



Erasmus+

# ENGLISH Box

Head In The Clouds Consortium

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*English*



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You will notice that the QR codes used for the hand-in application are not present in these tasks. To use the tasks with the hand-in application the collaboration with the project team is necessary, so please contact us by mail.

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## Teacher Handout

### BOX 3: English

The third box – English, contains various topics related to the introduction of English language and its use in ordinary life. All tasks aim to teach children to learn and use English via playing different games, tongue twisters and songs. In various tasks, they will discover new words and grammatical rules of English language and by using mobile applications, they will be able to search for new information, to edit photos, create short “movies”, etc. concerned on different life situations.

Please make yourself familiar with the content of the box before starting the implementation. During box realization:

- Do not forget to keep track of which child does what task with whom and when!
- Do not forget to encourage students to work in groups and support each other!
- Make sure they have the space to present to each other what they have found as answers to the tasks!

#### List of Topics:

Topic a: Importance of English

Topic b: Tongue twisters

Topic c: Make your first sentences

Topic d: Word vocabulary

Topic e: Ask questions

Topic f: Talk to internationals

Topic g: Search for info

Topic h: Introduce yourself



## **Teacher Handout**

### **BOX 3: English**

Topic i: Small questions

Topic j: Big questions

#### Connection to other boxes:

- This box should be realised after learning the first two boxes – Video box and IT box - because some of tasks require basic IT skills (like searching the Internet, recording the video, taking picture, etc.).





## **Teacher Handout**

### **BOX 3: English**

### **Topic: Importance of English**

The goal of the topic “Importance of English” is to introduce children to the English language. By completing these tasks, children should learn that their mobile phone gives them more opportunities using English, discover the countries where people speak English and they should explain their knowledge of the English language.

### Taskgroups and tasks

This topic contains five tasks. In the zero task (“My smartphone speaks English”) they discover opportunities to use mobile phone for playing games in English. In the task 1 (“Where do people speak English”) and task 2 (“Who speaks English”) they understand the wide use of the English language across the world. Task 3 (“You know English”) encourages children to present their knowledge of the English language by recording the video of themselves speaking English. Within task 4 (“Compare the alphabet”) they will compare the letters and alphabet of their native language and English. Solving task 5 (“Speaking English is great”) gives them answers to the question “Why is English important”.

### Goals:

- To understand the importance of knowledge the English language.
- To discover and present children’s current English language skills.

### Skills/Competences addressed:

- Evaluate. Assess claims and arguments.
- Analyse and evaluate major alternative points of view.
- Speak with clarity and awareness of audience and purpose. Listen with care, patience and honesty.
- Ability to search, collect and process (create, organize, distinguish relevant from irrelevant, subjective from objective, real from virtual) electronic information, data and concepts and to use them in a systematic way.
- Ability to distinguish, in listening, speaking, reading and writing, relevant from irrelevant information.
- Access ICT efficiently (time) and effectively (sources).
- Use ICT accurately and creatively for the issue or problem at hand.
- Manage the flow of information from a wide variety of sources.



## Teacher Handout

### BOX 3: English

#### Topic: Tongue twisters

The goal of the topic “Tongue twisters” is to practice and improve pronunciation and fluency of children speaking English. The tongue twisters can also help to improve accents by using alliteration, which is the repetition of one sound. By completing these tasks, children should improve their pronunciation in funny way.

### Taskgroups and tasks

This topic contains seven tasks. Completing the first task (“Tongue twisters in your language”), children can show their native language by presenting some tongue twisters and their IT skills by recording these tongue twisters. The tasks 2 – 7 are particular English tongue twisters (like “I have a date at a quarter to eight. I’ll see you at the gate, so don’t be late.”, „I saw a kitten eating chicken in the kitchen.“, etc.). Within these tasks, children improve their listening skills, because every tongue twister is recorded and uploaded to the Internet. At the same time, also pronunciation is improved by trying to repeat it aloud.

### Goals:

- To improve pronunciation and fluency of knowledge the English language.
- To improve children’s listening skills.
- To discover and present children’s current English language skills.

### Skills/Competences addressed:

- Access ICT efficiently (time) and effectively (sources).
- Listening and speaking English.
- Sound knowledge of basic vocabulary, functional grammar and style, functions of language.
- Communication includes the ability to listen to and understand various spoken messages in a variety of communicative situations and to speak concisely and clearly.



## **Teacher Handout**

### **BOX 3: English**

### **Topic: Make your first sentences**

The goal of the topic “Make your first sentences” is to introduce rules of sentence composition in the English language. By employing different kinds of games children make sentences. To help them, the Google translator is used to find the appropriate words for their sentences.

### Taskgroups and tasks

This topic contains four tasks. Task 1 (“Order and translate the cards”) explains the linguistic parts of the English sentence. Children are divided into groups and every group is asked to create cards with some English words and their translation to the native language. They can use Google translator to translate. Task 2 (“Combine the cards”) uses cards with the words developed in task 1 and enhance children to combine the cards in order to compose sentences. Task 3 (“Add an adverb”) and task 4 (“Add an adjective”) deal with simple sentences by adding different adverbs and adjectives.

### Goals:

- To explain sentence composition in English language.
- To improve children’s skills of sentence composition.

### Skills/Competences addressed:

- Analyse and evaluate major alternative points of view.
- Ability to search, collect and process (create, organize, distinguish relevant from irrelevant, subjective from objective, real from virtual) electronic information, data and concepts and to use them in a systematic way.
- Access ICT efficiently (time) and effectively (sources).
- Use ICT accurately and creatively for the issue or problem at hand.
- Sound knowledge of basic vocabulary, functional grammar and style, functions of language.
- Understanding the main features of written language (formal, informal, scientific, journalistic, colloquial, etc.).
- Know and recognize the individual roles of a successful team and know own strengths and weaknesses recognizing and accepting them in others.



## Teacher Handout

### BOX 3: English

### Topic: Word vocabulary

The goal of the topic “Word vocabulary” is to widen up children’s own vocabulary. It is done by developing the list of English words beginning by letters of alphabet or playing memory games, making vocabulary posters, etc. Completing these tasks, children need to search for the appropriate translation of words that they know in their native language but they need it in English. The new words in their vocabulary are finally actively used in describing and discussing different topics with their classmates.

### Taskgroups and tasks

This topic contains eleven tasks. In task 1 (“Make a list of English words”) children are asked to find out the English alphabet and fill a list by words starting with particular alphabet letters. Task 2 (“Translate your list”) continues with developing their own vocabulary by adding translations of the English words from the list into their native language. Completing task 3 (“Memory game”) children will create a memory game by shredding the list developed in tasks 1 and 2 and could continue by playing it. Tasks 4 – 7 (“Making vocabulary posters”, “Make words groups”, “Translate”, “What else would you like to know?”) deal with the design of vocabulary posters about different topics (“School”, “Things to do and to visit”, “House”, “Family”, “Colours”, “Music”) and grouping the appropriate words into these groups. Completing task 8 (“What else are you interested in?”) groups of four children are encouraged to make a poster about a chosen topic and words connected with this topic. Task 9 (“Pronouncing words”) lets children try to pronounce the words. It helps them to speak English better. Tasks 10 and 11 (“Make sentences”, “Find more words”) are a repetition of the “Making sentence” topic and searching new words.

### Goals:

- To widen up the children’s English language vocabulary.
- To encourage children to use newly found words in sentences and in their speech.
- To enhance children to discuss the different topics of interest with others by using new vocabulary.

### Skills/Competences addressed:

- Speak with clarity and awareness of audience and purpose. Listen with care, patience and honesty.
- Ability to search, collect and process (create, organize, distinguish relevant from irrelevant, subjective from objective, real from virtual) electronic information, data and concepts and to use them in a systematic way.
- Ability to distinguish, in listening, speaking, reading and writing, relevant from irrelevant information.
- Access ICT efficiently (time) and effectively (sources).



**Teacher Handout**  
**BOX 3: English**  
**Topic: Word vocabulary**

- Use ICT accurately and creatively for the issue or problem at hand.
- Manage the flow of information from a wide variety of sources.
- Employ knowledge and skills in the application of ICT and media to communicate, interrogate, present and model.
- Know and recognize the individual roles of a successful team and know own strengths and weaknesses recognizing and accepting them in others.



## Teacher Handout

### BOX 3: English

#### Topic: Ask questions

The goal of the topic “Ask questions” helps children to ask questions in the grammatically correct way. Completing the tasks, children are encouraged to ask other people about information that they are interested in. Besides thinking of ways how to ask, they have to search for information themselves (for example in the phase of preparation for interview they have to search for information about the interviewed person to prepare appropriate questions) and by doing this they wide up their vocabulary at the same time.

### Taskgroups and tasks

This topic contains eleven tasks. In task 1 (“Yes or no?”) there are some examples of questions in the English language and the children need to make questions to the other children using predefined words. Tasks 2 and 3 (“Ask for information”) creates situations, where they need to compose different questions of place, time, reason and person they are interested in or giving the other a choice. Following tasks 4 - 8 (“Make up questions for an interview” – “Learn from mistakes”) are about the preparation and realisation of an interview with a classmate or chosen famous person. After the preparation, children are asked to record a video of the interviews. After viewing the interview videos, they can summarize pros and cons of the recorded videos and discuss them with classmates. For task 9 children have to fill in their family tree and also the family tree of a friend. During solving this task, children have to discuss the family members with their parents. Task 10 and 11 (“Guess what I am thinking”, “Policeman”) are games where children are encouraged to use new words and at the same time, ask the questions about everything they are interesting in.

### Goals:

- To widen up the children’s English language vocabulary.
- To encourage children to use newly found words in sentences.
- To enhance children to discuss the different topics of interest with others by using new vocabulary.

### Skills/Competences addressed:

- Ability to listen to and understand various spoken messages in a variety of communicative situations and to speak concisely and clearly.
- Evaluate. Assess claims and arguments.
- Analyse and evaluate major alternative points of view.
- Speak with clarity and awareness of audience and purpose. Listen with care, patience and honesty.



## **Teacher Handout**

### **BOX 3: English**

#### **Topic: Ask questions**

- Ability to search, collect and process (create, organize, distinguish relevant from irrelevant, subjective from objective, real from virtual) electronic information, data and concepts and to use them in a systematic way.
- Ability to distinguish, in listening, speaking, reading and writing, relevant from irrelevant information.
- Access ICT efficiently (time) and effectively (sources).
- Use ICT accurately and creatively for the issue or problem at hand.
- Manage the flow of information from a wide variety of sources.
- Employ knowledge and skills in the application of ICT and media to communicate, interrogate, present and model.
- Know and recognize the individual roles of a successful team and know own strengths and weaknesses recognizing and accepting them in others.



## **Teacher Handout**

### **BOX 3: English**

### **Topic: Talk to internationals**

The goal of the topic “Talk to internationals” is to provide children with a chance to use their English in conversation with people who do not speak their native language. So they need to use the English language. Tasks are focused on introducing each other and discussing with new friends using ICT tools and preparing for the role of the host in case of visit of their foreign friend. All these tasks are focused on practical English language use in real life situations.

### **Taskgroups and tasks**

This topic contains eleven tasks. In task 1 (“Preface for teachers, not student!”) requirements on ICT needed to be able complete this topic tasks are described. For example, teachers are asked to help children create a Skype account and fill in the prepared database with their children data (name, country, e-mail, nick, etc.). The following tasks deal with achieving skills in communication with people from different languages using the English language. Within task 2 (“Meet someone new through e-mail”) children establish contact with their foreign mates via e-mail by sending audio messages containing a short description of children. Task 3 (“Imagine your friend”) exercises the ability to listen and understand the English language, because children listen to received audio files, imagine and describe or draw the foreign children. Task 4 (“Introduce yourself via video”) is similar to task 2, but besides audio files, children are asked to record videos about themselves. On-line connection and real-time speaking in English starts by task 5 (“See the other person”). Children could call their friends abroad using Skype. During this call they can introduce themselves, describe their day in school or their hobbies, friends, etc. and at the same time, they could ask their new friend anything that they are interested in. Task 6 – 7 (“Welcome to my school”) are focused on preparing and realising the visit of their foreign friend. They have to prepare map, program of the visit and take care of the visitor during visit time. The visitors could continue by city tour (task 8 – “Become a tour guide”) and children have to guide the visitors in little city sightseeing tours. For that task, they need to prepare map and poster with the most important information about their city. Completing task 9 (“Going in the city”) and task 10 (“Give direction”) children and teachers could really go to city and try to use the prepared materials to explain the city and give directions to the tourists looking for some interesting places. Their experiences are ensured in task 11 (“Learn from each other II”) by making a quiz about giving direction, introducing themselves, their family, etc.

### **Goals:**

- To widen up the children’s English language vocabulary.
- To encourage children to use newly found words in sentences.
- To enhance children to discuss the different topics of interest with others by using new vocabulary.
- To enhance children to create a new friendship using ICT and English language.
- To enhance communicate with others in English language.





## **Teacher Handout**

### **BOX 3: English**

### **Topic: Talk to internationals**

#### **Skills/Competences addressed:**

- Evaluate. Assess claims and arguments.
- Analyse and evaluate major alternative points of view.
- Speak with clarity and awareness of audience and purpose. Listen with care, patience and honesty.
- Ability to search, collect and process (create, organize, distinguish relevant from irrelevant, subjective from objective, real from virtual) electronic information, data and concepts and to use them in a systematic way.
- Ability to distinguish, in listening, speaking, reading and writing, relevant from irrelevant information.
- Access ICT efficiently (time) and effectively (sources).
- Use ICT accurately and creatively for the issue or problem at hand.
- Manage the flow of information from a wide variety of sources.
- Employ knowledge and skills in the application of ICT and media to communicate, interrogate, present and model.
- Know and recognize the individual roles of a successful team and know own strengths and weaknesses recognizing and accepting them in others.
- Know how to plan, set and meet goals and to monitor and re-plan in the light of unforeseen developments
- Ability to communicate, in written or oral form, and understand, or make others understand, various messages in a variety of situations and for different purposes.
- Skills needed to use aids (such as notes, schemes, maps) to produce, present or understand complex texts in written or oral form (speeches, conversations, instructions, interviews, debates).



## Teacher Handout

### BOX 3: English

### Topic: Search for info

The goal of the topic “Search for info” is to show that it is natural to search for answers to questions that they find in any area of their lives. Besides searching for the answers, it is important to discuss discovered results with others, because they need to understand, that not everything published on the Internet is true. Completing tasks, children widen their actively used vocabulary and learn to critically evaluate the achieved information. At the same time, they could discover that using the English language for searching information will get them more results that are relevant in the search. Finally, discussing the results with others improves their speaking skills.

### Taskgroups and tasks

This topic contains eleven tasks. In task 1 (“My favourite song in English”), children are asked to find their favourite song on-line and search for the lyrics. Found lyrics have to be translated to children’s native language in task 2 (“What is the song about?”). During completing task 3 (“Compare translations”) and task 4 (“Discuss the text of the song”) children compare their translations with other children, try to find the appropriate version of the translation of the song’s lyrics and discuss the meaning of the text of their favourite song. Task 5 (“Knowing the presenter and him/her/the group’s country of origin”) motivates children to take interest in and search for information about the author and presenter of the chosen song. Task 6 (“Work with pictures”) shows the possibility search not only for written text, but pictures, videos, etc. Task 7 (“Sum it up!”) sums all collected information about song and the singer/band and gives children the task to prepare poster about most the interesting information. Task 8 (“Let’s play!”) requires the answers on the question from following annex. Children have to answer in English and in case that they do not know the right answer they have to search for missing information. Tasks 9 and 10 (“Create your own game” and “Film your own game”) presents a game for all children. During playing the game, children create their own questions on chosen topic and record the video with the correct answers. The last task – task 11 (“My dream destination”) – deals with searching various information (distance from their home, country attractions, etc.) about country or place, they want to visit once in the future.

### Goals:

- To widen up the children’s English language vocabulary.
- To encourage children to use newly found words in sentences.
- To enhance children to discuss the different topics of interest with others by using new vocabulary.
- To enhance children to search for information by using ICT and English language.

### Skills/Competences addressed:

- Evaluate. Assess claims and arguments.



## **Teacher Handout**

### **BOX 3: English**

#### **Topic: Search for info**

- Analyse and evaluate major alternative points of view.
- Speak with clarity and awareness of audience and purpose. Listen with care, patience and honesty.
- Ability to search, collect and process (create, organize, distinguish relevant from irrelevant, subjective from objective, real from virtual) electronic information, data and concepts and to use them in a systematic way.
- Ability to distinguish, in listening, speaking, reading and writing, relevant from irrelevant information.
- Access ICT efficiently (time) and effectively (sources).
- Use ICT accurately and creatively for the issue or problem at hand.
- Manage the flow of information from a wide variety of sources.
- Employ knowledge and skills in the application of ICT and media to communicate, interrogate, present and model.
- Know and recognize the individual roles of a successful team and know own strengths and weaknesses recognizing and accepting them in others.
- Know how to plan, set and meet goals and to monitor and re-plan in the light of unforeseen developments
- Ability to communicate, in written or oral form, and understand, or make others understand, various messages in a variety of situations and for different purposes.
- Skills needed to use aids (such as notes, schemes, maps) to produce, present or understand complex texts in written or oral form (speeches, conversations, instructions, interviews, debates).



## Teacher Handout

### BOX 3: English

#### Topic: Introduce yourself

The goal of the topic “Introduce yourself” is to improve the ability of children to understand the details of themselves and their lives and to present them to the public. Through the tasks, children are asked to modify their picture using mobile applications and to describe themselves, but not only their lives, but also of who they are and what they like, their family, what they would like to do in the future, etc. In the context of the task-based approach, they are encouraged to present themselves not only by a picture, but also by a video or by a verbal description sent to their foreign friend. Children in this interactive way will expand their language skills and, in addition, will explore different forms of communication.

### Taskgroups and tasks

This topic contains 10 tasks. In task 1 ("How do you look?") children search on the Internet for an application enabling simple changes to their appearance. Using this app, they then modify their photo with the help of various visual effects - task 2 ("Create your new look!"). On the basis of their knowledge, children try to describe themselves, who they are, what they like to do (task 3 – “Describe yourself!"). During this task ask children to focus on specific body parts listed in the table (hair, eyes, nose, lips, ...). Task 4 (“Write an e-mail to your new friend!") and task 5 ("Who am I?") are repetition of tasks from topic “Talk to internationals”. Children have to write an email to their foreign friend with a short introduction of themselves. When formulating an email, they can answer help questions like "What do you like the most?", “What do you do in your leisure time?”, “What do you like doing with your friends?” and “How can you describe your personality? ". Answers on these questions can also be used in following the game where groups of 5 children collect papers, randomly pick one of the papers, read it and try to guess who is described by the chosen paper. Finally, within task 6 ("Record a video about yourself!"), children can record and upload the introductory video. Of course, they can use the vocabulary achieved during completing previous tasks. By tasks 7, 8 ("My family", "My hobbies") children will introduce their family and hobbies. Tasks 9 and 10 ("I want to be ...", "Record and video about your future") lead the children to think about themselves in the future and present their dream job. In the game (task 11 - "How would you describe your friend?") children describe their friends and the others try to guess who is hiding behind each description.

### Goals:

- To widen up the children’s English language vocabulary.
- To encourage children to use newly found words in sentences.
- To enhance children to discuss the different topics of interest with others by using new vocabulary.
- To enhance children to develop friendship with foreign children by using ICT and English language.



## **Teacher Handout**

### **BOX 3: English**

### **Topic: Introduce yourself**

#### **Skills/Competences addressed:**

- Evaluate. Assess claims and arguments.
- Analyse and evaluate major alternative points of view.
- Speak with clarity and awareness of audience and purpose. Listen with care, patience and honesty.
- Ability to search, collect and process (create, organize, distinguish relevant from irrelevant, subjective from objective, real from virtual) electronic information, data and concepts and to use them in a systematic way.
- Ability to distinguish, in listening, speaking, reading and writing, relevant from irrelevant information.
- Access ICT efficiently (time) and effectively (sources).
- Use ICT accurately and creatively for the issue or problem at hand.
- Manage the flow of information from a wide variety of sources.
- Employ knowledge and skills in the application of ICT and media to communicate, interrogate, present and model.
- Know and recognize the individual roles of a successful team and know own strengths and weaknesses recognizing and accepting them in others.
- Know how to plan, set and meet goals and to monitor and re-plan in the light of unforeseen developments
- Ability to communicate, in written or oral form, and understand, or make others understand, various messages in a variety of situations and for different purposes.
- Skills needed to use aids (such as notes, schemes, maps) to produce, present or understand complex texts in written or oral form (speeches, conversations, instructions, interviews, debates).



## Teacher Handout

### BOX 3: English

#### Topic: Small questions

The goal of the topic “Small questions” is to practice the use of children’s vocabulary and to present main information about their lives. In addition, the important objective of the topic is to show that it is natural to search for answers to questions that appear in any area of their lives. Moreover, it is also important to discuss these results with others, because it is important to explain them, that not everything published on the Internet is true. They will widen their vocabulary with new words and learn to critically evaluate the achieved information. At the same time, they can find out that if they will use the English language for searching the information, they will get more relevant results in the search, which they can work with. Throughout all this box interaction of children and their friends is used, which leads to practicing their English speaking skills.

### Taskgroups and tasks

This topic contains 6 tasks. In the game in task 1 (“How would you describe your friend?”) children have to describe their friends and others try to guess who is hidden behind the presented description. After describing their friend, children can continue with the description of one family member (task 2 – “How would you describe one of your family members?”). The following tasks deal with motivating children to describe other parts of their lives, for example hobbies (task 3 – “What are your hobbies?”), favourite movie (task 4 – “What is your favourite movie about?”), city (task 5 – “What do you know about your city/town?”), favourite meal (task 6 – “What is your favourite food?”).

### Goals:

- To widen up the children’s English language vocabulary.
- To encourage children to use newly found words in sentences.
- To enhance children to discuss the different topics of interest with others by using new vocabulary.
- To enhance children to search for the answers on the Internet using English language.

### Skills/Competences addressed:

- Evaluate. Assess claims and arguments.
- Analyse and evaluate major alternative points of view.
- Speak with clarity and awareness of audience and purpose. Listen with care, patience and honesty.
- Ability to search, collect and process (create, organize, distinguish relevant from irrelevant, subjective from objective, real from virtual) electronic information, data and concepts and to use them in a systematic way.
- Ability to distinguish, in listening, speaking, reading and writing, relevant from irrelevant information.



## **Teacher Handout**

### **BOX 3: English**

#### **Topic: Small questions**

- Access ICT efficiently (time) and effectively (sources).
- Use ICT accurately and creatively for the issue or problem at hand.
- Manage the flow of information from a wide variety of sources.
- Employ knowledge and skills in the application of ICT and media to communicate, interrogate, present and model.
- Know and recognize the individual roles of a successful team and know own strengths and weaknesses recognizing and accepting them in others.
- Know how to plan, set and meet goals and to monitor and re-plan in the light of unforeseen developments
- Ability to communicate, in written or oral form, and understand, or make others understand, various messages in a variety of situations and for different purposes.
- Skills needed to use aids (such as notes, schemes, maps) to produce, present or understand complex texts in written or oral form (speeches, conversations, instructions, interviews, debates).



## Teacher Handout

### BOX 3: English

### Topic: Big questions

The goal of the topic “Big questions” is to show children, that it is natural to search for answers to questions about universe, Earth, human race, etc. Moreover, it is also important to discuss these results with others, because it is important to explain them, that not everything published on the Internet is true. They will widen their vocabulary with new words and learn to critically evaluate the achieved information. At the same time, they can find out that if they will use the English language for searching the information, they will get more relevant results in the search, which they can work with. Throughout all this box interaction of children and their friends is used, which leads to practicing their English speaking skills.

### Taskgroups and tasks

This topic contains nine tasks. These questions are of global nature and motivate children to think not only about things in their near surroundings but also questions about Earth evolution (task 1 – “Pangaea”), Universe and its discovery (task 2 – “Flying to the stars”, task 4 – “The Moon”, task 5 – “Distance to the Sun”), differences among different human races (task 3 – “Different people, different appearance”), distances between particular parts of world or cities (task 6 – “Walking to the capital city”), reasons of changes in 4 year seasons (task 7 - “Seasons of the year”), reasons why the seas are salty (task 8 – “Saltiness of the seas”), differences between life of poor and rich people (task 9 – “Rich and poor people”).

### Goals:

- To widen up the children’s English language vocabulary.
- To encourage children to use newly found words in sentences.
- To enhance children to discuss the different topics of interest with others by using new vocabulary.
- To enhance children to search for the answers on the Internet using English language.

### Skills/Competences addressed:

- Evaluate. Assess claims and arguments.
- Analyse and evaluate major alternative points of view.
- Speak with clarity and awareness of audience and purpose. Listen with care, patience and honesty.
- Ability to search, collect and process (create, organize, distinguish relevant from irrelevant, subjective from objective, real from virtual) electronic information, data and concepts and to use them in a systematic way.
- Ability to distinguish, in listening, speaking, reading and writing, relevant from irrelevant information.





## **Teacher Handout**

### **BOX 3: English**

### **Topic: Big questions**

- Access ICT efficiently (time) and effectively (sources).
- Use ICT accurately and creatively for the issue or problem at hand.
- Manage the flow of information from a wide variety of sources.
- Employ knowledge and skills in the application of ICT and media to communicate, interrogate, present and model.
- Know and recognize the individual roles of a successful team and know own strengths and weaknesses recognizing and accepting them in others.
- Know how to plan, set and meet goals and to monitor and re-plan in the light of unforeseen developments
- Ability to communicate, in written or oral form, and understand, or make others understand, various messages in a variety of situations and for different purposes.
- Skills needed to use aids (such as notes, schemes, maps) to produce, present or understand complex texts in written or oral form (speeches, conversations, instructions, interviews, debates).



3: English	Introduction
3a0	My smartphone speaks English

Did you know that you could learn English online?

- Check out the following pages and find a game or a song that you like.
  - <http://www.cambridgeenglish.org/learning-english/parents-and-children/activities-for-children/pre-a1-level/>
  - [http://learnenglishkids.britishcouncil.org/en/?utm\\_source=LearnEnglish&utm\\_campaign=gpd-cross-sell&utm\\_medium=top-menu](http://learnenglishkids.britishcouncil.org/en/?utm_source=LearnEnglish&utm_campaign=gpd-cross-sell&utm_medium=top-menu)
  - <https://www.gamestolearnenglish.com/>
  - <http://www.funenglishgames.com/>
- Take some time to play with, or try to sing it.



Fig. 1



3: English	Importance of English
3a1	Where do people speak English?

- Look at this world map. In the coloured countries, English is the mother tongue or main language.

What are the names of these countries?

- Use the internet to research.
- Enter your list online.

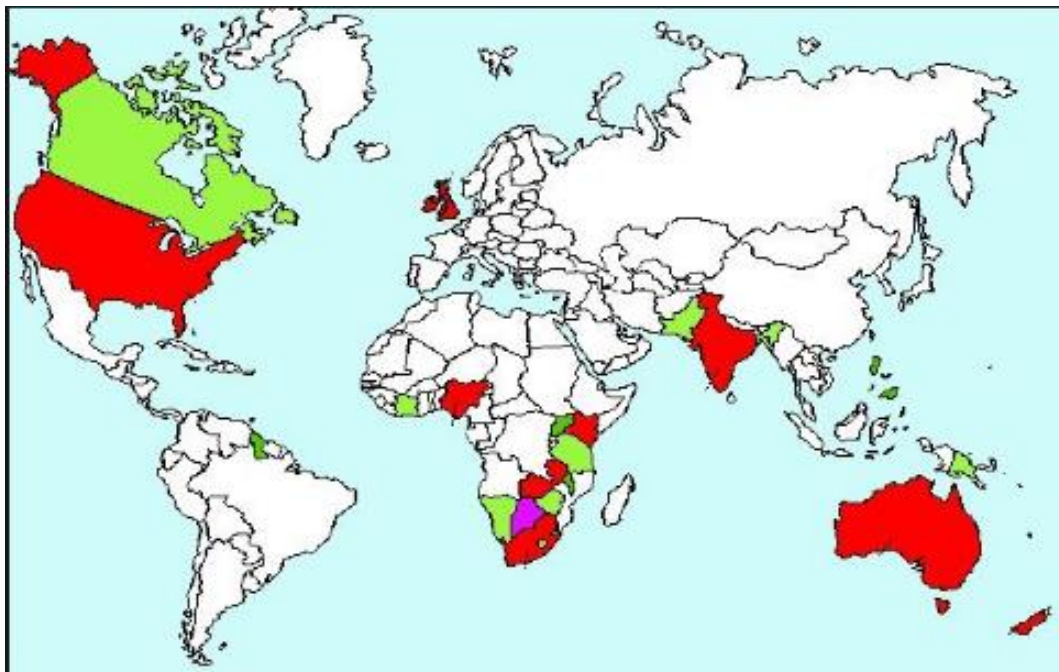


Fig. 2



3: English	Importance of English
3a2	Who speaks English?

How many people in this world speak English as a first language?

How many people speak English as a second language?

- Use the Internet to research.
- Enter the numbers online.



Fig. 3



3: English	Importance of English
3a3	You know English

What can you already say in English?

What does it mean?

- Make a video.
- Upload the video.



Fig. 4



3: English	Importance of English
3a4	Compare the alphabet

- Listen to the song available at <https://www.youtube.com/watch?v=75p-N9YKqNo> and make a list of all letters of the English alphabet. Use a pen of the colour blue.
- In red add the letters that your alphabet has and that don't exist in English.
- In green circle those letters that the English alphabet had, but your alphabet does not.
- Upload a picture of the outcome.



Fig. 5



3: English	Importance of English
3a5	Speaking English is great

- Watch these videos:
  - <https://www.youtube.com/watch?v=9nrjitzxVRY>
  - <https://www.youtube.com/watch?v=tIRYCSc3wEs>
  - <https://www.youtube.com/watch?v=XA0uN0gw6bs>
- Discuss in the group: Why is English important?
- Upload your ideas.



Fig. 6



3: English	Tongue twisters
3b1	Tongue twisters in your language

- Do you know a tongue twister in your own language?
- Record it and upload a video of you saying it.



Fig. 7





3: English	Tongue twisters
3b2	I have a date at a quarter to eight. I'll see you at the gate, so don't be late.

- Listen to the tongue twister <https://soundcloud.com/user-266082158/i-have-a-date> and read it aloud.

It looks like this written:

**„I have a date at a quarter to eight. I'll see you at the gate, so don't be late.“**

- Repeat the tongue twister really fast and make a video of it.
- Upload the Video



Fig. 8



3: English	Tongue twisters
3b3	I saw a kitten eating chicken in the kitchen.

- Listen to the tongue twister <https://soundcloud.com/user-266082158/kitten-eating-chicken> and read it aloud.

It looks like this written:

**„I saw a kitten eating chicken in the kitchen.“**

- Repeat the tongue twister really fast and make a video of it.
- Upload the Video



Fig. 9



3: English	Tongue twisters
3b4	If a dog chews shoes, whose shoes does he choose?

- Listen to the tongue twister <https://soundcloud.com/user-266082158/dog-chews> and read it aloud.

It looks like this written:

**„If a dog chews shoes, whose shoes does he choose?“**

- Repeat the tongue twister really fast and make a video of it.
- Upload the Video



Fig. 10



3: English	Tongue twisters
3b5	Eddie edited it.

- Listen to the tongue twister <https://soundcloud.com/user-266082158/eddi-edited> and read it aloud.

It looks like this written:

**„Eddie edited it.“**

- Repeat the tongue twister really fast and make a video of it.
- Upload the Video

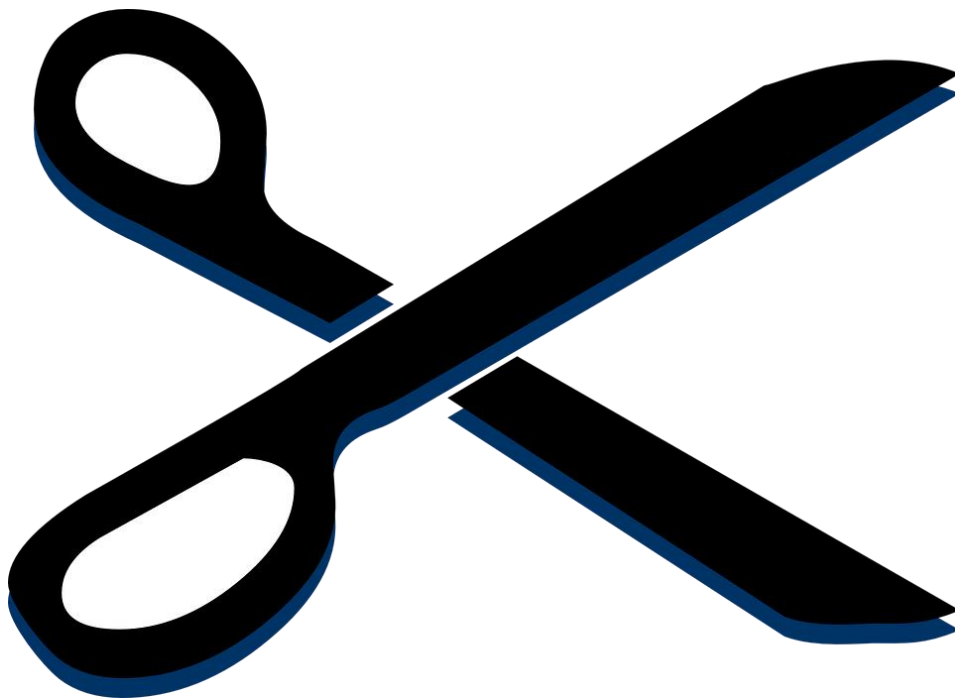


Fig. 11



3: English	Tongue twisters
3b6	Nine nice night nurses nursing nicely.

- Listen to the tongue twister <https://soundcloud.com/user-266082158/nice-night-nurses> and read it aloud.

It looks like this written:

**„Nine nice night nurses nursing nicely.“**

- Repeat the tongue twister really fast and make a video of it.
- Upload the Video



Fig. 12





3: English	Tongue twisters
3b7	Fred fed Ted bread and Ted fed Fred bread.

- Listen to the tongue twister <https://soundcloud.com/user-266082158/fred-fed> and read it aloud.

It looks like this written:

**„Fred fed Ted bread and Ted fed Fred bread.“**

- Repeat the tongue twister really fast and make a video of it.
- Upload the Video



Fig. 13



3: English	Make your first sentences
3c1	Order and translate the cards

A simple sentence is divided in different kind of words:

- Subject (green) - who is doing the action? Careful: In English, every sentence needs a subject specified.
  - Verb (yellow) - what is being done? Careful: In the present tense this verb only changes in the third person (he/ she/ it), when you have to add an “s” in the end, e.g. I call - he calls
  - Object (blue) - a person or a thing that is affected by what is done
  - Adjective (red) - describes the object or the Subject
  - Adverb (orange) - describes the verb
- 
- Divide the cards into groups.
  - From each group take three words and find their translations.
  - Write them on a paper and make a picture of the vocabulary list.
  - Upload the picture.

To translate use this page: <https://translate.google.com/>



Fig. 14



3: English	Make your first sentences
3c2	Combine the cards

- Make five sentences by combining the words on the cards in this order:  
Subject - Verb - Object.  
E.g. The child closes the door.
- Make pictures of the sentences you create and upload them.



Fig. 15





3: English	Make your first sentences
3c3	Add an adverb

- Add an adverb to each sentence. E.g. The child quickly closes the door.
- Make pictures of the sentences you create and upload them.



Fig. 16



3: English	Make your first sentences
3c4	Add an adjective

- Add an adjective to each sentence. E.g. The small child closes the door.
- Make pictures of the sentences you create and upload them.



Fig. 17



3: English	Word vocabulary
3d1	Make a list of English words

- Next to each letter, write an English word you know or you find that starts with this letter.
- Upload a picture.

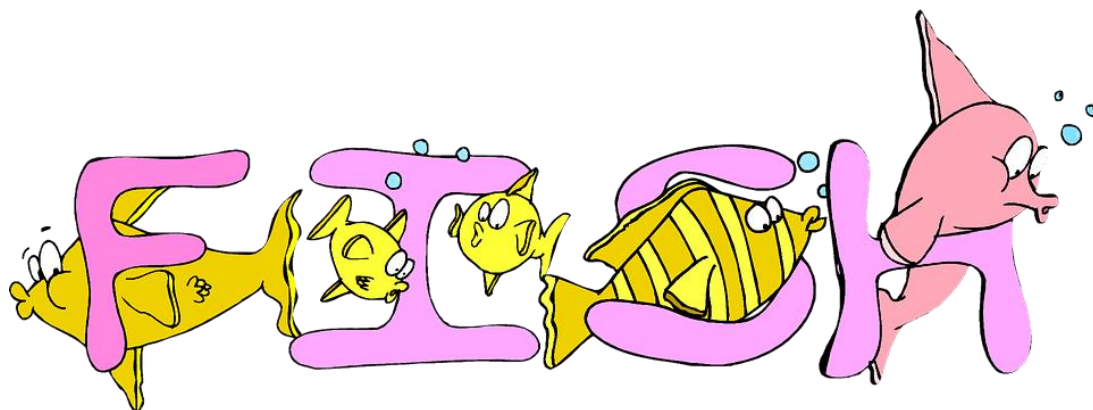


Fig. 18



3: English	Word vocabulary
3d2	Translate your list

- In the column next to the English words, write the translation to your language.
- Upload a picture.



Fig. 19



3: English	Word vocabulary
3d3	Memory game

- When you have filled all the boxes, take a scissor and cut out the boxes with the words.
- Now you have many little papers and you put them in a random order on the table, the word faces down.
- Mix the papers also with the papers of two friends.
- Together you can now play memory. In turns, you each open two papers and see, what is written on them. If they fit together (the same word in English and in your language), keep the papers. That person wins that has the most papers in the end.
- To see how memory works you can also watch this video  
<https://www.youtube.com/watch?v=iZZuASzZKVQ>
- Make a video of the game.



Fig. 20





3: English	Word vocabulary
3d4	Making vocabulary posters

- Take six posters.
- On each poster write one of these words:
  - “School”
  - “Things to do and to visit”
  - “House”
  - “Family”
  - “Colours”
  - “Music”
- Underneath write the translation to your language.
- Upload pictures of the posters.



Fig. 21



3: English	Word vocabulary
3d5	Make words groups

- In front of you, you have six posters and 128 cards with words.
- Put each of the words on one poster, depending on what it means and whether it fits to the topic of the poster, e.g. “daughter” on the poster “family”.
- When you think you have finished, ask your teacher to control.
- Stick the words to the posters.
- Upload a picture of each poster.



Fig. 22



3: English	Word vocabulary
3d6	Translate

- Write the translation to your language underneath each word that you put on the poster.
- Ask your teacher to control.
- Upload pictures of your posters.



Fig. 23





3: English	Word vocabulary
3d7	What else would you like to know?

- Look at the posters. Would you like to know other words about music, family, house etc.?
- Look for them on the internet and write them on the poster.
- Also, write the translation to your language.
- Upload pictures of all posters.



Fig. 24



3: English	Word vocabulary
3d8	What else are you interested in?

- Build groups of four students.
- What is a topic you are really interested in? A sport, movies, cars, etc.?
- Choose a topic and make your own little poster with: the topic written big in the middle and other words around it that are connected?
- Always write the words in your language and in English.
- Make a video in which you explain the poster and you read out all the words in English.
- Upload the video.

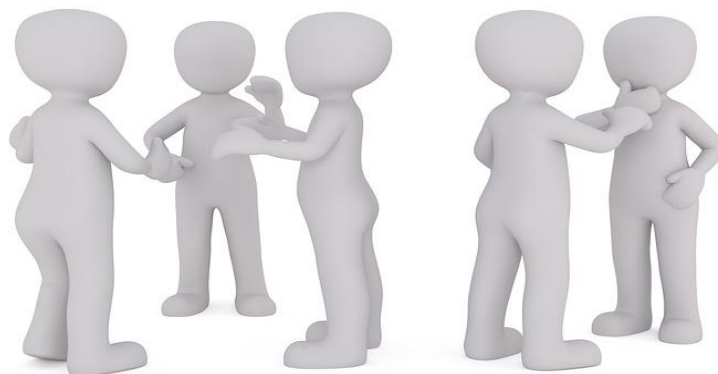


Fig. 25



3: English	Word vocabulary
3d9	Pronouncing words

- Look at the poster in front of you. How are the words pronounced?
- Look for their pronunciation online. This link might help you:  
<http://howjsay.com/?&wid=1600&flash=n>
- Write the pronunciation next to the word.
- Make a video saying your favourite words on the posters.
- Upload the video.



Fig. 26



3: English	Word vocabulary
3d10	Make sentences

- Do you remember how to make an English sentence? If not, please reread the topic on making sentences.
- Now take the words you have learned and make three sentences, e.g. "I have a green house."
- Write the sentences on a paper.
- Upload pictures of the papers.

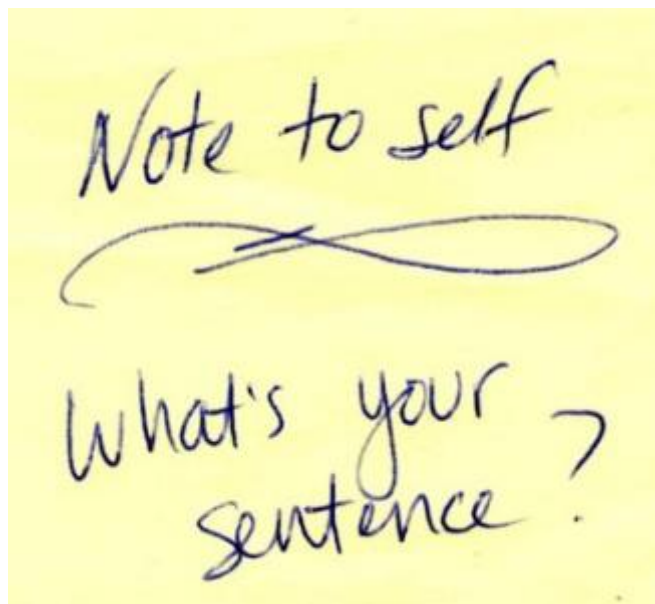


Fig. 27



3: English	Word vocabulary
3d11	Find more words

Some of the pictures on the posters are from here:

- <http://www.do2learn.com/picturecards/printcards/>
  - <http://esl-kids.com/flashcards/flashcards.html>
  - <https://www.prekinders.com/category/literacy/word-cards/>
- Go on the links and find the three pictures and words you like the most.
  - Try drawing them and write the words underneath in English.
  - Take a picture and upload it.



Fig. 28



3: English	Ask questions
3e1	Yes or no?

- Sometimes the only answer that we need is yes or no. Look at these examples of questions with simple answers:

auxiliary verb	subject	not	main verb		answer:
					yes or no
Do	you		want	dinner?	Yes, I do.
Can	you		drive?		No, I can't.
Has	she	not	finished	her work?	Yes, she has.
Did	they		go	home?	No, they didn't

Note: auxiliary verb is also often referred to as helping verb

- Put the word in the right order to make a correct sentence:
  - he - Has - his work – finished ?
  - breakfast - you - Do – want ?
  - we - did - go - home ?
- Create your own questions on the paper.
- Make a photo and upload the photo.



Fig. 29



3: English	Ask questions
3e2	Ask for information

- When asking for information, we usually place a question-word at the beginning of the sentence.
- For example: where (place), when (time), why (reason), who (person). Look at these examples:

question word	auxiliary verb	not	subject	main verb		answer:
						information
Where	do		you	live?		In Paris.
When	will		we	have	lunch?	At 1pm.
Why	has	n't	Tara	done	it?	Because she can't.
Who(M)	did		she	meet?		She met Ram.

Note: auxiliary verb is also often referred to as helping verb

- Put the word in the right order to make a correct sentence:
  - meet - you - Where – do ?
  - has - Why - Lucia – dog ?
  - have - you - When - will – lunch ?
- Create your own questions on the paper.
- Make a photo and upload the photo.



Fig. 30



3: English	Ask questions
3e3	Questions to give options

- Sometimes when asking a question, we give the other person a choice. Look at these examples:

auxiliary verb	subject	main verb		or		answer:
						in question
Do	you	want	tea	or	coffee?	Coffee, please.
Will	we	meet	John	or	James?	John.

Note: auxiliary verb is also often referred to as helping verb

- Put the word in the right order to make a correct sentence:
  - like - dog or cat - Do – you ?
  - tree - Is - green or black ?
  - meet - Marek or Valerie - Will – you ?
- Create your own questions on the paper.
- Make a photo and upload the photo.



Fig. 31





3: English	Ask questions
3e4	Make up questions for an interview!

- Choose a classmate that you want to interview. Make up five questions that you want to ask him or her. Be creative! You can ask about topics like hobbies, music, family, etc.
- Translate these questions to English.
- Make a picture of the questions and upload it.



Fig. 32



3: English	Ask questions
3e5	Record your own interview

- Sit together with the classmate you want to interview.
- Ask him or her the questions you have prepared in English.
- Make sure the answers are also in English
- Record your interview.
- Upload the video.



Fig. 33



3: English	Ask questions
3e6	Prepare questions for interviewing a famous person

- Think of a famous person, e.g. an actor, singer, politician etc.
- Use the internet to choose someone and to find out some information about him or her.
- Write down the name and three facts about this person.
- Write down three questions that you would like to ask that person. Write them in English!
- Make a picture and upload it.

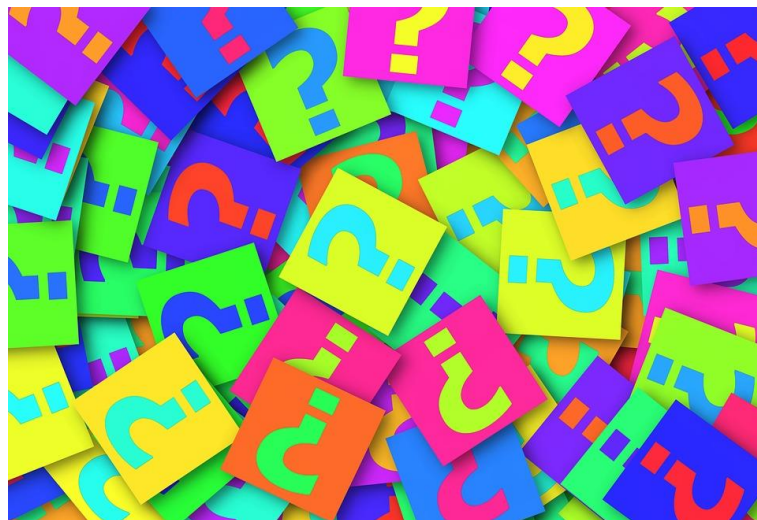


Fig. 34



3: English	Ask questions
3e7	Interview a famous person

- Build teams of three or four students.
- One of you plays the famous person, one has to be the camera operator who records the interview and the person that wrote the questions asks them.
- The interview needs to be in English. Act in your roles and have fun!
- Record the interview.
- Upload the video.



Fig. 35



3: English	Ask questions
3e8	Learn from mistakes

- Watch your interviews together and summarize which questions were good and why?
- Suggest improvements.
- Record the discussion and upload the video.



Fig. 36



3: English	Ask questions
3e9	Family tree

- A family tree is a drawing that shows the members of your family – parents, grandparents, uncles, aunts etc. You see an example here below.
- Ask a friend in class about his/ her family relationship and create a family tree based on the acquired information.
- Draw the family tree according to his/ her answers.
- Take a picture of the family tree and upload it.



Fig. 37



3: English	Ask questions
3e10	Guess what I'm thinking

- Think about something and write down the name of thing in English on the paper. Do not show the paper to the others.
- Your classmates should ask questions to find out, what are you thinking of. These questions should be: "Is it...?" You can only answer with yes or no. Do not forget to speak in English.
- Make a video of and upload it.



Fig. 38



3: English	Ask questions
3e11	Policeman

- Choose two children from your group.
- One will be a Policeman and the second reports a lost thing, e.g. a book, a key, a camera, a t-shirt etc. You can choose what you lost. But do not tell the policeman.
- The policeman has to try to understand what is lost by asking his/ her partner in the game questions.
- The other one of you has to answer the questions the policeman asks.
- When the policeman finds out what is lost the game is over.
- Make a video and upload it.

You can choose to have as many couples as you want play the game.



Fig. 39





3: English	Talk to internationals
3f1	Preface for teachers, not for students!

Within this box, students have some tasks concerning the use of off-line communication via e-mail and on-line communication tool Skype.

In order to successfully fulfil these tasks, every participating teacher has to first (before start of these tasks) write an e-mail to his/her partners from other countries to exchange data needed for connection (names of the children, their Skype nick, their e-mail addresses, etc.) and during the work on the tasks provide to children from the class data of children from abroad in way to create pairs of kids from different countries.

We propose to develop a shared google document with table containing following data about children:

- Name of the child
- Country
- E-mail
- Skype nick
- Partner child from other country
- Partner's country

And using doodle.com to share the schedule, who and when will be available for particular tasks – for example for skype call. This agreement of the appropriate dates and times is very important for the tasks fulfilment, because of the necessity of on-line connection for the Skype calls.



3: English	Talk to internationals
3f2	Meet someone new through e-mail

You want to meet someone in Kosovo/ Romania/ Slovakia that is doing the same games and tasks that you and your colleagues in school are doing? You can send him/ her a message. Remember this child does not speak your language – you have to speak English.

What would you like to tell or ask this child?

- Record an audio-message in which you describe yourself (name, age etc.) and you ask him/ her some questions.
- Upload this message.
- If you want, you can also upload a picture of you.



Fig. 40



3: English	Talk to internationals
3f3	Imagine your friend

You received an answer from your new friend from abroad. Open it to find out what he/she wants to tell you.

- Listen to the enclosed audio-message.
- Try to imagine how she/he looks like and draw her/him down.
- Upload a picture of the drawing.



Fig. 41



3: English	Talk to internationals
3f4	Introduce yourself via video

You have a new friend from abroad and you want to introduce yourself using video. What would you like to present about you and your family?

Do not forget! – Your friend doesn't speak your language. You have to introduce yourself in English.

- Record a short introductory video about you, your family and interests.
- Upload the video.
- You will see the gallery of all videos already uploaded.
- Find the video you like the most and discuss why you like it so much with your classmates.
- Upload a video of the discussion.



Fig. 42



3: English	Talk to internationals
3f5	See the other person

- Ask your teacher to connect you to your new friend on Skype.
- Call your friend and introduce yourself.  
Do not forget! – Your friend doesn't speak your language. You have to speak in English.
- Speak about your day and school. Ask her/him questions you want to know about her/him.
- Fill the field with your name and the name of your friend.



Fig. 43



<b>3: English</b>	<b>Talk to internationals</b>
3f6	Welcome to my school – prepare yourself for the visit

Let's play, that children from a school in another country would come to your class. You have to prepare for their visit.

Do not forget! – Your visitors don't speak your language. You have to prepare yourself in English.

- Draw a map of your school building. Highlight the most important places in the school. (for example your class, canteen, toilets etc.)
- Upload your map.
- Find the map you like most and discuss why you like it with your classmates.
- Upload a video of the discussion.

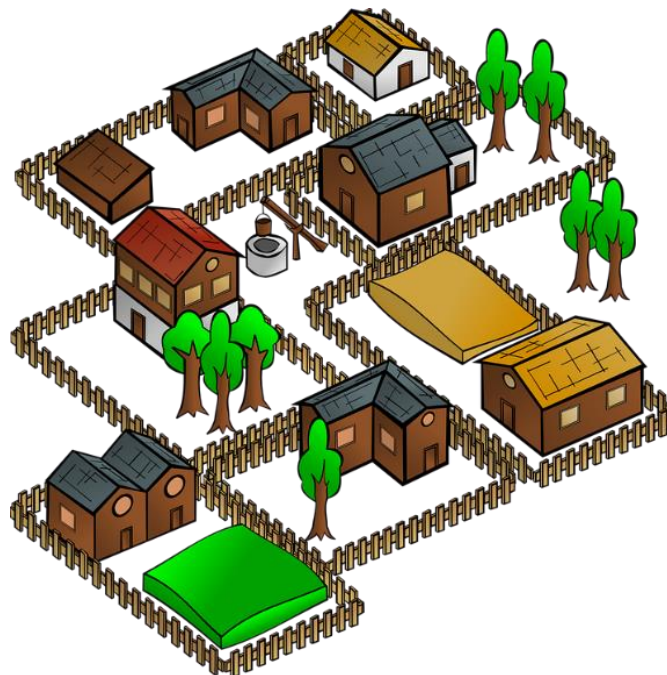
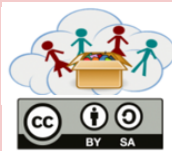


Fig. 44



3: English	Talk to internationals
3f7	Welcome to my school

Half of your class will now act to be children from another country that visit your school. The other half has to host them.

You are going to welcome them – one person always welcomes and leads one of the friends acting to be from another school.

Do not forget! – Your visitors don't speak your language. You have to speak in English.

- Welcome her/him to class and introduce also your friends.
- Do a tour of the school. Show them the places you highlighted on the map. The one acting as a visitor can ask questions – always in English!
- Record the video about your “school tour”.
- Upload the video.



Fig. 45



3: English	Talk to internationals
3f8	Become a tourguide

Let's play, that you and your new friend (the visitor) want to go for a little city sightseeing tour. First you have to prepare for it. What do you want to show him/ her?

Do not forget! – Your friend doesn't speak your language. You have to prepare the information in English.

- Discuss with your classmates the most interesting places of your city. Create a list and write them down.
- Put the papers in a box and every child draws one paper. If there are not enough papers work in couples or groups.
- Using Internet search for important information about the place on your paper.
- Create a paper with information found about the place. Also draw a map of the city/ town with a sign in the place where your sight is located.
- Upload the picture of the paper.



Fig. 46





3: English	Talk to internationals
3f9	Going in the city

Let's go outside for a little city sightseeing tour. Your friend can play a role of foreigner and you welcome her/him to your' class.

Do not forget! – Your friend doesn't speak your language. You have to speak in English.

- Together with your teacher, choose one place that you described.
- Make a short video with directions how to get to the described place. (You can do it in school and just show the places on the map, or you can actually film walking to the location.)
- Upload the video.
- You will see the gallery of all videos already uploaded.
- Find the video you like most and discuss why you like it with your classmates.
- Upload a video of your discussion.



Fig. 47



3: English	Talk to internationals
3f10	Give directions

In the previous task, you created a paper with information about one place in your city.

Do not forget! – Your friend doesn't speak your language. You have to speak in English.

- Now describe the way, how to get to the place and ask your classmates to identify, where they can come after following your directions.
- Record the explanation and the reactions.
- Upload the video.



Fig. 48



3: English	Talk to internationals
3f11	Learn from each other II

Now you are experienced in talking to foreigners. However, did you know all necessary words in English? Let's make sure!

- Based on previous tasks prepare 10 quiz questions about words needed for giving directions, introducing yourself and your family, etc. You and also your friend can use the maps of your school and your city that you previously prepared.
- Upload the questions.



Fig. 49



3: English	Search for info
3g1	My favourite song in English

Many people love listening to music. Also you?

Do you know how to find your favourite song online?

- Search for your favourite song in English (use Youtube or another music channel).
- Search for lyrics of the song online and copy the lyrics on a paper.
- Upload a picture of the lyrics.



Fig. 50



3: English	Search for info
3g2	What is the song about?

- Translate the lyrics of your favourite song into your national language (use Google Translator or another translation tool).
- Write the translation on another paper.
- Once you are done, make the photo of the translation, and upload it.



Fig. 51



3: English	Search for info
3g3	Compare translations

Translation tools are not always absolutely right. Sometimes a generated translation differs from the real meaning and we need to study to be able to translate texts properly.

- Choose a partner and tell him/ her, what song have you been looking for. He/ she will do the same. Your partner should look for a translation of your favourite song, that was made by someone else and published online. You will do the same with his/ her song. Compare the found translation with your own.
- Is the translation very different? Does the song have a different meaning now?
- What do you think, why do the translations differ? Try to discuss with your classmates.
- Write down the most important points of your discussion.
- Upload a picture of your notes.



Fig. 52



3: English	Search for info
3g4	Discuss the text of the song

Now you know what your favourite song talks about.

- Discuss the lyrics of your favourite song you have already translated. Do you like what the song is about? Was it what you thought it was?
- Is it nice to know what it means?
- Take notes of the discussion.
- Upload a picture of the notes.



Fig. 53



<b>3: English</b>	<b>Search for info</b>
3g5	Knowing the presenter and his/ her/ the group's country of origin.

- Use the internet to search for the country of origin of the singer or the group that sings the song.
- Find the GPS location of that country (use Google maps or another related tool).
- Find out, what the distance is between the city where you live and the capital city of that country (use Google Maps or another related tool).
- Draw a map of the country of the singer's or the group's origin and the connection to your home city.
- Make a photo of the map and upload it.



Fig. 54





3: English	Search for info
3g6	Work with pictures

Texts are not the only information we might be looking for on the internet. It includes also pictures, videos, songs and many other things.

- Search for pictures related to the current topic. Download a picture of a
  - singer/band,
  - national flag of the country,
  - interesting places in the capital city of that country,
  - other pictures you think might be interesting for the others.(Use Google Images or another related tool)
- Upload the pictures.



Fig. 55



3: English	Search for info
3g7	Sum it up!

We usually collect information to make some conclusion. Now it is time to sum up everything you found until now and present it to your classmates.

- Present all your findings in a short presentation to your classmates. You might use PowerPoint or draw a poster to present it to your classmates. Don't forget to:
  - Tell your friends what was the song about
  - Introduce the singer/band - use the pictures as well
  - Introduce the country and the city, from which the presenter comes from – use the pictures as well
- Record a video of each presentation.
- Upload the video.



Fig. 56



3: English	Search for info
3g8	Let's play!

- Form four groups.
- Your teacher will give you 20 cards with numbers from 1 to 20. Each group will choose 5 cards randomly.
- Take the next page to get the list of questions (Page task 3g8 ANNEX).
- Work in teams and look for answers to the questions that correspond with the numbers you received.
- Make a video: Always one student from the group reads the question and another one will answer it.
- Upload the video.



Fig. 57



3: English	Search for info
3g8 Annex	Let's play! - Questions

- What is the name of Winnie the Pooh's donkey friend?
- Who was created by Gepetto, the woodcarver?
- Who painted the Mona Lisa?
- Who has written the book Harry Potter and the Philosopher's Stone?
- What was the name of Harry Potter's pet owl?
- Which character in Alice's Adventures in Wonderland muttered "Oh dear! Oh dear! I shall be late"?
- What colour are dandelions?
- From what country does Lego come?
- What is the capital city of Spain?
- Which sea separates Europe from Africa?
- Prague is the capital city of which country?
- On what date do you open the first door of your advent calendar?
- What day of the week is Mother's Day celebrated?
- How many days are there in July?
- Who was the winner of The X Factor in 2015?
- What do camels have on their back?
- What are the names of Harry Potter's two best friends?
- What Disney movie is Rapunzel from?
- Which saint's day is celebrated on February 14th?
- Which Justin Bieber song includes the lyrics, 'My mama don't like you and she likes everyone'?



3: English	Search for info
3g9	Create your own game

Work in the same groups as before.

- Make a list of questions on which you would like to know the answer. Each group will prepare questions for another group.
- Make a photo of your questions and upload it.

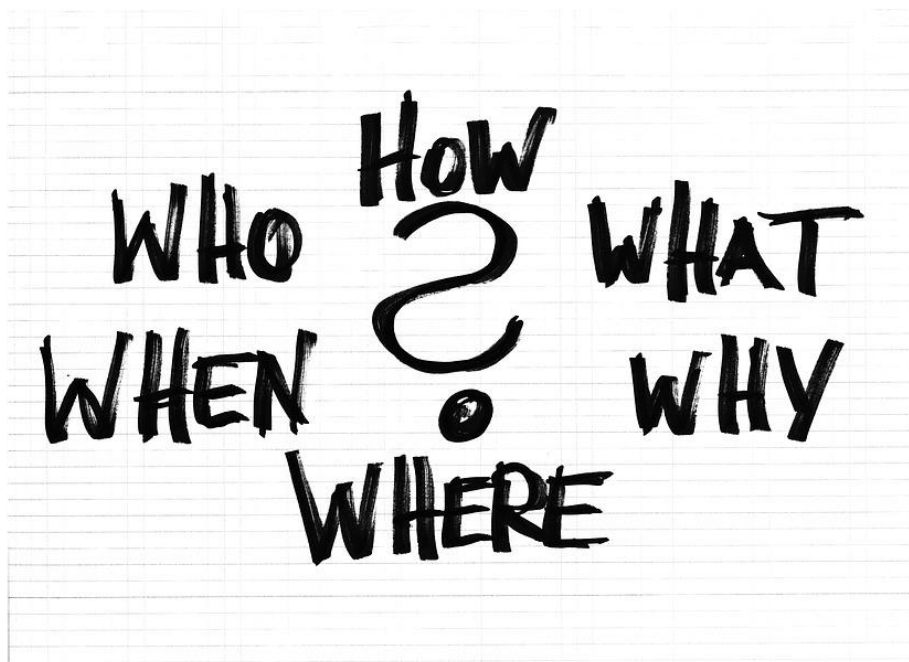


Fig. 58



3: English	Search for info
3g10	Film your own game

- Answer the questions another group gives you. Use the internet for this.
- Make a video of answering questions you got from the second group.
- Upload the video.

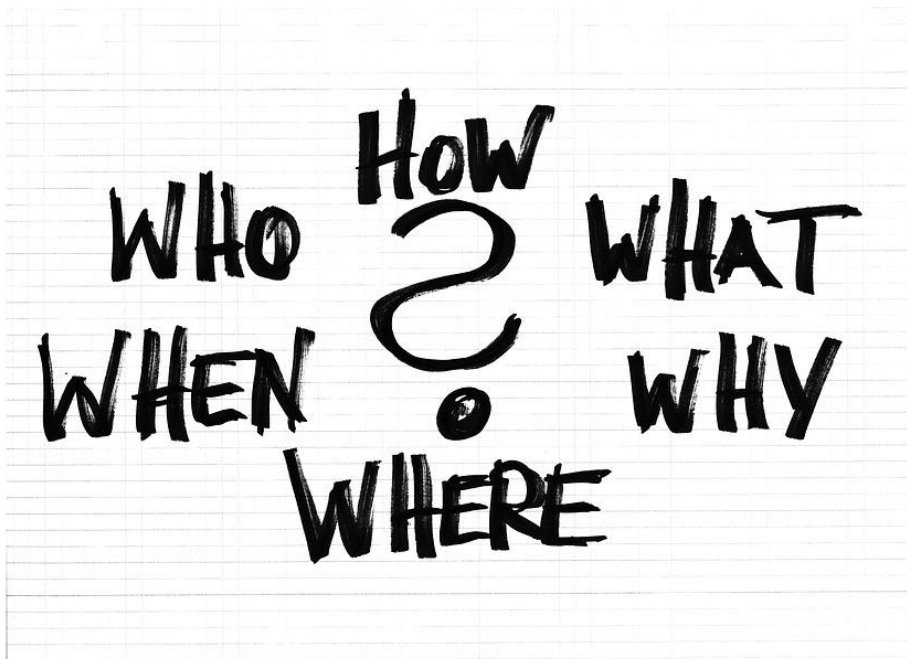


Fig. 59



3: English	Search for info
3g11	My dream destination

Think about the city, state or place you would like to visit. Once you know what your dream destination is, search for necessary info you need to know.

- Try to google how far away this place is from your home country.
- Try to google some interesting information about the country.
- Try to google what is the official language of the country. Look for a translation to that language of 10 words/phrases you use the most often.
- Try to google some interesting places to visit.
- Download several pictures.
- Prepare a presentation and present to your classmates.
- Upload a video of it.



Fig. 60



3: English	Introduce yourself
3h1	How do you look?

- Do you know any applications that can change your look in a picture?
- Find some applications on your phone or your tablet that can make yourself look taller, change your hair or eye colour, apply makeup and add other crazy effects to your photo.
- Download these apps to your device.



Fig. 61





3: English	Introduce yourself
3h2	Create your new look!

- Take a picture of yourself.
- Use the downloaded apps and try some visual effects – figure out e.g. how you look with different haircuts, different hair colour, eye colour, etc.
- Finally, choose your favourite look and upload it to our portal!



Fig. 62



3: English	Introduce yourself
3h3	Describe yourself!

- How do you look? Look at your photo and try to describe yourself.
- Describe these parts of your body:

hair	
eyes	
nose	
lips	
ears	
arms	
legs	
feet	

- Fill in the words you find to describe yourself.  
In case you need help, use Internet and online dictionaries.



Fig. 63



3: English	Introduce yourself
3h4	Write an e-mail to your new friend!

Describe yourself to a new friend!

- Write a message to a child from other country in which you will describe yourself – use information from the previous task.  
Do not forget to present yourself – what is your name and how old you are! In case you need help, use internet and online dictionaries.
- Upload a photo of the message.



Fig. 64



3: English	Introduce yourself
3h5	Who am I?

Describe yourself – who you are?

- What do you like the most?
- What do you do in your leisure time?
- What do you like doing with your friends?
- How would you describe your personality?
- Think about 5 things describing who you are and write these words on a small piece of paper (Example: smile, football, kindness, hip-hop, sense of humor, stubbornness,... ).
- Collect papers in groups of 5 children, pick randomly one of them, read it and try to guess who it is!
- Write the name on the paper when you find out whose it is.
- Take pictures of the papers and upload them.



Fig. 65



3: English	Introduce yourself
3h6	Record a video about yourself!

Describe yourself – record a video about yourself!

- Record a video about yourself using information from the previous tasks and create an introduction of yourself.
- Add subtitles to your video and other effects that you may find interesting.
- Once you're finished, upload the video.



Fig. 66



3: English	Introduce yourself
3h7	My family

Describe your family to your friends!

- Record a video about your family using a family tree.
- Pick one member of your family and describe why you like her/him.
- Once you're finished, upload the video to our portal.



Fig. 67



3: English	Introduce yourself
3h8	My hobbies

Show to the others what you like!

- What do you like to do the most? What are you doing in your spare time?
- Create teams based on your hobbies or favourite activities you like to do. Find the perfect name for your team.
- Record a short video about the chosen activity – tell others what you do and why you like it.
- Once you're finished, upload the video to our portal.



Fig. 68



3: English	Introduce yourself
3h9	I want to be ...

Think about your future – who do you want to be?

- Have you already thought about your future – personnel and working life? What are your dreams? Who do you want to be?
- Write down three words that describe what you want to be.
- Take a picture of the paper and upload it.

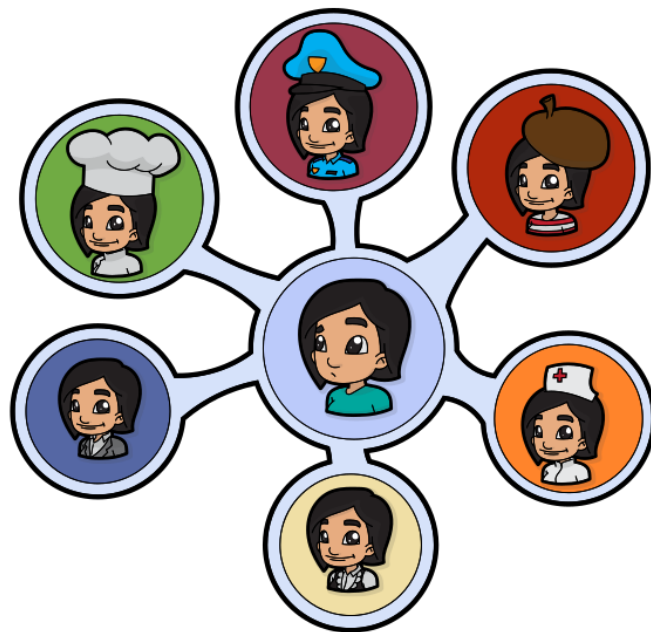


Fig. 69





3: English	Introduce yourself
3h10	Record a video about your future!

Present what you are dreaming about!

- Present to the others in a video what you would like to do and be in the future – play a scene!
- Upload your video on our portal.



Fig. 70



3: English	Small questions
3i1	How would you describe your friend?

- Each of you now has to think of a friend.
- Write down his or her name on a piece of paper, take a picture of it together with your symbol and upload it to the portal.
- Think of how you would describe the chosen friend. What does he look like? What do you two do together?
- Now, all of you will have to say a few sentences about the chosen friend to your classmates.
- The role of classmates is to guess the name of that person!
- Make videos of the descriptions and upload them.



Fig. 71



3: English	Small questions
3i2	How would you describe one of your family members?

- Each of you now has to think of a family member.
- Think of how you would describe the chosen family member. What does he/ she look like? What does he/she like to do?
- On a piece of paper write down whom you have chosen.
- Also write on the paper 5 words that describe this person.
- Make a picture and upload it.



Fig. 72



3: English	Small questions
3i3	What are your hobbies?

- Each of you now has to think of hobbies you have. With hobbies we mean activities you enjoy doing in your free time.
- On a piece of paper write down what your hobby is / hobbies are.
- Think about few sentences about your hobbies.
- Now, all of you will have to say a few sentences about your hobbies.
- After you finish, ask your classmates, which one of them has the same hobbies!
- Make videos of the presentations and upload them.



Fig. 73



3: English	Small questions
3i4	What is your favourite movie about?

- Think of the plot of your favourite movie.
- On a piece of paper write down the title of your favourite movie and who the main character is, take a picture of it together with your symbol and upload it.
- In a few sentences, try to describe to your classmates what the movie is about. Don't tell the name of the movie!
- The role of classmates is to guess the name of the movie and the main character.
- Make a video of the presentation and the guessing. Upload it.



Fig. 74



3: English	Small questions
3i5	What do you know about your city/town?

- Imagine that all of you are walking around your city and you meet a foreigner, who speaks English only.
- Each of you has to say one sentence about what the visitor could do/see in your city! Sentences cannot be repeated.
- A classmate who is not able to think of anything, is out of game
- The game continues, until one last classmate remains!
- The student who left the game as the first has to record the continuation of the game and upload the movie.



Fig. 75





3: English	Small questions
3i6	What is your favourite food?

- Think of the food you like the most.
- On a piece of paper write down the name of your favourite food, take a picture of it together with your symbol and upload it.
- Tell your classmates about the food.
- What is it made of? How is it produced? Who is the best at preparing that food?
- Film the presentation and upload it.



Fig. 76



3: English	Big questions
3j1	Pangaea

**“How is it possible that hundreds of millions of years ago the Earth had only one continent (Pangaea) and now there are seven continents?”**

- Work in small groups.
- Use the internet to find answers to the question asked.
- Take notes, and prepare a short summary to the question asked.
- Take a picture of your notes together with the symbols of your group members and upload it.
- Each group has to present what they found in front of the rest of your class.

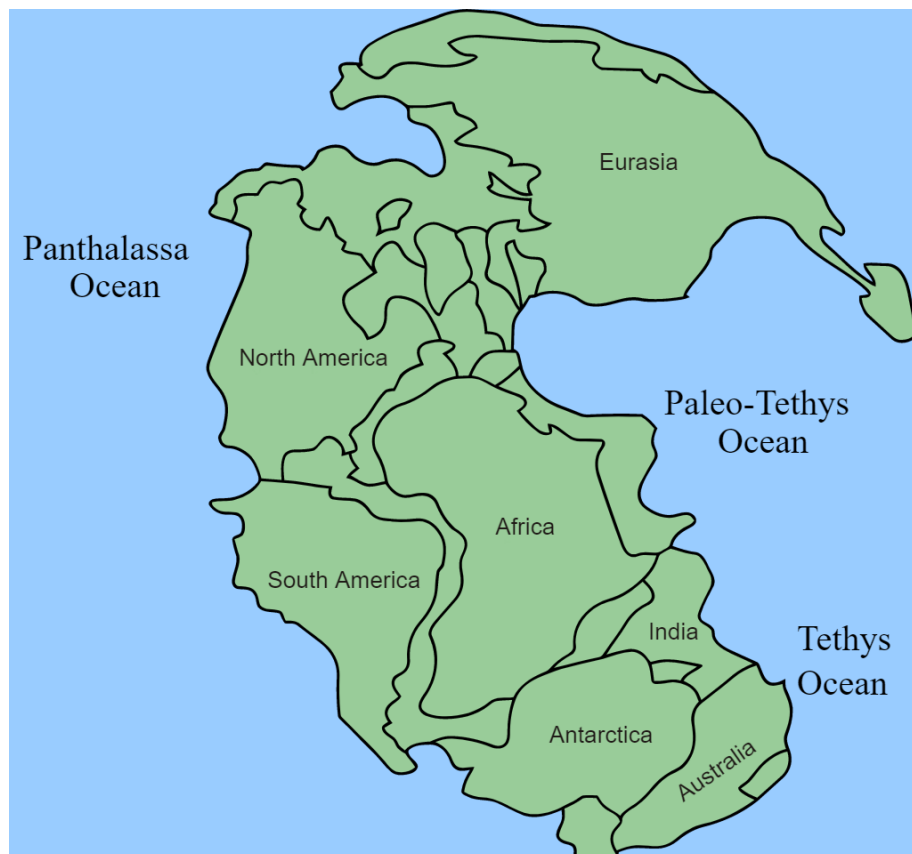


Fig. 77





3: English	Big questions
3j2	Flying to the stars

**“How long would it take humans to get to our second nearest star if we were able to fly by the speed of the light?”**

- Work in small groups.
- Use the internet to find answers to the question asked.
- Take notes, and prepare a short summary to the question asked.
- Take a picture of your notes together with the symbols of your group members and upload it.
- Each group has to present what they found in front of the rest of your class.



Fig. 78



3: English	Big questions
3j3	Different people, different appearance

### **“Why do people living in different continents look differently?”**

- Work in small groups.
- Use the internet to find answers to the question asked.
- Take notes, and prepare a short summary to the question asked.
- Take a picture of your notes together with the symbols of your group members and upload it.
- Each group has to present what they found in front of the rest of your class.



Fig. 79



3: English

Big questions

3j4

The Moon

**“Why doesn't the Moon 'fly' away from the Earth to the open space?”**

- Work in small groups.
- Use the internet to find answers to the question asked.
- Take notes, and prepare a short summary to the question asked.
- Take a picture of your notes together with the symbols of your group members and upload it.
- Each group has to present what they found in front of the rest of your class.

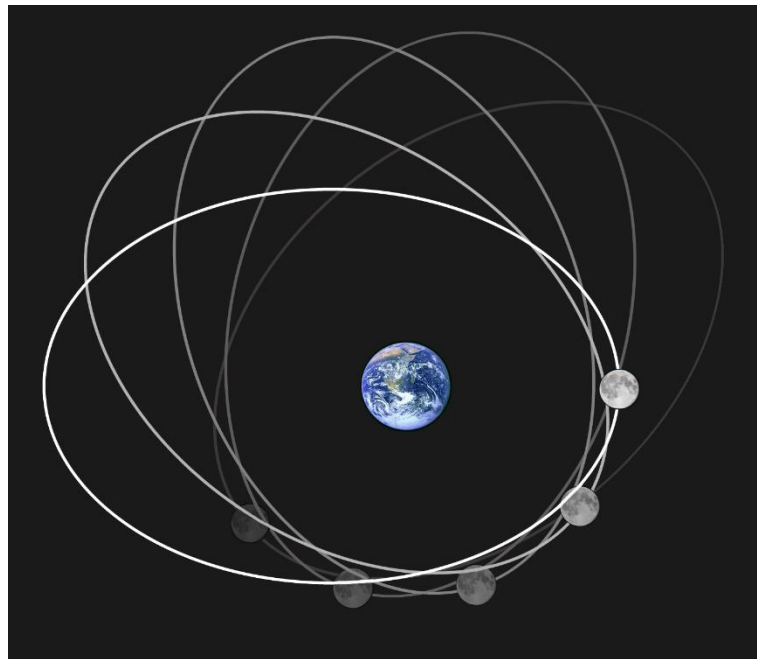


Fig. 80



3: English	Big questions
3j5	Distance to the Sun

**“What would happen to our planet if we were closer to the Sun?  
What would happen if we were further from the Sun?”**

- Work in small groups.
- Use the internet to find answers to the question asked.
- Take notes, and prepare a short summary to the question asked.
- Take a picture of your notes together with the symbols of your group members and upload it.
- Each group has to present what they found in front of the rest of your class.

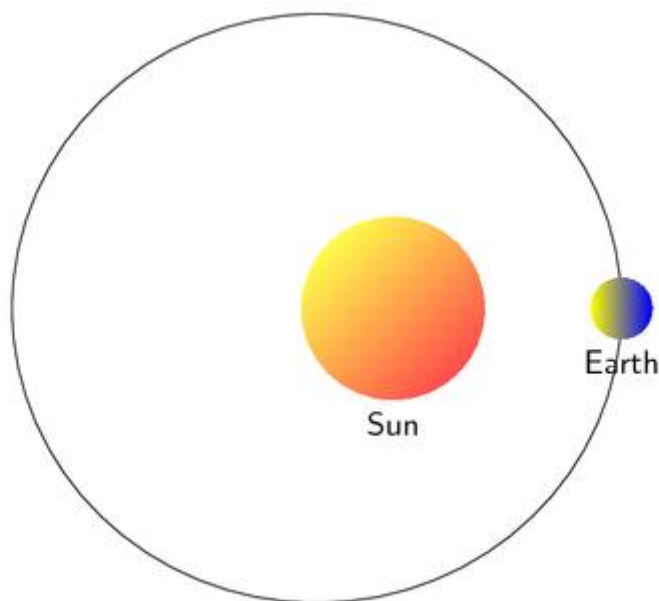


Fig. 81



3: English	Big questions
3j6	Walking to the capital city

**“How long would it take you to walk from your city to the capital city?”**

- Work in small groups.
- Use the internet to find answers to the question asked.
- Take notes, and prepare a short summary to the question asked.
- Take a picture of your notes together with the symbols of your group members and upload it.
- Each group has to present what they found in front of the rest of your class.



Fig. 82



3: English	Big questions
3j7	Seasons of the year

**“Why do we have four different seasons?  
Why is it winter in Australia when there's summer in Europe?”**

- Work in small groups.
- Use the internet to find answers to the question asked.
- Take notes, and prepare a short summary to the question asked.
- Take a picture of your notes together with the symbols of your group members and upload it.
- Each group has to present what they found in front of the rest of your class.



Fig. 83



3: English	Big questions
3j8	Saltiness of the seas

### **“Why are the seas on earth salty?”**

- Work in small groups.
- Use the internet to find answers to the question asked.
- Take notes, and prepare a short summary to the question asked.
- Take a picture of your notes together with the symbols of your group members and upload it.
- Each group has to present what they found in front of the rest of your class.



Fig. 84



3: English	Big questions
3j9	Rich and poor people

### **“Why are some people rich and others are poor?”**

- Work in small groups.
- Use the internet to find answers to the question asked.
- Take notes, and prepare a short summary to the question asked.
- Take a picture of your notes together with the symbols of your group members and upload it.
- Each group has to present what they found in front of the rest of your class.



Fig. 85



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Fig. 41	Pngimg	<a href="http://pngimg.com/download/19940">http://pngimg.com/download/19940</a>	10/05/2018
Fig. 42	Pngtree	<a href="https://es.pngtree.com/freepng/this-cartoon-brand-and-film_3452380.html">https://es.pngtree.com/freepng/this-cartoon-brand-and-film_3452380.html</a>	10/05/2018
Fig. 43	Clipartxtras	<a href="https://clipartxtras.com/categories/view/985e7c3fac037118bea32e68eb56d9d6aca5604f/video-conferencing-clipart-png.html">https://clipartxtras.com/categories/view/985e7c3fac037118bea32e68eb56d9d6aca5604f/video-conferencing-clipart-png.html</a>	10/05/2018
Fig. 44	Pixabay	<a href="https://pixabay.com/pt/residencial-%C3%A1rea-mapa-edif%C3%ADcios-48715/">https://pixabay.com/pt/residencial-%C3%A1rea-mapa-edif%C3%ADcios-48715/</a>	10/05/2018
Fig. 45	Aseet-ad	<a href="https://asset-ad.com/b-qol/unexpected-cause-of-increase-in-inflow-from-5ch">https://asset-ad.com/b-qol/unexpected-cause-of-increase-in-inflow-from-5ch</a>	10/05/2018
Fig. 46	Pixabay	<a href="https://pixabay.com/pt/mapa-rolar-pirata-tesouro-29903/">https://pixabay.com/pt/mapa-rolar-pirata-tesouro-29903/</a>	10/05/2018
Fig. 47	Pixabay	<a href="https://pixabay.com/fi/kysymysmerkki-labyrintti-kadonneet-2648236/">https://pixabay.com/fi/kysymysmerkki-labyrintti-kadonneet-2648236/</a>	10/05/2018
Fig. 48	JHMriskmanagementservices	<a href="https://www.jhmriskmanagementservices.co.uk/blog/can-asking-wrong-question/">https://www.jhmriskmanagementservices.co.uk/blog/can-asking-wrong-question/</a>	10/05/2018
Fig. 49	JHMriskmanagementservices	<a href="https://www.jhmriskmanagementservices.co.uk/blog/can-asking-wrong-question/">https://www.jhmriskmanagementservices.co.uk/blog/can-asking-wrong-question/</a>	10/05/2018
Fig. 50	PxHere	<a href="https://pxhere.com/ru/photo/647766">https://pxhere.com/ru/photo/647766</a>	10/05/2018
Fig. 51	Flickr	<a href="https://www.flickr.com/photos/dilaudid/4954719152">https://www.flickr.com/photos/dilaudid/4954719152</a>	10/05/2018
Fig. 52	Pixabay	<a href="https://pixabay.com/no/forst%C3%B8rrelsesglass-s%C3%B8k-%C3%A5-finne-%C3%A5-se-1020141/">https://pixabay.com/no/forst%C3%B8rrelsesglass-s%C3%B8k-%C3%A5-finne-%C3%A5-se-1020141/</a>	10/05/2018
Fig. 53	Pixabay	<a href="https://pixabay.com/en/white-male-3d-man-isolated-3d-1871380/">https://pixabay.com/en/white-male-3d-man-isolated-3d-1871380/</a>	10/05/2018
Fig. 54	Unwire	<a href="https://unwire.pro/2015/10/10/mobile-searches-surpass-desktop-searches-at-google-for-the-first-time/news/">https://unwire.pro/2015/10/10/mobile-searches-surpass-desktop-searches-at-google-for-the-first-time/news/</a>	10/05/2018
Fig. 55	Unwire	<a href="https://unwire.pro/2015/10/10/mobile-searches-surpass-desktop-searches-at-google-for-the-first-time/news/">https://unwire.pro/2015/10/10/mobile-searches-surpass-desktop-searches-at-google-for-the-first-time/news/</a>	10/05/2018
Fig. 56	Cliparts	<a href="https://cliparts.zone/cartoon-business-cliparts">https://cliparts.zone/cartoon-business-cliparts</a>	10/05/2018
Fig. 57	Ngo-Portal	<a href="https://ngo-portal.org/guider/">https://ngo-portal.org/guider/</a>	10/05/2018
Fig. 58	Google	<a href="https://plus.google.com/101143197911609585036">https://plus.google.com/101143197911609585036</a>	10/05/2018
Fig. 59	Google	<a href="https://plus.google.com/101143197911609585036">https://plus.google.com/101143197911609585036</a>	10/05/2018
Fig. 60	Indoflyers	<a href="http://indoflyers.com/">http://indoflyers.com/</a>	10/05/2018
Fig. 61	Medium	<a href="https://medium.com/@cseberino/conversation-with-the-dao-attacker-dexaran-speaks-11d747a43083">https://medium.com/@cseberino/conversation-with-the-dao-attacker-dexaran-speaks-11d747a43083</a>	10/05/2019
Fig. 62	Wikimedia	<a href="https://commons.wikimedia.org/wiki/File:Facelift_Surgery_-_Before_and_After_Photo.jpg">https://commons.wikimedia.org/wiki/File:Facelift_Surgery_-_Before_and_After_Photo.jpg</a>	10/05/2019
Fig. 63	Pxhere	<a href="https://pxhere.com/en/photo/1043006">https://pxhere.com/en/photo/1043006</a>	10/05/2019
Fig. 64	Aseet-ad	<a href="https://asset-ad.com/b-qol/unexpected-cause-of-increase-in-inflow-from-5ch">https://asset-ad.com/b-qol/unexpected-cause-of-increase-in-inflow-from-5ch</a>	10/05/2018
Fig. 65	Pixabay	<a href="https://pixabay.com/pl/zapytaj-pytanie-guess-biznesu-3070333/">https://pixabay.com/pl/zapytaj-pytanie-guess-biznesu-3070333/</a>	10/05/2018
Fig. 66	Maxpixel	<a href="https://www.maxpixel.net/Isolated-White-Male-3d-Model-3d-Model-Video-Graf-1874741">https://www.maxpixel.net/Isolated-White-Male-3d-Model-3d-Model-Video-Graf-1874741</a>	10/05/2018

Fig. 67	Maxpixel	<a href="https://www.maxpixel.net/Isolated-White-Male-3d-Model-3d-Model-Video-Graf-1874741">https://www.maxpixel.net/Isolated-White-Male-3d-Model-3d-Model-Video-Graf-1874741</a>	10/05/2018
Fig. 68	Pinterest	<a href="https://www.pinterest.jp/pin/212443307395294076/">https://www.pinterest.jp/pin/212443307395294076/</a>	10/05/2018
Fig. 69	Wikimedia	<a href="https://commons.wikimedia.org/wiki/File:Career_Change_Cartoon_With_Different_Occupations.svg">https://commons.wikimedia.org/wiki/File:Career_Change_Cartoon_With_Different_Occupations.svg</a>	10/05/2018
Fig. 70	Maxpixel	<a href="https://www.maxpixel.net/Isolated-White-Male-3d-Model-3d-Model-Video-Graf-1874741">https://www.maxpixel.net/Isolated-White-Male-3d-Model-3d-Model-Video-Graf-1874741</a>	10/05/2018
Fig. 71	Pixabay	<a href="https://pixabay.com/pl/dzieci-dziewczyny-razem-sta%C5%82y-36895/">https://pixabay.com/pl/dzieci-dziewczyny-razem-sta%C5%82y-36895/</a>	10/05/2018
Fig. 72	Pixabay	<a href="https://pixabay.com/id/happy-family-keluarga-anak-anak-2545719/">https://pixabay.com/id/happy-family-keluarga-anak-anak-2545719/</a>	10/05/2018
Fig. 73	Bolteraho	<a href="https://www.bolteraho.com/8-interesting-hobbies-successful-people/">https://www.bolteraho.com/8-interesting-hobbies-successful-people/</a>	10/05/2018
Fig. 74	Heykorean	<a href="http://www.heykorean.com/hk_club/hk_club_main.asp?club_id=10007108">http://www.heykorean.com/hk_club/hk_club_main.asp?club_id=10007108</a>	10/05/2018
Fig. 75	Senanla	<a href="http://foto.senanla.com/turist/2/">http://foto.senanla.com/turist/2/</a>	10/05/2018
Fig. 76	Duolingo	<a href="https://tinycards.duolingo.com/users/KathyVoorh">https://tinycards.duolingo.com/users/KathyVoorh</a>	10/05/2018
Fig. 77	Wikimedia.org/wiki/File:Pangea_continents_and_oceans	<a href="https://commons.wikimedia.org/wiki/File:Pangea_continents_and_oceans.svg">https://commons.wikimedia.org/wiki/File:Pangea_continents_and_oceans.svg</a>	10/05/2018
Fig. 78	Pixabay	<a href="https://pixabay.com/id/photos/rocket%20science/">https://pixabay.com/id/photos/rocket%20science/</a>	10/05/2018
Fig. 79	Flickr	<a href="https://www.flickr.com/photos/unitedwaylowermainland/8771398278">https://www.flickr.com/photos/unitedwaylowermainland/8771398278</a>	10/05/2018
Fig. 80	Wikipedia	<a href="https://ko.wikipedia.org/wiki/%ED%8C%8C%EC%9D%BC:Moon_apsidal_precession.png">https://ko.wikipedia.org/wiki/%ED%8C%8C%EC%9D%BC:Moon_apsidal_precession.png</a>	10/05/2018
Fig. 81	TeXample.net	<a href="http://www.texample.net/tikz/examples/earth-orbit/">http://www.texample.net/tikz/examples/earth-orbit/</a>	10/05/2018
Fig. 82	PxHere	<a href="https://pxhere.com/id/photo/1069208">https://pxhere.com/id/photo/1069208</a>	10/05/2018
Fig. 83	Wikimedia	<a href="https://commons.wikimedia.org/wiki/File:Seasons.png">https://commons.wikimedia.org/wiki/File:Seasons.png</a>	10/05/2018
Fig. 84	Hippopx	<a href="https://www.hippopx.com/pt/horizon-people-sun-355046">https://www.hippopx.com/pt/horizon-people-sun-355046</a>	10/05/2018
Fig. 85	Pixabay	<a href="https://pixabay.com/en/poverty-men-arm-wealth-begging-96293/">https://pixabay.com/en/poverty-men-arm-wealth-begging-96293/</a>	10/05/2018