"> • laptop, loudspeaker / headphones • board: T writes unknown words and phrases up on the board
Practice (Reading comprehension, Use of English, Vocabulary)	20 min	<ul style="list-style-type: none"> • Students have to read a text on Alfred the Great. After reading the text, they have to complete three exercises (vocabulary, reading comprehension, use of English) on a distributed worksheet (vocabulary, use of English) and in <i>Microsoft Forms</i> (reading exercise). • Ss discuss their answers in pairs and then the whole class discusses the questions and the answers. 	<p>Whole class IW PW</p>	<ul style="list-style-type: none"> • handout (text, task sheet) • laptop, internet connection • marker / chalk and board for explaining if need be

Practice (Listening exercise)	10 min	<ul style="list-style-type: none"> • Students have to listen to a CNN documentary on the excavation of King Alfred's remnants in Winchester. After listening to the documentary twice, Ss are asked to complete a TRUE or FALSE exercise developed in <i>LearningApps</i>. • discussion of the correct / incorrect answers 	Whole class IW	<ul style="list-style-type: none"> • laptop, headphones / loudspeaker
Speaking / Cross-cultural link	8 min	<ul style="list-style-type: none"> • T: <i>What have you learnt about King Alfred the Great? Which Hungarian king can be compared to Alfred the Great? Compare the personality and activities of Alfred the Great and King Stephen I of Hungary.</i> • Discussion as a class 	Whole class	<ul style="list-style-type: none"> • board: group key issues and expressions related to Alfred and early English history

Coronavirus epidemic

Téma	Coronavirus epidemic
Módszer	experience-based learning
Fejlesztendő készség(ek)	vocabulary, listening skills, reading skills, communication skills
Munkaforma	individual, pair and group work
Szükséges eszközök	ICT tools: projector, loudspeaker / headphone, handout for the reading exercise, marker / chalk, board
Időtartam	45 minutes
Előkészület	printing the handouts for the reading exercise and distributing them
Felhasznált források	https://soundcloud.com/natalia_lzam/sets/2020_lifestyle-changes
saját fejlesztésű online feladat elérhetősége, nyomtatott verziója vagy screen képe	<p>Questions for warmer discussion:</p> <p>Think about the questions below and make some notes in English in your notebook. a. How has your routine changed since the outbreak of COVID-19? b. Which of these changes have been positive and which have been more difficult? c. Which change has had the most impact on your day-to-day life?</p> <p style="text-align: center;">VOCABULARY - CORONAVIRUS</p> <ol style="list-style-type: none">1. Asymptomatic – showing no symptoms while having the virus2. Contagious –if a virus or a disease is contagious, it is spread easily through contact between people3. Contaminated surface – a surface that is infected, e.g. door handles or phone screens

- 4. Emergency measures** – a plan of extraordinary actions to deal with a serious issue, to stop or reduce the spread of the virus (e.g. cancellation of big events, school closures)
- 5. Epidemic** – rapid spread of an infectious disease in a short time
- 6. Fatality** – a death caused by disease, war, accident, etc.
- 7. Face mask** – something you wear to cover your mouth and nose to protect yourself
- 8. Incubation period** – the time it takes for signs of a virus to appear in an individual, the time when you already have the virus but you do not have the symptoms
- 9. Hospitalise** – to convince someone to go to the hospital for a treatment
- 10. Lockdown** – a situation where people aren't allowed in or out of a place
- 11. Outbreak** – the sudden start of something
- 12. Pandemic** – the spread of a virus to a large amount of people across different countries
- 13. Quarantine** – because of a disease someone is separated from the rest of society
- 14. Self-isolation** – a situation where you restrict the amount of contact you have with people
- 15. Social distancing** – a term used to describe ways of reducing contact between people
- 16. Stockpiling** – gathering a large amount of goods for yourself
- 17. Panic buying** -buying goods in large amounts because one is worried about things selling out
- 18. Super spreader** – an individual who infects multiple people with a virus without knowing it
- 19. Wuhan shake** – a way of avoiding a normal handshake by touching elbows instead
- 20. Work remotely** – to work away from your office, WFH – work from home

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Listening questions:

ECONOMY

1. The use of cash...

- a. has started to drop dramatically in the last month due exclusively to online shopping.
- b. is slowly but surely losing ground.
- c. was already decreasing before the pandemic.

2. If the move away from cash should happen swiftly...

- a. cash machines would have to be converted.
- b. those unfamiliar with other payment methods would be heavily affected.
- c. shops would still be forced to accept cash anyway.

NEIGHBOURS

3. According to the police source mentioned, some of the allegations of breaches of social distancing...

- a. are not registered due to the lack of police officers available.
- b. stem from long-standing rivalries.
- c. are happening especially in certain parts of the country.

4. According to the national police chiefs' council, mass gatherings...

- a. are mentioned as an instance of a serious breach of the restrictions which should be reported.
- b. should be fined only as long as they are carried out without exercising common sense.
- c. are considered a minor infringement.

EDUCATION

5. What is the stand of the teacher who wrote to Emma Kell (the guest)?

- a. Kids not attending school for some weeks is unimportant if you look at the whole picture.
- b. The practicalities of implementing social distancing still need to be worked out in the school context.
- c. The 15-minute rule can only be applied to teenagers' education, not with younger children.

6. According to Emma Kell...

- a. most teachers are fine with teaching remotely until it's safe to return to onsite teaching.
- b. in her experience, teachers are missing their students.
- c. the teachers she has spoken to would be fine with teaching their lessons at school now.

Lesson plan:

Class segment	Time	Task structure	Interaction	Materials/resources
Warmer (Speaking)	10 min	<ul style="list-style-type: none"> • T: asks Ss to answer questions about the Coronavirus and then engage in a general discussion (see attached questions in the respective place above) • T: asks students for feedback 	T-S IW Whole class	<ul style="list-style-type: none"> • pen, pencil, notebook
Practice (Vocabulary exercise, Reading skills)	20 min	<ul style="list-style-type: none"> • Ss are presented with a <i>Microsoft Forms</i> exercise, in which they have to pair expressions with their proper definitions. (The list of expressions and definitions is attached above.) 	Whole class IW	<ul style="list-style-type: none"> • laptop, internet • marker / chalk and board for explaining if need be
Practice (Listening skills)	10 min	<ul style="list-style-type: none"> • Students have to listen to a recording related to the effects of Coronavirus epidemic. After the second hearing, Ss must choose the correct answer to statements provided on a handout. • discussion of the correct / incorrect answers 	Whole class IW	<ul style="list-style-type: none"> • handout: reading exercise

Colonial History

Téma	colonization
Módszer	experience-based learning
Fejlesztendő készség(ek)	vocabulary, listening skills, reading skills, communication skills
Munkaforma	individual, pair and group work
Szükséges eszközök	ICT tools: projector, loudspeaker / headphone, handout for the reading exercise, marker / chalk, board
Időtartam	45 minutes
Előkészület	printing the handouts for the reading exercise and distributing them
Felhasznált források	https://lyricstraining.com/en/play/peter-hollens/song-of-durin/HzhdW8nKpz#a7w (choose advanced level)

saját fejlesztésű online feladat
elérhetősége, nyomtatott verziója
vagy screen képe

Cards (handout):

Who was the “last of the Mohicans”?

This chief featured in many Karl May novels as
the head of the Apache tribe.

She was the wife of a 1st-century (AD) clanlord
and led an insurrection against the Romans in
Britannia after her husband had been brutally
murdered by the Romans.

He defeated General Custer at Little Bighorn.

A famous 20th-century lawyer and civil rights
activist who fought for the independence of India
from British rule.

The leader of the Zulu tribes who led successive
campaigns against the British in South-East
Africa in the early 19th century.

An 18th-century British explorer and sea captain; numerous discoveries are linked to his name. He was killed in Hawaii.

The British Queen who supported buccaneering in the Atlantic Ocean in the 16–17th century.

Reading:

The Indian cliff dwellings of the southwestern United States are a source of interest and mystery for archaeologists. Located in the Four Corners area of the U.S., where Colorado, Utah, Arizona and New Mexico meet, the cliff dwellings were constructed during the Great Pueblo period, from approximately 1050 to 1300. The cliff dwellings are whole series of contiguous rooms built in layers into the sides of cliffs. The sleeping rooms of the cliff dwellings were very tiny, often only one to two meters wide and little more than one meter high, and they were built in complexes of up to several hundred rooms 10 together. The front rooms of the complexes were considerably larger. These larger rooms were apparently the rooms where daily life took place. When the cliff dwellings were first found by explorers, they had been abandoned. Archaeologists today are uncertain as to when or why they were abandoned and where the inhabitants went. There is some evidence, however, that the inhabitants left the cliff dwellings near the end of the thirteenth century because of a serious drought that is known to have occurred in the area from 1276 to 1299. Archaeologists believe that the inhabitants could have left the cliff dwellings to move southwest and southeast. Today the descendants of the cliff dwellers are probably members of the Indian tribes of that area.

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Lesson plan:

Class segment	Time	Task structure	Interaction	Materials/resources
Warmer (Speaking)	7 min	<ul style="list-style-type: none"> • T: distributes some sentences (on cards) among students, gives them hints, and then asks them to guess at the historical person and period / age of British or American history described by the sentences • T: asks students for feedback (solutions: Sitting Bull, Winnetou, Boudica, Chingachgook, Gandhi, Shaka, James Cook, Elizabeth I) 	T-S IW Whole class	<ul style="list-style-type: none"> • cards with sentences
Practice (Reading comprehension)	20 min	<ul style="list-style-type: none"> • Students have to read a text on Indian cliff dwellings. After reading the text, they have to do a reading comprehension exercise developed in <i>Microsoft Forms</i> (questions and statements about the text). • Ss discuss their answers in pairs and then the whole class discusses the questions and the answers. 	Whole class IW PW	<ul style="list-style-type: none"> • handout (text, task sheet) • marker / chalk and board for explaining if need be

Practice (Listening exercise)	5 min	<ul style="list-style-type: none"> • Students have to listen to a famous soundtrack from the film, <i>The Hobbit</i>, using <i>lyricstraining</i>. • discussion of the correct / incorrect answers 	Whole class IW	<ul style="list-style-type: none"> • laptop, headphones / loudspeaker
Speaking / Cross-cultural link	12 min	<ul style="list-style-type: none"> • T: <i>Speak about the great Indian heroes you are familiar with from American history and your readings? Do you know great British discoverers? Who is your favourite (hero and/or discoverer)? Do you know famous Hungarian discoverers? (E.g. Széchenyi Zsigmond, Kőrösi Csoma Sándor)</i> • Discussion as a class 	Whole class	<ul style="list-style-type: none"> • board: group key issues and expressions related to aboriginal life and discoveries

Stories from the media

Téma	media representations and news
Módszer	experience-based learning
Fejlesztendő készség(ek)	vocabulary, listening skills, reading skills, communication skills
Munkaforma	individual, pair and group work
Szükséges eszközök	ICT tools: projector, loudspeaker, handout for the reading exercise, marker / chalk, board
Időtartam	45 minutes
Előkészület	printing the handouts for the reading exercise and distributing them
Felhasznált források	https://www.youtube.com/watch?v=gxB0mhWVH-Q
saját fejlesztésű online feladat elérhetősége, nyomtatott verziója vagy screen képe	<p>Reading:</p> <p>1. (https://www.bbc.com/news/uk-53128169)</p> <p>Secret efforts to groom and recruit teenagers by a neo-Nazi militant group have been exposed by covert recordings. They capture senior members of The Base interviewing young applicants and discussing how to radicalise them. The FBI has described the group as seeking to unite white supremacists around the world and incite a race war. The recordings were passed to US civil rights organisation, the Southern Poverty Law Center, before some were shared with BBC One's Panorama.</p> <p>Rinaldo Nazzaro, founder of The Base, is a 47-year-old American. Earlier this year the BBC revealed he was directing the organisation from his upmarket flat in St. Petersburg, Russia.</p>

The interviews, which took place via conference call on an encrypted app, followed a pattern - prospective members were asked by Nazzaro about their personal history, ethnicity, radicalisation journey and experience with weapons, before a panel of senior members posed their own questions.

2. (<https://www.bbc.co.uk/bbcthree/article/5495f587-974f-4ea9-99c1-1917433c7b42>)

How young people are coping with unemployment and money worries since coronavirus.

A national poverty charity has seen a sharp rise in demand for emergency cash grants among people 30 and under struggling with unemployment. And experts are now warning about a "poverty trap."

"I'm struggling to sleep because of the stress. I feel tired all the time. I feel drained.

"There's a lack of money. A lack of everything."

Like many young people, Matthew, 23, lost his job because of the coronavirus lockdown.

Ever since, he's been struggling to keep his head above water. He's behind on his rent and paying for basics like food has become a challenge.

He ended up turning to a national poverty charity who gave him an emergency cash grant to help him get by.

And that charity, Turn2Us, exclusively tells BBC Three that while the value of emergency grants they've paid to over 30s has doubled, it's quadrupled for people 30 and under, compared to the same period last year, to £540,000.

"It's a really big increase and it shows how badly hit this age group is by the lockdown measures and the economic impact of the coronavirus," says Turn2Us welfare benefit expert Anna Stevenson.

The regions that saw the highest number of claimants of the charity's £500 emergency coronavirus grant were London, Scotland and the north-west of England.

People apply for the grants online and they're given out based on a number of factors, including whether you can prove a considerable loss of income and have savings of less than £1,000. Applications have been temporarily suspended while they deal with the backlog, the charity says, but there are other grants available.

"It was hellish before the virus for young people but it's unbelievably hellish now," says Lindsay Graham, independent policy advisor and member of the Scottish Poverty and Inequality Commission.

3. (<https://www.bbc.com/news/stories-53113686>)

In France, 36,000 villages, towns and cities held the first round of mayoral elections in March and will finally hold the second round next weekend, after a three-month delay caused by the coronavirus pandemic. Chris Bockman interviewed one of the hopefuls - the nonagenarian André Trigano.

"I hope I am not going to have to apologise again for not being dead."

That was my introduction to the dapper, and witty, mayor of the town of Pamiers, in the foothills of the French Pyrenees - population, 16,000.

André Trigano is 94 years old and has been in public office for close to 50 years, but he isn't planning on retiring for a while yet.

He came top in the first round of the election in March and if he wins the second round on 28 June he will be 101 years old at the end of his mandate.

There are other elderly mayors clinging on to the reins of power - including a 98-year-old standing for re-election in a village near Bordeaux - but none has a back story quite as colourful as Trigano's.

So why, after all this time in public office, is he running again?

He says he still has plenty of unfinished business, including plans to renovate the centre of Pamiers, which is a pocket of poverty surrounded by dozens of factories working overtime to make parts for the aerospace industry.

"Every night I go to sleep and wake up with a dozen great new ideas for the town," he says.

But his age has, inevitably, been used against him by his rivals. The two I spoke to both said it was time for him to go.

Yes, he did a lot for the town in the past, said one of them - Maryline Doussat, who runs a local bakery with 20 employees - but he's turned into an elderly autocrat.

This explains Trigano's joke about hoping he won't have to apologise for not being dead.

"Do I sound lucid? Do I make sense?" he asks me rhetorically, an hour into the interview.

These young - or at least, younger - wannabes must wait their turn, he says.

"When you build a 10-storey building, you don't change architects after the fifth floor - that makes no sense," he chuckles.

With a twinkle in his eye, he tells me that he has run in 19 different elections from mayor to regional council and parliament, and lost just once.

"If anyone wants my job, they will have fight for it!"

<https://learningapps.org/display?v=p6ad8isr520>

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Lesson plan:

Class segment	Time	Task structure	Interaction	Materials/resources
Warmer (Speaking)	5 min	<ul style="list-style-type: none"> • T: writes the letters B and C on the board (one at a time, with time limit) and asks students to provide words that start with these letters and are related to the world of media (e.g. broadcasting, channel, etc.) Asks for feedback. • Then, the teacher asks the students to order the letters into BBC and try to figure out what this abbreviation stands for 	<p>T-S IW Whole class</p>	<ul style="list-style-type: none"> • board: teacher writes up the words suggested by students • board: teacher writes up the solution for the BBC (British Broadcasting Corporation)
Practice (Listening skills, Speaking)	15 min	<ul style="list-style-type: none"> • Students watch a short video on the history of the BBC twice and solve a multiple choice test developed with <i>Microsoft Forms</i> (see the link above). They are permitted to look at the questions only after the first watch. Then, during and after the second watch they are expected to answer the questions. Video: https://www.youtube.com/watch?v=gxB0mhWVH-Q • After the self-evaluation, the class discusses the key moments of the BBC's history in the 20th century 	<p>Whole class IW</p>	<ul style="list-style-type: none"> • laptop, video • marker / chalk and board for explaining if need be

Reading exercise	15 min	<ul style="list-style-type: none"> • students have to read BBC news items and then solve a reading exercise edited in <i>LearningApps</i> (https://learningapps.org/display?v=p6ad8isr520) • discussion of the correct / incorrect answers 	Whole class IW	<ul style="list-style-type: none"> • laptop
Speaking / Cross-cultural link	10 min	<ul style="list-style-type: none"> • T: <i>How do you use the media? What kind of media do you use? (TV, internet, etc.)? What do you think about the present state of the media? Do we have any national / public broadcasting service in Hungary? If yes, do you think it is similar to BBC?</i> • First, Ss discuss it in pairs • Afterwards: discussion as a class 	PW Whole class	<ul style="list-style-type: none"> • board: group key issues related to media in general