

# CONVERSATION TOPICS AND INTERACTIVE GAMES FOR BEGINNER





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# 1 FIRST LESSON

## 1.1 Getting to know each other

Work in pairs; you should find out the most interesting things about your colleague and then introduce him to everybody.

*Utvoří se dvojice a ty mají následně za úkol zjistit jeden o druhém to nejzajímavější a následně se vzájemně představit.*

## 1.2 First letter

Each student thinks about some word, which describes him /her well. However the first letter of this word must be the same as the first letter of his /her name.

For example: Muscular Martin

*Každý student se zamyslí nad slovem, které ho dobře charakterizuje. Toto slovo však musí začínat stejným písmenem jako jeho jméno (asociace).*

## 1.3 Finish the Sentence

Students receive small pieces of paper with beginnings of sentences. Their task is to complete the sentences. They should use imagination.

*Žáci obdrží malé papírky, na kterých jsou začátky vět. Jejich úkolem je tyto věty jakkoliv doplnit.*

Sentences:

-Yesterday in the evening.....

- Money.....

- I would never.....

- One day I would like to.....

- Politicians.....

- The environment.....

-Parents.....

-Christmas.....

- I hate when.....

- Vacation

- Waste sorting

- I can't stand

- I like

- Life is.....

- Nobody is....

## 1.4 Guess who or what I am

Each student writes something down on a piece of paper (thing, animal, person); the rest of the students guesses who or what he/she is.

*Každý student napíše něco na papírek. Vybere si mezi věcí, zvířetem nebo osobu. Ostatní studenti hádají, co nebo kdo je.*

## **2 LANGUAGES**

1. Why do you want to improve your English? For example: work, travel, pleasure.
2. What languages have you studied?
3. How well can you read, write and speak each of them?
4. Have you ever had a friendship with someone who spoke a different language?
5. What language(s) did you use to communicate with him/her?
6. Which language do you think is the most difficult to learn? Why?
7. Do you think it's ever possible to speak a language like a native? Explain your reasons.
8. In what major ways is English grammar different from the grammar of your native language?
9. What do you find most difficult to learn in English?
10. Are some languages more beautiful to listen to than others? If so which?
11. Are there any languages that you really don't like the sound of? Why?
12. Do think age affects a person's ability to learn a new language?
13. What's the best way to learn a language?
14. Do you think you learn more English inside or outside the classroom?
15. Do you like to listen to music in other languages?
16. How often do you read in another language?
17. What kinds of things do you read? Why?you like best?

## 2.1 What goes together

Teacher has pack of cards with different adjectives (e.g. cold, fat, happy...). He chooses a card with adjective and each student tries to say some word which goes well with the word on a card as soon as possible. The first student who says the appropriate word wins the card. The student with the highest number of cards wins.

*Cards: cold, small, expensive, fat, fantastic...*

*Example: cold – water, sea, weather, legs...*

*Vyučující vybere kartičku s přídavným jménem. Žáci by poté měli jmenovat slova, která se k tomuto přídavnému jménu hodí. Žák s nejrychlejší odpovědí kartičku získá. Vyhrává ten, kdo nasbírá nejvíce kartiček.*

**More difficult game:**

## 2.2 Ideal conversation lesson

Teacher splits students into 2 groups. Each group then thinks of a perfect conversation lesson of English. E.g. what it should contain, how much time it should take, where it should take place, what characteristics should have the teacher. How many students should be in the group etc.

Then both group presents their proposals and will try to find common features of an ideal conversation lesson of English.

*Žáky rozdělíme do dvou skupin. Každá skupina se poté zamyslí nad tím, jak by měla vypadat ideální hodina konverzace angličtiny. Zamyslí se například nad odpověďmi na otázky: Co by mělo být náplní hodiny? Jak dlouho by měla hodina trvat? Kde by se měla odehrávat? Jaké charakteristiky by měl mít ideální učitel? Kolik studentů by mělo být ve skupině?*

*Poté skupinky představí své návrhy a zkusí najít společné řešení*

### **3 TRAVELLING**

1. Do you like travelling?
2. How many countries have you been to?
3. Which is your favourite country?
4. What three countries would you most like to visit? Why?
  
5. Do you prefer winter vacations or summer vacations? Why?
6. When you are travelling, do you try to speak the local language?
7. Do you prefer taking a package tour or organize trip on your own?
8. What type of accommodations do you usually stay in when you travel?
  
9. Where did you spend your last vacation? What did you do?
10. Describe the best trip you ever took. Where did you go?
11. Who did you travel with? What did you do?
12. Describe the worst trip you ever took. Where did you go? What made it a bad trip?
  
13. When you were a child, did your family take trips?
14. Would you always go to the same place or different places?
  
15. Would you like to take a cruise? Why or why not?
  
16. Have you ever hitchhiked? If so, where were you and how was this experience?

### 3.1 Guess what country it is!

Teacher splits students into 2 groups. Each group thinks of a country they know or they like. Then their task is to describe this country to other group of students without saying its name. They should use typical characteristics like food, number of inhabitants, famous personalities).

*Žáky rozdělíme do dvou skupinek. Každá skupinka si dle vlastního uvážení vybere nějakou evropskou zemi, kterou bude mít za úkol popsat, aniž by jakkoliv prozradila její název. Skrze typické znaky (jídlo, počet obyvatel, osobnosti atd.) dávají žáci druhé skupince indicie k rozpoznání země.*



#### **4 PETS AND ANIMALS**

1. Do you have any pets? If so, tell about them.
2. How many different pets have you had over your lifetime?
3. Which was your favorite?
4. Are cats better pets than dogs or are dogs better pets than cats? Why?
5. If you could be any animal in the world, what would you be and why?
6. What's the most interesting animal you know?
7. If you could observe an extinct animal for an afternoon, which one would you choose and why? Would you like to go on an African safari?
8. Why or why not?
9. What pets are most popular in your country?
10. What do you like most about going to the zoo? What about least?
11. Can pets become part of a human family?

## 4.1 Extraterrestrial

Curious extraterrestrial (teacher) has just landed on the Earth. However he does not know how it works on our planet, he asks questions about everything. Unfortunately his vocabulary is very limited. Earthlings (students) explain him meanings of different words he asks about. However the extraterrestrial always does not know any word so he asks again and again.

Example: What is that in your hand? -> It is a pen. We use it for writing notes. -> Notes? -> I do not know the word. -> Notes are important when you need to remember something. -> Remember? Etc

*Zvědavý mimozemšťan (učitel) právě přistál na naší planetě. Jelikož neví, jak to u nás na Zemi chodí a co k čemu slouží, musí se na všechno vyptávat. Bohužel má jen velmi omezenou slovní zásobu. Vyučující namaluje na tabuli mimozemšťana, v jehož roli bude sám vystupovat. Pozemšťané (studenti) mu mohou vysvětlovat význam slov a věcí. Mimosťšťan však pokaždé nějakému novému pojmu neporozumí a ptá se proto stále dál.*

*Příklad: What is that in your hand? -> It is a pen. We use it for writing notes. -> Notes? -> I do not know the word. -> Notes are important when you need to remember something. -> Remember?...*

**More difficult game:**

## 4.2 Poachers and tourists

Situation:

Married couple comes for its honeymoon to Africa. During the trip to Safari they meet three poachers who are just about to kill an elephant in order to get its ivory to sell it on a black market. Young married couple is shocked and tries to stop them. The poachers are very poor Africans without job who just need to feed their families. Economic situation is very poor in their country. On the other hand both husband and wife come from very rich families.

Task:

Teacher splits students into two groups – poachers and married couple. Teacher joins the poachers. Both groups have about 5 min to prepare their arguments. Poachers, why they need to kill the animal and young couple why they should not do it, what else they could do to feed their families etc. Then both groups argue and try to persuade each other.

Situation:

*Mladý manželský pár přijede do Afriky na líbánky. Při výletu do safari narazí na tři pytláky, kteří se právě chystají zabít slona pro jeho slonovinu, aby ji následně prodali na černém trhu. Mladý pár je zděšen a snaží se pytláky zastavit. Pytláci jsou velice chudí Afričani, kteří nemají práci a pouze se snaží zajistit obživu pro své rodiny. Mladý pár pochází z velice bohatých rodin.*

Úkol:

*Učitel rozdělí žáky do dvou skupin – pytláci a mladý pár. Učitel se připojí ke skupince pytláků. Obě skupiny potom dostanou 5 minut na přípravu argumentů. Pytláci budou obhajovat, proč chtějí slova zabít a mladý pár proč by to dělat neměli a případně, co jiného by mohli dělat, aby uživilí své rodiny. Poté skupiny mezi sebou diskutují a vzájemně se snaží přesvědčit o svých argumentech.*

## **5 WORK AND EMPLOYMENT**

1. What's your ideal job? Why?
2. Would you prefer to have an easy routine job or a job in which you made a lot of decisions?
3. Would you like a job that involved a lot of travel? Why or why not?
4. What three things are most important for you in a job? Why?
5. Describe the first job you had for money.
6. Who in your family or among our friends has the most interesting job?
7. What about the most boring?
8. Do people usually work for one company for a long time in your country or is it common for people to change jobs every few years?
9. Do women usually work after they get married in your country?
10. In your opinion, which jobs are most prestigious? Why?
11. If you could own your own business, what would it be?

## 5.1 Photos

Teacher shows to students some pictures with different occupations. The students describe what they can see in the pictures and they try find advantages and disadvantages of each occupation on the pictures. In the end each student chooses occupation from one of the picture which he (she) would prefer.

*Vyučující ukáže žákům několik různých obrázků s rozdílnými povoláními. Žáci popisují, co na fotkách vidí a ke každému povolání se snaží najít výhody a nevýhody daného povolání. Na závěr si každý zvolí práci z jednoho z obrázků, kterou by preferoval.*







## **6 INTERNET**

1. Do you often use the Internet?
2. About how many hours a day (week) do you use the Internet?
3. Do you access the Internet from your mobile phone?
4. Have you ever bought something using the Internet?
5. Do you use the Internet for fun or education?
  
6. Who uses the Internet the most in your family?
  
7. Do you think our lives have been improved by the Internet?
8. What is the best thing about the Internet?
9. What problems does the Internet create? What problems does it solve?
  
10. Have you ever chatted on the Internet?
11. Is it dangerous to meet people on the Internet?
12. Would you like to go on a date with someone you meet on the Internet?
13. Do you think that meeting people is easier than meeting people face to face?

### 6.1 Why do you keep a hare in your bag?

One of the students gets an empty plastic bag with question: Why do you have a rabbit in your bag? Then this student must think of a reason, why he has a rabbit in his bag. At the same he will answer other questions which ask others. After answering all the questions he passes the bag to other student with the same question with other subject he thinks of.

Example: Why do you keep frog, book, nail, egg, fork... in your bag?

*Jeden z žáků obdrží prázdnou tašku s otázkou: Proč máš v tašce zajíce? Úkolem osloveného žáka je vymyslet rozumný důvod, proč má zajíce v tašce. Přitom zodpoví ještě další otázky, které mu položí jeho spolužáci. Po zodpovězení otázek předá tašku dalšímu žákovi se stejnou otázkou, přirozeně však s jiným předmětem. Čím podivnější jsou jmenované předměty, tím zajímavější je průběh hry.*

More difficult game:

### 6.2 Dispute over the technology

Teacher splits students into 2 groups. One group consists of grandmother and grandfather. The other group consists of their two grandchildren. Both groups have some time to think of arguments why yes (grandchildren) and why not (grandparents) to buy connection to the internet for their computer. Then groups try to persuade one another.

*Učitel rozdělí studenty do dvou skupin. Jedna je složena z prarodičů a druhá je složena z jejich vnoučat. Obě skupiny dostanou určitý čas na vytvoření argumentů – vnoučata proč koupit připojení k internetu a prarodiče proč ne. Poté se skupiny vzájemně snaží přesvědčit jedna druhou.*

## **7 DREAMS AND SLEEP**

1. Do you usually remember your dreams?
2. Tell about a recent dream you remember.
3. How many hours a night do you usually sleep?
4. Would you like to get more sleep or less?
5. Do you ever take naps? If so, when?
6. Have you ever slept outside for an entire night? If so, tell about the experience.
7. Have you ever had the same dream more than once?
8. Have you ever had a dream that later came true?
9. Are you a light sleeper or can you sleep on airplanes, trains, and buses?
10. Do you prefer to go to sleep late or wake up early?
11. Have you had dreams in other languages?
12. How often do you dream in English? Would you like to?
13. Have you ever known anyone who walked in their sleep? If so, tell about it.
14. Do you try to understand the meanings of your dreams?
15. What might the following dreams represent: a dream in which you're flying, one where you're paralyzed, one where you're naked?
16. Have you ever had any of these dreams?



## 7.1 Guess where we are!

Teacher splits students into 2 groups. Each group thinks of some virtual place where they hide (e.g. island, restaurant, street, balcony, cellar...). Other group guesses, where they are hidden. The hidden group can answer just with yes or no. If the other group has problems to guess the place, the hidden group can describe what they can see, if there are some people what they do or how they feel...

*Žáky rozdělíme na dvě skupinky. Každá skupinka se domluví na nějakém virtuálním místě, kde se schová (ostrov, restaurace, ulice, balkon, skříň, sklep). Druhá skupinka hádá, kam se žáci schovali. Ti však mohou na jeho otázky odpovídat pouze ano či ne. Pokud se tazateli nedaří uhodnout, kde se nacházejí, mohou mu pomoci tím, že popíší, co vidí kolem sebe, co dělají lidé kolem nich, nebo jak se cítí.*

## 8 FOOD

1. What is your favourite food?
2. How often do you eat it a day?
3. Do you usually have a breakfast?
4. Do you think you have a generally healthy diet?
5. What have you eaten so far today?
  
6. If you could only eat three meals for the rest of your life, what would they be?
7. If you visited countries where people ate the following foods, would you try any of them: monkey, snake, dog, insects?
8. Why or why not?
9. In your opinion, which countries have the best cuisine?
10. The worst? Why?
  
11. What's the last meal you cooked for yourself? How do you make it?
  
12. What food do people typically eat on Christmas and Eastern in your country?
13. Describe an everyday meal from your country and tell how to prepare it.
  
14. What's the strangest thing you've ever eaten?
15. Where were you?
16. Why did you eat it? Would you eat it again?
  
17. What foods do you eat when you feel sick or depressed?
  
18. Are there any foods that you would not eat as a child that you now like?
19. Why do you think this is?
  
20. What is your opinion of American food?
21. Have you tried any regional American cooking?

## 8.1 Photos

Teacher shows some pictures to students. The students describe what they can see in the pictures. If there are persons, they might talk about what they are thinking, talking, where they are going etc. If there are buildings they might talk about architecture, describe purpose etc.

*Vyučující ukáže žákům několik různých obrázků. Žáci popisují, co na fotkách vidí. U osob říkají, co dělají, kam jdou, o čem mluví, co si myslí atd. U obrázků budov žáci naopak popisují okolí, architekturu, jednotlivé části, účelnost atd.*







**More difficult game:**

## **8.2 How about Thai Food?**

There are 5 different prompts with some information about the character's likes about restaurants. Teacher will assign one character to each student, including one for himself. The aim is not really to achieve an agreement about where to go but to have fun!

*Je zde 5 různých charakteristik lidí, kteří preferují různý typ jídla a restaurací. Lektor přidělí sobě a každému studentovi jednu roli. Všichni poté vzájemně diskutují a dle svých rolí se snaží přesvědčit jeden druhého, aby všichni šli na jeho preferovaný typ jídla. Cílem není dosáhnout vítězství, ale hlavně si hru užít.*

### **ROLES**

- 1) You don't like cheese. You are not allergic but you think it smells like your brother's feet. Not for a minute have you think to eat pizza nor Italian. Besides, you are on a diet so you would like to go to a veggie or to a place with healthy food. Thai would be great (but no way Chinese, too much calories and fat)
- 2) It's your birthday, so naturally you think the rest should go where you choose. You went this summer to Italy and fell in love with the country and with the food, especially with parmesan cheese. You want to eat Italian desperately with lots of parmesan cheese. You also like the way they talk so even now and then you try to say Italian words like: "caro or cara mia "(my dear), ciao, grazie, scusi( beg your pardon), tutti (all), io (I), il mio (my) and you talk moving a lot your hands.
- 3) You don't like Thai food, but love Chinese. It's been a long time since you haven't been to a Chinese restaurant, so you really want to have Chinese food. By the way, you hate when people say strange words in other languages. You get furious.
- 4) You think Chinese and Thai are the same - cat. You want to go to a Spanish restaurant where there is a flamenco show + nice food. You want to participate in the show, as you have been taking flamenco lessons. If necessary, get up and show the rest.
- 5) You don't have any money left this month, but you wouldn't like the rest to know, as you have spent your money buying pokemon trading cards and now you feel a little embarrassed. You may accept hot dog or fast food, but what you prefer is go to somebody's home and let their mum cook. That is your first option. You keep on trying.

## **9 ADVENTURE**

1. Do you consider yourself an adventurous person? Why or why not?
2. Who's the most adventurous person in your family?
3. Describe what they do.
4. If you could go back to another time and place, what time and place would you choose and why?
5. If you were offered a trip on the space shuttle, would you go? Why or why not?
6. Would you want to climb Mt. Everest? Why or why not?
7. Have you ever picked up a hitchhiker? If so tell about it.
8. Have you ever tried any of the following: bungee jumping, snowboarding, parachuting, hanggliding? If so, tell about it.
9. Have you ever moved to a place far from your family and friends?
10. If so, where did you go and why?
11. What countries (other than your own) would you like to live in? Why?
12. What's the most exciting thing you've ever done? Tell about it.
13. Why or why not?

## 9.1 Desert Island

Which three things would you take to desert Island? Teacher asks students this question and give them some time to think about. Then each of the students says two or three things he would take. Teacher writes all proposals on a piece of paper. Then students tries to find common agreement on three things they would like to take and also to give some explanation why exactly these three things and why not others.

*Jaké tři věci byste si s sebou vzali na opuštěný ostrov? Vyučující položí žákům tuto otázku a nechá je nad ní chvíli přemýšlet. Poté napíše na papír všechny návrhy věcí, které by si žáci rádi na opuštěný ostrov vzali. Trosečníci se posléze musí shodnout na třech věcech, které jsou pro přežití opravdu důležité. O výběru musí diskutovat a nakonec I zdůvodnit, proč jsou jimi vybrané věci nezbytné pro přežití.*

## **10 DATING AND RELATIONSHIPS**

1. What qualities are most important to you in a partner? For example, intelligence, sense of humor, money.
2. Would you like to have a boyfriend or girlfriend who was a lot more attractive or clever than you?
3. Would you move to a place far from your family and friends to be with the person you loved? Why or why not?
4. Is it common for couples to live together before marriage in your country?
5. Do you think it is the right thing?
6. Why or why not?
7. Do women usually work after getting married in your country? Why or why not?
8. More than half of marriages end in divorce. What do you think are some of the reasons for this?
9. How old were you when you went on your first date?
10. Who was it with?
11. Where did you go and what did you do?
12. Would you continue to date someone you really liked if your parents or friends did not like this person? Why or why not?
13. If you cheated on your partner, would you tell him or her? Why or why not?
14. Would you ever consider using the personals to find a date? Why or why not?
15. Have you or anyone you've known ever met someone over the Internet?
16. Do you think that these types of relationships can be successful?
17. Why or why not?
18. Describe a perfect romantic evening.



## 10.1 Problems

Each student gets two colorful cards (red and white). Then he writes some problem on the red card. On the blue card he writes possible solution of the problem from the red card. All the students then put their cards together, teacher mixes them and then distributes the cards back to the student. Each student always presents a problem which he has on a card and then the rest of the students check their cards and try to figure out if their cards could help somehow to resolve the problem.

*Každý žák dostane dvě barevné čisté kartičky (červenou a bílou). Na červenou napíše jakýkoliv problém (insomnia, dishwashing etc.). Na modrou kartičku napíše možné řešení jím zvoleného problému (sleeping pill, washing-up liquid etc.). Všechny kartičky zamícháme a rozdělíme mezi žáky. Žák vždy představí svůj problém. Všichni ostatní se podívají, zda nemají v ruce řešení zmíněného problému a zamyslí se nad tím, zda nemohou přispět k jeho vyřešení nějak jinak.*

## 10.2 Family matters

The pair role-plays presented in the annex provide students with six problematic situations that they have to sort out by giving advice and recommendations. All of the role-plays are related to family relationships. The teacher splits students into pairs and give them roles.

*V příloze je uvedeno 6 role-playing situací, které studenti musí řešit dáváním rad a doporučení. Všechny situace se týkají rodiny a vztahů. Učitel rozdělí studenty do dvojic a rozdá jim role.*

<p>You are 18 years old. Your boyfriend, who you have been dating for 2 weeks, has proposed to you. You love him, but you are not sure what to do. You ask your parents for an advice ...</p>	<p>Your daughter, who is 18 years old, tells you that her boyfriend, whom she has been dating for 2 weeks, has proposed to her. She loves him and asks you for an advice ...</p>
<p><i>Your wife has got a new job in another country. You don't want to move, but this is a good opportunity for her. You have a daughter of 8 years and you are not sure that such changes will be good for her. Discuss the situation with you wife.</i></p>	<p><i>You have got a new job in another country. You husband doesn't want to move, but this is a good opportunity for YOU. You have a daughter of 8 years. Discuss the situation with your husband.</i></p>
<p><b>You are 18 years old. You want to join the army, because your country is involved into a military conflict and you want to protect your motherland. Convince your parents to let you go.</b></p>	<p><b>Your son / daughter is 18 years old. He/ she wants to join the army, because your country is involved into a military conflict and he/she wants to protect the motherland. Discuss the situation with your child.</b></p>
<p><i>You've got a chance to move to another country for a permanent residence. You can't decide what to do, because all your relatives live in your home town, you've got a great job in here. You ask your friend for an advice.</i></p>	<p><i>Your friend has got a chance to move to another country for a permanent residence. He/she is quite an indecisive person and needs your advice.</i></p>
<p>One morning you have found a baby in a cradle on your threshold. Discuss with your family what to do...</p>	<p>One morning your family member has found a baby in a cradle on your threshold. Discuss with your family what to do...</p>

## **11 SHOPPING**

1. Do you enjoy shopping?
2. How often do you go shopping?
3. How much time do you spend each time you go?
4. What's your favorite place to shop? Why?
  
5. What was the last thing you bought for someone else?
6. Where did you buy it? Why did you buy it?
  
7. When you buy something, do you read the label?
8. Why or why not?
9. Are you a price conscious shopper?
10. Do you compare prices at different stores when you shop?
  
11. How important is it for you to be up to date with the latest fashions?
  
12. Do you have a favorite type of fabric?
13. What kind of clothes do you like best?
14. Are a lot of your clothes one color or pattern?

### 11.1 Shopping list

Each student gets free shopping list for some kind of person (beggar, fashion model, body builder, father girls (age 15), pensioner, and vegetarian). The task for each student is to write down a shopping list, which is typical for the character he/she has. Students read their lists one by one and the rest of the students try to guess for whom this shopping list could be typical.

*Každý žák obdrží prázdný nákupní lístek pro určitou osobu (beggar, fashion model, body builder, father, girls (age 15), pensioner, vegetarian). Úkolem je sestavit nákupní lístek, který je dle úsudku každého žáka pro danou osobu typický. Žáci pak čtou jednotlivé nákupní lístky a ostatní se snaží uhodnout, o jakou osobu se jedná.*

## 12 ENTERTAINMENT

1. What do you usually do on the weekends?
2. What did you do last weekend?
3. Do you have plans for this weekend?
  
4. What kind of music do you like?
5. Is there any kind of music that you can't stand?
6. How popular is live music in your country?
7. When was the last time you went to a concert or live show?
  
8. How many different movie genres can you name?
9. Which is your favorite? Least favorite?
10. What's the last movie you saw?
11. When did you see it?
12. What was it about?
13. Did you like it?
  
14. How often do you visit museums?
15. When was the last time you went to a museum?
  
16. When was the last time you went to a play?
17. What about an opera, a symphony, or a ballet?
  
18. How much do you like to dance?
19. When was the last time you went dancing?
20. Did you enjoy yourself?
  
21. How often do you drink?
22. What's your favorite drink?
23. Where do you usually drink it?
24. How often do you go to parties?
25. Have you ever hosted a party?
26. What was it like?
  
27. What's the worst party you've ever been to?
28. What made it bad?
  
29. How often do you eat in a restaurant?
30. What's the best restaurant you've ever been to?
31. Do you have a favorite bar or cafe? Why do you like it?

## 12.1 And what came next?

Teacher says some sentence (e.g. How could I be so stupid? Come on, we will be late etc). Student who sits by his right hand continues with another sentence in order to create some story. Then other students who sits on his right hand does the same and everything continues in a circle until they create some funny story. TIP: Pictures from pexeso can help students with creativity.

*Vyučující řekne libovolnou větu, která ho napadne (např. How could I be so stupid? Come on, we will be late...). Žáci na ni budou dle své fantazie libovolně navazovat, až vznikne zcela originální a jistě zábavný příběh. Každý vypravěč vždy naváže na větu svého předchůdce. Pomůcka: žákům rozdáme obrázky z pexesa a oni používají daná slova pro rozvíjení příběhu.*

**More difficult game:**

## 12.2 Party

Each card gives the student a role freely based on a celebrity. Teacher assigns the roles (he gives a card to every student) and he also takes one card so he can play with them. Then they all meet at a party and should getting to know each other.

See annex 13.3.

*Každá karta popisuje určitý charakter, který je inspirován známou osobností. Učitel každému přiřadí role (dá každému kartičku) a sám si také jednu vezme, aby mohl hrát také. Všichni se následně jakoby potkají na party a mají za úkol seznamovat se. Viz. Příloha 13.3.*

You're Pharrell. You're an American singer. You're 41 and you live in Virginia. You're single. You like music and fashion.	You're Michelle. You're an American lawyer. You're 50 years old. You're from Chicago but now you live in Washington, D.C.. You're married and you have 2 kids. You like cooking.	You're Miley. You're an American actress and singer. You're 21 and you're from Nashville, Tennessee. You're single. You like smoking and partying.
You're Jamie. You're an English chef. You're 39 and you live in London. You're in a relationship. You like cooking and reading.	You're Angela. You're a German politician. You're 60 and you live in Berlin. You're married. You like films and swimming.	You're Manuel. You're French and Spanish. You're 52 and you're married. You work in logistics and you live in Paris. You love cars and football.
You're Daniel. You're an Australian musician. You're 35 and you live in Camberra. You're divorced. You love music and art.	You're Jean-Claude. You're a Belgian actor and philosopher. You're 54 and you live in Canada. You're divorced and you have 3 children. You like sports and reading.	You're Cristiano. You're a Portuguese football player. You're 29 and you have a girlfriend. You like football and fashion.
You're Dolores. You're an Irish singer. You're 42 and you live in Dublin. You're married and have 3 children. You like singing and politics.	You're Wladimir. You're a Russian engineer. You're 66 and you live in Moscow. You're single. You like drama.	You're Maggie. You're a Chinese actress. You're 49 and you're from Hong-Kong but you live in France. You're divorced. You like travelling.