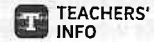


Teachers' File (TF) – Activity Tips contains exercises based on the articles in the magazine and songs, as well as a lesson plan.

An expanded TF, as well as Recording Scripts and additional exercises, is available at www.bridge-online.cz in the "UČITELE" section, password SECRET.



William Shakespeare pp. 8–9

Shakespeare's Famous Quotes

TEACHERS' FILE MATURITA LITERATURE, READING COMPREHENSION

Listen to these famous quotes from Shakespeare's plays. Then match each quote with the correct meaning in modern English. Lastly, match which of Shakespeare's plays the line comes from.

- | | | |
|---|---|------------------------------------|
| 1 "Romeo, Romeo, wherefore art thou Romeo?" | A Please don't ask me to change. | a <i>Hamlet</i> |
| 2 "To be or not to be, that is the question." | B It's not easy to be powerful. Many kings and leaders worry a lot. | b <i>Romeo and Juliet</i> |
| 3 "Uneasy lies the head that wears the crown." | C Relationships aren't easy. There are always problems. | c <i>Much Ado About Nothing</i> |
| 4 "The course of true love never did run smooth." | D Why must you be someone that my family hates? | d <i>Henry IV, Part 2</i> |
| 5 "Let me be that I am and seek not to alter me." | E I have to decide, is it better to live or to die? | e <i>A Midsummer Night's Dream</i> |

See the extra TF online for a quiz about Shakespeare's life.

New Zealand pp. 10–11

TEACHERS' FILE LISTENING COMPREHENSION, VOCABULARY

Read a Maori legend from Rotorua and try to fill in the missing verbs. Then listen to the recording to check your answers.

The Legend of Hinemoa and Tutanekei

In the middle of Lake Rotorua, there 1 _____ a small island called Mokoia Island. It is the location of the famous and very romantic Maori legend of Hinemoa and Tutanekei.

The warrior Tutanekei lived on Mokoia Island, and every night he would 2 _____ music on his flute. Hinemoa, who was the beautiful daughter of a chief, lived on the shore of the lake. She 3 _____ to his music every night. One day Tutanekei visited the mainland and he and Hinemoa 4 _____ in love. But they were from rival tribes.

The lovers agreed that every night when Tutanekei played his music, Hinemoa would 5 _____ by canoe across to him. However, the people in the village 6 _____ the canoes so that she could not cross because her father the chief did not 7 _____ with them being in love.

Hinemoa was very sad. One night when she again 8 _____ the music, she 9 _____ to secretly swim across the lake to be with Tutanekei. It was dark, so she couldn't 10 _____ the island and could only follow the sound of Tutanekei's flute. The water was cold and Hinemoa 11 _____ very tired. But she 12 _____ on and finally made it all the way to the island.

There, Hinemoa and Tutanekei got married and 13 _____ happily ever after. And the tribes 14 _____ peace with each other. So it was like Romeo and Juliet – but with a happy ending!

Animal Migration pp. 12–13

READING COMPREHENSION, CLIL VOCABULARY, SPEAKING

After reading the article on animal migration, match the statements with the animal species they describe. Then write two similar sentences that could match the two species you do not use.

- | | |
|---|-----------------------|
| 1 People take photos of them and then compare the photos to track their migration route. | A dragonflies |
| 2 They make holes in trees. | B Arctic terns |
| 3 Several generations are needed to complete their migration. | C monarch butterflies |
| 4 Scientists watch these birds by putting GPS recorders on their backs. | D storks |
| 5 They visit various islands during their long migration route. | E swallows |
| 6 They fly from the most northern area of the earth all the way to the most southern one. | F woodpeckers |
| | G hummingbirds |
| | H whales |

Skydiving pp. 16–17

LISTENING COMPREHENSION

Listen to the interview and put the following statements into the right columns.

Normal Workday	Free Time During Skydiving Season	During the Off-Season

- You have to expect the unexpected.
- Time always seems to pass very quickly.
- He can enjoy things he usually doesn't have time for.
- His friends and family see him more often.
- Honza tries to enjoy time with each passenger.
- He participates in skydiving competitions.
- This is not an easy time for him.
- You might find Honza at the cinema or reading a book.
- Honza likes to relax in the sauna.

How Big Is Your Footprint? p. 14

READING COMPREHENSION, MATURE SPEAKING PRACTICE

TASK 1

After reading the article, try to fill in the gaps with suitable words.

- People have been _____ too much of the earth's resources so we will probably run out of them one day.
- In the future there might not be _____ water and food for everybody.
- The ecological footprint is a _____ of measuring human demand on nature.
- Whenever you drive a car or heat your house, you generate _____ gases.
- Travelling by public transport adds _____ CO₂ to your carbon footprint than going by car.

TASK 2

With a partner, discuss your own carbon footprint, using the ideas below to help you. Together, come up with at least three ways you can decrease your impact on the environment.

FOOD TRANSPORT ELECTRICITY COMPUTER
HEATING TRAVEL WATER OTHER

SONGS

Second Conditional Songs p. 25

LISTENING COMPREHENSION

"If I Were a Boy" Beyoncé Track 11

Listen to the song and mark these sentences true (T) or false (F).

According to the song, if Beyoncé were a boy...

- | | T | F |
|---|--------------------------|--------------------------|
| 1 ... she wouldn't get out of bed until the afternoon. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 ... she'd go out for drinks with a girl. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 ... she would listen to her partner. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4 ... she would always answer her phone. | <input type="checkbox"/> | <input type="checkbox"/> |
| 5 ... she would think about herself above all others. | <input type="checkbox"/> | <input type="checkbox"/> |
| 6 ... she would act the same way as her partner does now. | <input type="checkbox"/> | <input type="checkbox"/> |



For more song exercises, see our online TF.

"You and Me" Milow Track 12

TASK 1

CONDITIONALS, VERB TENSES,
LISTENING COMPREHENSION

First read the lyrics and try to fill in the gaps with possible answers. Then listen to the song and check your ideas. For some words, you may need to change the tense (past, present, etc.). For advanced classes or an extra challenge, don't give your students the box of words. They must listen and write what they hear.

BE (4x) CAN (2x) CARRY HAVE KEEP
PUT RAISE SMELL SING SIT STAY
TAKE WATCH WILL (2x) WISH

I wish you 1 _____ a little funny
Not just funny, really bad
We could roam the streets forever
Just like cats but we'd never stray
I sometimes 2 _____ you
3 _____ a mermaid
I could 4 _____ you in the tub at home
We could 5 _____ a swim together
On weekly day trips to the bay

Chorus:
Oh oh, you and me
It would be only you and me (2x)
You and me

I wish you 6 _____ a little bigger
Not just big but really fat
Doors you 7 _____ no longer fit
through
In my bed you would have to 8 _____
I often wish that you 9 _____ feathers
I'd 10 _____ you in a giant cage
All day long I'd 11 _____ and
12 _____ you
I'd 13 _____ for you and that
14 _____ be okay

Chorus
People say there are plenty of fish
In the sea, baby, all I do is wish (I wish, I wish)

I wish you 15 _____ a little slower
Not just slow but-but-but paralyzed
Then I 16 _____ plug you into a socket
So you 17 _____ never run away
I really wish that you 18 _____ smaller
Not just small but really, really short
So I could 19 _____ you in my pocket
And 20 _____ you around all day

"Wouldn't It Be Nice" Beach Boys

Track 15

TASK 1

SPEAKING/WRITING, PAIR WORK

The song is called "Wouldn't It Be Nice". This phrase means that we believe something *would* be nice if it happened. What would be nice in your opinion? Work in pairs and write at least three sentences beginning with "Wouldn't it be nice if..."

*e.g. Wouldn't it be nice if summer were here already?
Wouldn't it be nice if we didn't have to go to school?*

TASK 2

LISTENING COMPREHENSION

In the song, the singer names some things that would be nice and expresses his wishes. Listen to the song and tick the correct options.

The singer wants to...

- | | |
|---|--|
| 1 be older / younger | 5 enjoy never-ending / sweet kisses |
| 2 live alone / together | 6 get engaged / married |
| 3 wake up when the day is new / sunny | 7 talk / not talk about all these things |
| 4 hold each other close the whole day / night | |

Solutions from the magazine

Listening p. 18:

Part Two: 1F, 2T, 3F, 4T, 5T, 6T, 7F, 8F

Part Three: 1 20/twenty, 2 sport (and) music, 3 whitley, 4 twenty minutes, 5 someone interesting, 6 5/five, 7 June, 8 274 246

Mind Benders, p. 19

Delivery Service: Aiden – apple; Caden – cypress; Hannah – almond; Jemma – chestnut; Matt – maple; Sophia – magnolia

New Zealand Crossword: 1 fjord, 2 Commonwealth, 3 waterfalls, 4 Rotorua, 5 limestone, 6 clotheslines, 7 fibreglass, 8 whanau

The Beauty of Nature p. 21

1 incorrect, pick mushrooms; 2 correct; 3 incorrect, visiting the mountains / the countryside / the national parks, etc.; 4 incorrect, growing really fast; 5 correct

PET For Schools pp. 26–35

READING

Part 1: 1A, 2C, 3B, 4A, 5C

Part 2: 6G, 7F, 8H, 9E, 10C

Part 3: 11A, 12A, 13B, 14A, 15A, 16B, 17B, 18B, 19A, 20B

Part 4: 21D, 22C, 23C, 24B, 25A

Part 5: 26C, 27B, 28D, 29A, 30C, 31D, 32A, 33B, 34A, 35C

WRITING

Part 1: 1 teaches, 2 unless, 3 since, 4 prefers, 5 aren't any / are not any / are no

LISTENING

Part 1: 1B, 2A, 3B, 4C, 5B, 6A, 7C

Part 2: 8C, 9A, 10C, 11C, 12A, 13B

Part 3: 14 half past ten / 10.30, 15 thirty / 30 years, 16 library, 17 (a pair of) trainers, 18 four / 4, 19 (brand new) bicycle / bike

Part 4: 20A, 21B, 22A, 23A, 24B, 25A

Solutions from the TF

Shakespeare's Famous Quotes

1Db, 2Ea, 3Bd, 4Ce, 5Ac

New Zealand

1 is, 2 play, 3 listened, 4 fell, 5 travel, 6 hid, 7 agree, 8 heard, 9 decided, 10 see, 11 got, 12 swam, 13 lived, 14 made

Animal Migration

1H, 2F, 3C, 4D, 5A, 6B; not used: E, G
e.g. E Swallows: These small birds return to Europe from Africa in the springtime / build nests in chimneys to raise their young; G Hummingbirds: They are the smallest member of the bird species / can eat the nectar from flowers or tree sap / travel across the western side of North America.

Skydiving

Normal Workday: 1, 5, 7

Free Time During Skydiving Season: 6, 8, 9

During the Off-Season: 2, 3, 4

How Big Is Your Footprint?

1 using, 2 enough, 3 way / method, 4 greenhouse, 5 less

SONGS

"If I Were a Boy"

1 F; 2 F; 3 T; 4 F; 5 T; 6 F

"You and Me"

1 smelled; 2 wish; 3 were; 4 raise; 5 take; 6 were; 7 would; 8 stay; 9 had; 10 keep; 11 sit; 12 watch; 13 sing; 14 would; 15 were; 16 could; 17 could; 18 were; 19 put; 20 carry

"Wouldn't It Be Nice"

1 older, 2 together, 3 new, 4 night, 5 never-ending, 6 married, 7 talk

CLIL Lesson Plan

Content goal: achievements in various careers (Maturita Topics: Sport, Arts, Lifestyle, Hobbies, Dreams, Personal Characteristics, People and Jobs)

Language goal: expressing feelings

Warm-up | 5 mins | **Describing feelings**

Ask your students the following questions:

How are you feeling today? And why?

Write the following words on the board before the class. Now ask students to sort them out into two categories – positive and negative adjectives.

scared, hesitant, happy, sad, excited, insecure, nervous, disappointed, worried, satisfied, lucky, brave, terrified, afraid (of), upset, angry, relaxed, relieved, panicked, doubtful

Speaking | 10 min | **Hopes and Dreams**

Ask your students the following questions:

- Do you have dreams for your future? What do you dream about?
- Do you ever imagine something that would make you happy in your real life? Do you have a dream you plan to achieve one day? Or do you have any that you don't expect to achieve, but you continue dreaming about? If you plan to achieve your dream, what steps should you take to reach your goal?
- Is your dream extraordinary? What does "extraordinary" mean? (= unexpected, surprising or strange)
- Do you have any extraordinary hobbies? What are some examples of hobbies that can be called extraordinary?

Write the following expressions on the board before the class begins, then ask the students to decide which can be called extraordinary (and why).

model-making, scuba-diving, playing musical instruments, running, parkour, snowboarding, collecting things, reading, racing cars, pottery, travelling, skydiving, photography, hang-gliding, singing, acting

Ask students to listen carefully as you read the following definitions. Ask them to decide which of the activities these are:

The sport or activity of swimming underwater using special breathing equipment including a container of air which you carry on your back and a tube that you breathe through. (Scuba-diving)

A sport in which you jump from a plane and fall for as long as you safely can before opening your parachute. (Skydiving)

The sport of moving through a city by running, jumping and climbing under, around and through things. (Parkour)

If you teach a double lesson, you can follow the whole lesson plan. If you have just one lesson, you can decide which part fits your target group better: A) skydiving or B) acting/arts – Leonardo DiCaprio Interview

Ask students:

Imagine that you were going skydiving / were nominated for an Oscar. How do you think you would feel about jumping out of a plane / being nominated for an Oscar? How do you think skydivers / actors feel? (Point at the list on the board for students who need help.)

Reading | 20 mins | **Skydiving, p. 16**

Ask students to:

- A Open the magazine to page 16. Let's learn more about what it takes to be a skydiver – read the interview.

Listening | 3 mins | **Skydiving**

Now listen to the recording (Track 3) and use the listening activity in the Teachers' File. Ask students to predict and then listen to check which activities he does in his job, in his free time, and during the off-season.

Reading | 20 mins | **Acting, p. 24**

Ask students to:

- B Open the magazine to page 24. Let's learn more about what it takes to be an award-winning actor – read the interview.

Conclusion + Follow-up | 2– 5 mins | **Acting**

Which answers surprised you?

What new information have you learned?

What three new words do you remember?

Writing | 10 mins | **Skydiving and Acting**

Ask your students:

- Which professional or celebrity would you like to meet personally?
- Have you always wanted to be a doctor, business manager, lawyer, nurse, teacher, supermodel, musician, president or anything else?
- Imagine you had an opportunity to interview a professional who does what you would love to. Think about what you would like to ask and write 8–10 questions.

Role Play – EXTRA | 5 mins

Students can interview their classmates as if they were a professional or famous star. Ask your students to be very creative with their answers.

Double Lesson Conclusion | 15 mins

- What do these men (Honza Roub and Leonardo DiCaprio) have in common? Write/say 5–10 things.
- What would you rather achieve, becoming a professional sportsman or a professional actor? Why?
- What do you think helped them to become successful? What does it take to be extraordinarily good at something? Write the five most important things. (good luck, talent, patience, hard work, self-confidence, an understanding family or partner, support, trust, money, etc.?)

FOLLOW-UP: EXTRA:

Do you know what it means to feel: "over the moon" or "under the weather"? First guess, and then try to find the answers as a homework assignment. Do you know any other idioms about feelings?