

## GETTING READY FOR THE EURO

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**Time:** 90 minutes

**Level:** intermediate to advanced

**Objectives:**

- to obtain some background information about the euro
- to practise using online dictionaries
- the lesson can also be the supplementary material to unit 9 “Money” (*Market Leader Intermediate*)

A teacher should try not to explain new words during the lesson. Students should find definitions/Polish equivalents themselves in online dictionaries.

**Procedure**

**Pre-stage activity:**

Students are divided into pairs and given names of countries. They are responsible for providing the whole group with the adjectives for person, languages and currency. One pair should concentrate only on one country to make the activity dynamic and interesting. Suggested names of countries: Japan, Egypt, Pakistan, Afghanistan, Belarus, Monaco, Belgium, Holland etc.

The following online dictionaries can be used:

[www.oed.com](http://www.oed.com), <http://www.m-w.com/dictionary.htm>, <http://dictionary.cambridge.com>,

<http://www.yourdictionary.com>, <http://www.poltran.com>,

<http://www.akson.sgh.waw.pl/~anthon/slownik.html>

At this stage I recommend going to [www.m-w.com](http://www.m-w.com). Then, students click on *Collegiate Dictionary* and enter the name of a given country. They will be provided with some basic information about the region. To find more there is also the link to [www.Britannica.com](http://www.Britannica.com) and [Top 10 Most Popular Sites](#) for the country.

**While-stage activity:**

1. Students go to the site: [www.euro.ecb.int](http://www.euro.ecb.int) and click on *History of the euro*. Students try to explain the following dates:
  - 1957
  - 1986
  - 1992
  - 1 January 2001
  
2. Students click on *Glossary* and complete the sentences:
  - a. The graphic symbol for the euro was inspired by \_\_\_\_\_ and refers to \_\_\_\_\_ . The parallel lines represent \_\_\_\_\_. The official abbreviation for the euro is \_\_\_\_\_.
  - b. The European Central Bank was established in \_\_\_\_\_ and is situated in \_\_\_\_\_.
  - c. The Eurosystem is governed by \_\_\_\_\_ and its main objective is \_\_\_\_\_.
  - d. The abbreviation EMU stands for \_\_\_\_\_.
  
3. Students are divided into groups/ pairs. They prepare presentations either on the euro bank notes or coins. They click on *Euro bank notes & coins*. They should refer to the following questions:
  - a. coins
    - How many denominations are there?
    - Who designed them?
    - What do the sides of coins feature?
    - Technological details (security features)
  - b. bank notes
    - Security features – how are they protected from being counterfeited?
    - How many bank notes are there?
    - Describe symbols and names used in the design (windows, gateways, stars, bridge etc.)
  
4. Students click on *Conversion rates* to do the task: The current price for Newsweek International is EUR 3.80. Where is it the most expensive? Convert the price into the

former currency and then into Polish one. Students are divided into groups and concentrate on one country.

### **Post-stage activity:**

1. Students can go to *Children's zone* and download games there testing their recognition of particular coins and bank notes.
2. With an ambitious class you can revise the core vocabulary on money giving the list of Polish words (for example: dług, premia, prowizja, łapówka, oprocentowanie, mandat, brutto, netto etc.) making the students translate them with the help of Polish online dictionaries. If they use [www.poltran.com](http://www.poltran.com) they should enter the Polish word and click on *into English*. When they have English equivalents, they should look for synonyms, idioms and related words in a monolingual dictionary, for example [www.yourdictionary.com](http://www.yourdictionary.com), clicking on *Thesaurus*. Then, they can use the phrases preparing funny sentences in English, which should be translated by their classmates into Polish with the help of dictionaries if necessary.
3. You can turn students' attention to the abbreviations used during the lesson and make them find what other popular business abbreviations stand for. They can go to [www.yourdictionary.com](http://www.yourdictionary.com), click on *Business* and then, *Business Glossary and Acronyms*. Suggested abbreviations: P.T.O; VAT; SOS; M.D; WHO; OPEC; FAO; F.O.B; UNO etc.

### **Homework:**

1. At home students can complete the following text on the EU and Poland. They should use **will** or **won't** checking unfamiliar words in online or CD ROM dictionaries if they have ones at home or in a library. To revise the future tense they can go to [www.englishpage.com](http://www.englishpage.com), click on *verb tenses* and then, *future*.

Since the collapse of communism, the countries of East and Central Europe have been knocking on the door of the European Union. And what will the EU tell them? "We have a set of rules, and if you want to join, you (1) \_\_\_\_\_ accept all the rules of the club." Those conditions (2) \_\_\_\_\_ scare off anybody. Hungary, Poland, the Czech Republic, Slovenia, Estonia and Cyprus (3) \_\_\_\_\_ be considered in the first turn. "Enlargement of the EU (4) \_\_\_\_\_ be seen as the final stage of a process that has been going on since 1989 in Poland" - says Balcerowicz. But membership (5) \_\_\_\_\_ come cheap. EU officials (6) \_\_\_\_\_ spend 80 billion euro on helping the newcomers. The cost for each applicant (7) \_\_\_\_\_ be several times larger than the EU aid it receives. According to estimates, Poland (8) \_\_\_\_\_ have to

spend about 34 billion euro on its environmental cleanup efforts. But there (9) \_\_\_\_\_ be only costs. There (10) \_\_\_\_\_ be huge benefits as well.

2. They can also revise vocabulary connected with money. To choose the correct answer they should use a monolingual online dictionary clicking on *Thesaurus*.

1. I have my savings account in Bank Zachodni WBK S. A. At the end of each month they send me \_\_\_\_\_.

a) my bills                      b) my bank statement    c) my receipts                      d) my premium

2. The profession of a teacher is one of most ethical. Teacher hardly ever take \_\_\_\_\_.

a) bonuses                      b) rewards                      c) bribes                      d) fines

3. My friend earns quite well. He is paid a very high \_\_\_\_\_ on goods he sells.

a) fee                      b) provision                      c) salary                      d) commission

5. I didn't have money so I paid for my stereo in 6 monthly \_\_\_\_\_.

a) rates                      b) instalments                      c) interest                      d) parts

6. He lost his job and I had to pay off his \_\_\_\_\_.

a) owes                      b) cash                      c) debts                      d) rents

7. Our company \_\_\_\_\_ a record profit last month.

a) did                      b) got                      c) made                      d) gave

8. I couldn't find a job so I had to be on the \_\_\_\_\_.

a) dole                      b) pension                      c) grant                      d) state ration

## ***DIFFERENT SHADES OF MADNESS***

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**Level:** Intermediate and above.

**Time:** 90 minutes.

**Aims:**

- To teach vocabulary describing mental disorders

- To revise noun suffixes
- To broaden students' knowledge through reading about mad historical characters and their influence

**Technical requirements:** one computer per group of 2 students, with the Internet connection.

**Knowledge:** Students should be skilled at typing the URLs.

**Procedure:**

**Pre-stage activities**

1. The teacher asks students if they know any vocabulary used to define disorders (suggested answers: *nuts, crazy, stupid, unstable, mad*). To come up with more words, they are advised to use CD-ROM dictionaries available in the classroom or online dictionaries.
2. The teacher asks for the definitions of given words to make students realise the fact that some of the words are used in a wrong way.

**While-stage activities**

3. Students are given task sheets with definitions and they are to try and match adjectives to the definitions.

1.	Behaving in a crazy or dangerous way
2.	Thinking only about yourself
3.	Believing unreasonably that you can't trust other people or that they are trying to harm you
4.	Believing you are extremely powerful or important
5.	Unreasonably worried or frightened
6.	Completely stupid or crazy, often in a dangerous way
7.	Mentally confused or behaving strangely, because of old age
8.	Typical or connected with schizophrenia

The adjectives are: *schizophrenic, deranged, insane, paranoid, megalomaniac, egocentric, neurotic, senile*. (The key: 1.deranged, 2.egocentric, 3.paranoid, 4.megalomaniac, 5.neurotic, 6.insane, 7.senile, 8.schizophrenic.)

4. Then the teacher triggers a discussion about a potential dangers of the above -mentioned disorders.
5. The teacher asks students to make nouns from the given adjectives. Students are advised to use electronic dictionaries to check their answers. (The key: *derangement, egocentricity, paranoia, megalomania, neurosis* (pl.-es), *insanity, senility, schizophrenia*)

### Online

1. Students are asked about the names of famous people suspected of being mentally ill (suggested answers: *Vincent Van Gogh, Calligula*)
2. The teacher asks students to type the URL: [www.xs4all.nl/~kvenjb/madmon.htm](http://www.xs4all.nl/~kvenjb/madmon.htm), look at the page to see whether they recognise any names (*Tsar Ivan IV of Russia, Calligula*)
3. The teacher divides the class into three groups. Because not all the links contain topics appropriate for under-aged students I suggest to ask students to follow the links to:

**Eric XIV Wasa of Sweden** (1<sup>st</sup> group)

**Amalie of Orange-Nassau** (2<sup>nd</sup> group)

**George III of Great Britain:** section about his disease (3<sup>rd</sup> group)

Each group is to identify vocabulary describing mental disorders as well as to answer two questions:

- 1<sup>st</sup> group: 1. What caused the King's inferiority complex?  
2. What mental disorder did he suffer from?
- 2<sup>nd</sup> group: 1. When did Amalia show the first signs of mental confusion?  
2. Who did she inherit her mental condition from?
- 3<sup>rd</sup> group: 1. What were the first symptoms of the King's illness?  
2. What method did Dr Francis Wilis use to help the King?

### Post-stage activity

1. Having answered the questions and informed the class about the content of each page, students try to think about the reasons for mental disorders. The aim is to come to the conclusion that some of the diseases are **hereditary**, others are caused by **incestuous marriages**, or **traumatic experiences in childhood**.