

**ADULTS**



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## Activity 1

### International Worker's Day



Your company has made the following announcement:

*Until further notice, every employee is required to work 15 hours of unpaid overtime each month.*

- What can you do?
- Who can you contact for help and support?
- Are you a member of an organisation that represents employees?

1. In Germany, the minimum hourly wage for workers over the age of 18 is:

- €6.84
- €8.84
- €10.84

2. In Germany, the minimum hourly wage for employees under the age of 18 is:

- €6.84
- €8.84
- There is no minimum wage.

3. Not counting bank holidays, in Mexico, a full-time worker has an annual holiday entitlement of at least:

- 6 days
- 18 days
- 28 days

4. In Mexico, the maximum number of hours your employer can ask you to work before paying you overtime is:

- a. 42 hours a week
- b. 48 hours a week
- c. 60 hours a week

5. In the USA, your employer does not have to pay you for:

- a. the time you take for your lunch break
- b. overtime hours you have worked
- c. work you take home with you

6. In the USA, the majority of employers can terminate your contract (fire you):

- a. immediately
- b. by giving you just one week's notice
- c. at the end of the current month

7. In Spain, when a female employee has a baby, she is entitled to a minimum of:

- a. 4 weeks of maternity leave
- b. 16 weeks of maternity leave
- c. 26 weeks of maternity leave

8. In Spain, when his partner has a baby, a male employee is entitled to:

- a. 4 weeks of paternity leave
- b. 8 weeks of paternity leave
- c. 12 weeks of paternity leave

9. In the UK, employees aged 18 or over who work for more than 6 hours a day are entitled to a rest break of at least:

- a. 20 minutes during each working day
- b. 30 minutes during each working day
- c. 60 minutes during each working day

10. Workers in the UK:

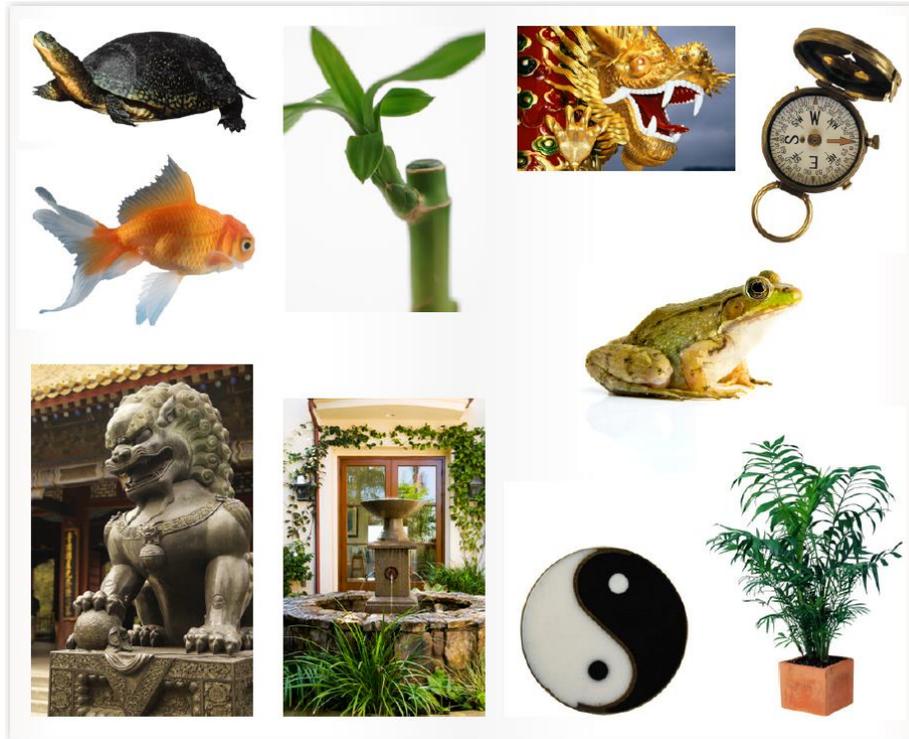
- a. must join a trade union
- b. are not allowed to join a trade union
- c. can decide whether they want to join a trade union



## Activity 2

### Lucky symbols

Look at the picture and identify each picture. What do they have in common?



### WHAT IS FENG SHUI?

Have you been having bad luck recently? Have you had bad marks at school or problems at work? Have you had a lot of colds and been suffering from poor health? Is your love life less exciting than you would like it to be? The reason could be that you have bad Feng Shui.

Feng Shui is one of the Eastern philosophies to have become popular in the West. It relies on the calculation of favourable directions (i.e. north, south, east, west) and the harmonious organisation of furniture in the home to bring good luck to the people who live there. By discovering which are your favourable directions and re-organising the furniture in your home, you could become rich and successful, achieve your personal ambitions and have a happy love life.

### CALCULATE YOUR LUCKY KUA NUMBER

The first thing you need to do in Feng Shui is to discover which are your favourable directions. These directions represent the lucky corners of your home or workplace – the places where you

should sit, sleep or work in order to be happy and prosperous. They are also the directions you should try to face when you are doing exams, attending an important meeting or going out with your friends. To find out which are your lucky corners, you need to know your personal Kua number.

To calculate your Kua number, take the last two numbers from the year you were born and add these two numbers together. For example, if you were born in 1975, add  $7 + 5 = 12$ . If this number has two digits, then add these two numbers together until you have a number of only one digit (e.g.  $1 + 2 = 3$ ). If you are male, subtract this number from 10 (e.g.  $10 - 3 = 7$ ). If you are female, add this number to 5 (e.g.  $3 + 5 = 8$ ). If you get two digits, keep adding until you only have only one digit. The result is your Kua number.

Write your Kua number here: \_\_\_\_\_

The chart shows which are your lucky directions in different areas of your life.

<b>Your Kua number</b>	1	2	3	4	5	6	7	8	9
<i>success</i>	SE	NE	S	N	NE SW	W	NW	SW	E
<i>health</i>	E	W	N	S	W NW	NE	SW	NW	SE
<i>romance</i>	S	NW	SE	E	NW W	SW	NE	W	N
<i>education</i>	N	SW	E	SE	SW NE	NW	W	NE	S
<i>unlucky</i>	W	E	SW	NW	E S	SE	N	S	NE

### Activity 3

#### Spring is in the air

Can you identify the different things that people are often allergic to? What other things do people often suffer from allergies to?



#### Discussion



- Are you allergic to anything?
- Do you suffer from any allergies?

## Activity 4

### Star signs



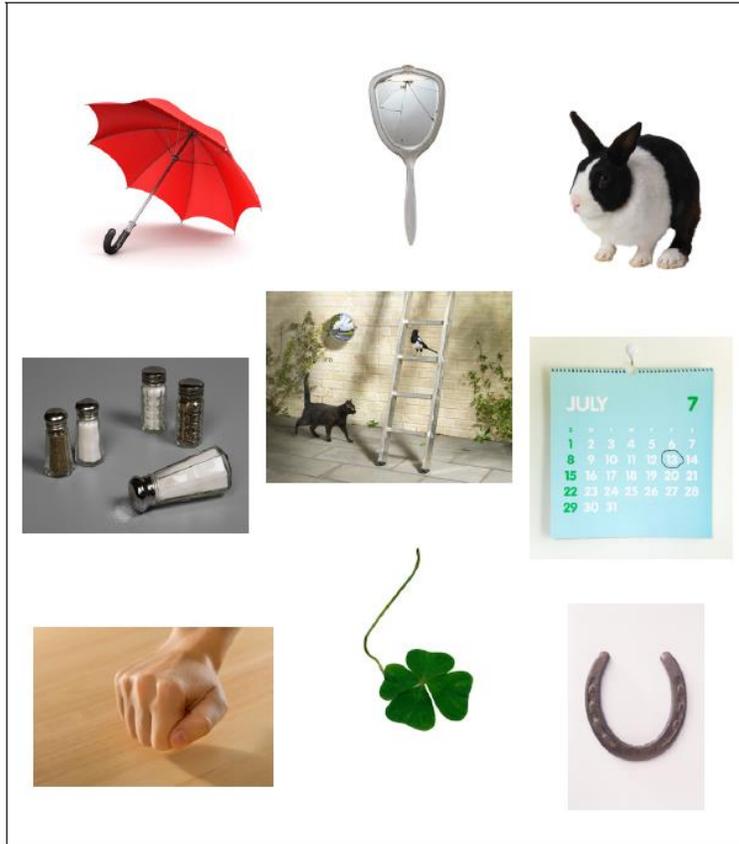
**Work with a partner. Discuss the questions.**

- What is your Zodiac sign? Are star signs important to you?
- What do you know, if anything, about the personality traits of people with different star signs?

## Activity 5

### Superstitious

A. Look at the pictures and guess what they have in common.

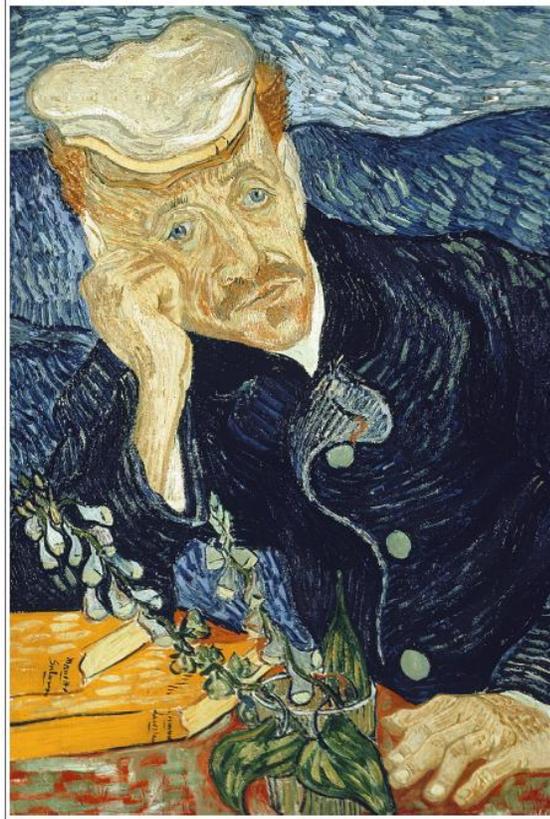


B. Work with a partner. Discuss the following questions.

- Are you superstitious: do you believe that there are things which bring good or bad luck?
- Do you have any other superstitions in your country? Does your family have their own superstitions? If so, what are they?
- Why do you think people are superstitious?
- 'People were more superstitious in the past compared to now.' Do you agree? Explain your answer.

## Activity 6

### Art Stories



#### Procedure

1. Show students the Portrait of Dr Gachet and ask them the following questions about it:
  - Can you identify the artist?
  - If so, what do you know about him?
  - When do you think it was painted?
  - Who do you think the person in the painting is?
  - The painting was in the Guinness Book of Records for 14 years. Can you guess why?
2. Give out copies of the text and ask students to arrange the five paragraphs into the correct order. Go over any new or problematic words or language whenever students ask you about them
3. Let students pair up and check their answers before conducting feedback. 3.

**Answer: E, C, D, A, B**

4. Write the statements below on the board and ask students to decide whether or not they agree and why.

- If someone pays \$80 million for a painting, they should be allowed to do whatever they want with it.
- The painting was a good buy for the Japanese businessman.
- The Japanese businessman must have been an art lover.

**A**

But perhaps the painting was no longer his to burn. With a lot of debt, it is possible that Saito had used the Van Gogh as part of a collateral agreement. By the time of his death in 1996, it was not clear if it had been passed to his creditors or his heirs.

**B**

12 years later, both ownership and location of the painting remain a mystery. Some believe that it has simply disappeared into the darkness of the international art market. Tokyo, Europe and the USA are all rumoured to be Dr Gachet's current residence. But until the work resurfaces, some may like to imagine that Saito did actually take Van Gogh's physician to his grave.

**C**

Exactly 100 years later, the painting went on sale at Christie's auction house in New York. The art world was stunned as the work was sold for over \$80 million to a Japanese businessman called Ryohei Saito. This made it the most expensive painting ever sold, a record that it held for 14 years.

**D**

The painting was shipped to Japan and stored in a secret location somewhere in Tokyo. A few years later, Saito shocked the art world a second time when he is reported to have told friends that the portrait should be burned at his cremation. He later said that this was a joke.

**E**

The year is 1890 and Vincent Van Gogh is spending the last weeks of his life in Auvers-sur-Oise near Paris. He is being treated for depression by a French physician called Paul Gachet who becomes one of the Dutch painter's last subjects. Van Gogh refers to the portrait as "sad but gentle, yet clear and intelligent".

## Activity 7

### Art Stories



#### Preparation

1. Make copies of the following John William Waterhouse paintings which depict scenes from the story of the Lady of Shalott:

- The Lady of Shalott Looking at Lancelot
- “I Am Half-Sick of Shadows,” Said the Lady of Shalott
- The Lady of Shalott (a copy of this painting is attached at the end of the article)

These three paintings can be seen at [http://en.wikipedia.org/wiki/The\\_Lady\\_of\\_Shalott](http://en.wikipedia.org/wiki/The_Lady_of_Shalott).

2. Familiarize yourself with the story of the Lady of Shalott. Learn the story off by heart. The main points are summarized below.

## The Lady of Shalott

Her real name is Elaine

She is beautiful

She lives alone in a grey tower on an island in the middle of a river that flows to Camelot

She is a prisoner, trapped in her room by a curse

It does not allow her to leave or even look out of the window

No one ever sees her or knows she exists

Sometimes the reapers hear her sing a beautiful song but they think that she is a fairy

She can only see the world reflected in a large mirror

She weaves tapestries of the things she sees through it:

The moon above

The barley fields

The red cloaks of market girls

The knights who ride by

People in love

She starts to become sad

And then Sir Lancelot rides past her window towards Camelot

He looks good in his shining armour

She stops weaving and takes three steps across the room towards the window

She looks out directly at Lancelot

She has forgotten the curse

The mirror cracks

She leaves her room and goes down to the river

She finds a boat and sails towards Camelot

She sings her last song

The curse starts to work its magic

The boat lands on the shore of Camelot

People run to see the sight of this beautiful girl lying dead

Lancelot steps forward

He looks at her and says that she has a lovely face

He asks God to have mercy on her soul

### Procedures:

1. Show the paintings one by one and ask students questions that will engage them with the story such as:
  - What do you think she is looking at?
  - Does she look happy or sad in the boat?
  - What do you think is on her mind?
2. Also use the paintings to elicit and teach vocabulary that is relevant to the story such as:
  - to weave a tapestry

- a mirror
  - a room in a tower
3. Tell the story in your own words and ask as many questions as possible that will make the storytelling process as interactive as possible. For example:
- She is a prisoner in her room in the tower. Can anyone guess why?
  - One day she sees a reflection in her mirror that changes her life. Can you guess what it is?
  - What do you think happens next?

## Activity 8

### The Prom Budget

- A. Imagine you are going to prom and you have a budget of \$800. Look at the list of things you could spend your money on:**

<p><b>Price List:</b></p> <p>Limousine – \$130 per hour (minimum four-hour rental)</p> <p>Party bus – \$170 per hour</p> <p>Tuxedo rental – \$150</p> <p>Corsage – \$25 upwards</p> <p>Ball gown – \$150 upwards</p> <p>Shoes – \$80 upwards</p>	 	<p>Prom night ticket – \$100</p> <p>Hair and styling (male) – \$50 upwards</p> <p>Hair and styling (female) – \$120 upwards</p> <p>Make-up artist – \$80 upwards</p> <p>Photographer – \$50 per image</p> <p>Dance lessons – \$40 per hour</p>	 
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**B. Discuss the questions:**

- Which of these things are important to you?
- Which costs you are willing to accept as they are?
- Which things, if any, would you spend more on?
- Which costs would you try to find a way of reducing? (How?)
- Which things do you think you wouldn't need?
- Is there anything else you need to include in your budget?

## The 'promposal'

**C. Working in a group, type promposal into a search engine and watch several promposals online. Then discuss the questions.**

- Which one do you find most touching?
- Which do you think is the most elaborate?
- Which would have made you say, 'Absolutely yes!'
- Which would have made you say, 'No way!'
- Do you think promposals are a good or bad idea?

Two examples of promposals you might like to include are:

- 'Ellen sets up an unforgettable promposal for two best friends' [TheEllenShow]

[www.youtube.com/watch?v=IB8\\_pdzWy6Q](http://www.youtube.com/watch?v=IB8_pdzWy6Q)

- 'Emma Stone responds to teen who asked her to prom' [Inside Edition]

[www.youtube.com/watch?v=NhpzhUggCyg](http://www.youtube.com/watch?v=NhpzhUggCyg)

## Activity 9

### Krampusnacht



- Name figures and creatures that you closely connect with specific celebrations and festivals.
- Did any of these frighten you when you were a child?
- Describe the scariest holiday figure that you can think of.

#### Krampus vs the Christmas Elf

Watch well-known Austrian actor Christopher Waltz and US TV talk show host Jimmy Fallon discuss differences between Austrian and US holiday traditions:

[www.youtube.com/watch?v=VbkGuCozc9M](http://www.youtube.com/watch?v=VbkGuCozc9M)

- What aspects of Krampus and the celebrations discussed in the clip had you already read about in the text?
- Which parts of the clip provoke the strongest reactions from the audience?
- Would you like to celebrate Krampus in your own town?

## Activity 10

### A Pancake Survey

Read the survey below and answer the questions about yourself by putting a tick ✓ next to your answers.

#### Question 1

Are you planning to eat pancakes on Pancake Day?

#### Question 2

Which, if any, of the following are your favourite pancake My friends toppings/fillings?

Pancake topping	Me	My friends
Lemon and sugar		
Chocolate spread		
Honey		
Cinnamon		
Smoked salmon and cream cheese		
Cheese		
Mushrooms		
Peanut butter		
Ham		
Spinach		
Spinach		
Other		

Talk to the other students in your class and tick ✓ their answers.

Work in groups. Talk about the results of your survey.

In our class, around 20% of people like to eat their pancakes with chocolate spread. In contrast, only one person would eat pancakes with