

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

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



LISTENING

Holiday Entertainment p. 5

TASK 1

LISTENING COMPREHENSION

Listen to a boy and a girl making plans for a culture trip before Christmas. What do they eventually decide to watch together?

TASK 2

LISTENING FOR SPECIFIC DETAIL

Which of the following things were mentioned in the dialogue? Tick "SW" if they referred to *Star Wars*, "N" if they referred to *The Nutcracker*, and "0" if they were not mentioned at all. Then listen to the recording again to check your answers.

	SW	N	0
1 beautiful music	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2 a big battle	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3 the biggest film of the year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4 Christmas story	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5 robots and aliens	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6 great special effects	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7 dancing mice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8 real culture	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9 positive reviews	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10 costumes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

TASK 3

SPEAKING, PAIR WORK

In pairs, perform a similar dialogue, arguing about what to watch on TV tonight. Give arguments why your choice is better than your partner's and try to reach an agreement.

Time of Joy or Time of Spending? p. 14

LISTENING COMPREHENSION, VOCABULARY

Listen to the recording and then look at these statements. Which person, the girl (G) or the boy (B), would be more likely to say or think these things? Which one sentence would both of them agree on?

- I hate Christmas shopping!
- Shopping centres are gorgeous at Christmas.
- Shopping centres are miserable at Christmas.
- I love buying presents for people and getting presents.
- I want all of my friends and family to like their gifts.
- I'm giving everyone the same thoughtful present this year.
- I hope he/she doesn't give me the gift that they have planned.
- Anyone would like the gift that I bought.

ARTICLES

In Search of a Peaceful Home pp. 6–7

TASK 1

VOCABULARY, FLUENCY, GROUP WORK

Imagine that you are a refugee. You are about to leave your home country to make a long and difficult journey to start a new life. In small groups, go through this list of 25 items and discuss the advantages and disadvantages of each item. Then decide which 10 items you will take with you and present your decision to the class. Each person in the group should explain why they took at least two things.

- | | | |
|--------------------------|------------------------------|------------------------|
| 1 Your smart phone | 9 Your teddy bear | 18 Sun cream |
| 2 Tins of food | 10 An atlas | 19 Your favourite book |
| 3 A radio | 11 Your passport | 20 A pot |
| 4 An extra pair of shoes | 12 Phone charger | 21 A winter coat |
| 5 Money | 13 Chocolate bars | 22 Extra socks |
| 6 Your pet dog | 14 Toilet paper | 23 Underwear |
| 7 Bottles of water | 15 Your bank card | 24 A cigarette lighter |
| 8 Jewellery | 16 A pair of jeans | 25 A sleeping bag |
| | 17 Toothbrush and toothpaste | |

In Search of a Peaceful Home pp. 6-7

TASK 2

WRITING, HOMEWORK

Now change papers with another group. Imagine that you only have the items that the other group has selected. Write an informal letter to a friend explaining which things you are happy to have brought, which things you wish you had, and why. You may add details about your journey and your current situation as well.

The Life and Stories of Mark Twain pp. 12-13

READING COMPREHENSION

Read the article on Mark Twain and decide if the following statements are true (T) or false (F).

- | | T | F |
|---|--------------------------|--------------------------|
| 1 Halley's Comet appeared the year that Mark Twain was born and also the year that he died. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 Twain was not interested in steamboats when he was a child. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 The word "twain" means two. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4 Twain refused to take part in the American Civil War. | <input type="checkbox"/> | <input type="checkbox"/> |
| 5 Twain was first successful as a travel writer, later as a writer of short stories and novels. | <input type="checkbox"/> | <input type="checkbox"/> |
| 6 Twain did not use a typewriter. | <input type="checkbox"/> | <input type="checkbox"/> |

SONGS

Pentatonix "That's Christmas to Me" p. 18

TASK 1

LISTENING COMPREHENSION

Visit the online TR at bridge-online.cz for an additional grammar task for this song.

Listen to the song and fill in the missing words.

- 1 And I wait all night 'til Santa _____
to _____ my
dreams
- 2 I see the children _____ outside,
_____ angels in the snow
- 3 I'm hanging _____
by the Christmas tree
- 4 The only gift _____
is the joy of family
- 5 For the years to come we'll
_____ one thing, that's
_____ Christmas can bring

The Killers "Joel, the Lump of Coal" p. 18

VOCABULARY: PERSONALITY AND ADJECTIVES, LISTENING COMPREHENSION, FLUENCY

First, use the words from the box to complete the summary of the story of Joel, the lump of coal. Then listen to the song and check your answers.

BRAVE SURPRISED DELIGHTED
DISAPPOINTED EXCITED SHINY HOPELESS
KIND NASTY WONDERFUL

In the US, Santa Claus brings lumps of coal to the children who don't behave. But Joel, a lump of coal who lives at the North Pole, is very **1** _____. He only wants to make other people happy. When Santa tells him to get on the sleigh, Joel is **2** _____ about the trip because he thinks he is going to be a **3** _____ present for a good boy or girl. But Santa laughs at him and says that the child who gets Joel will be very **4** _____ to have coal instead of a real present. Joel's dreams all seem **5** _____ now - he'll never make anyone happy. When the boy opens his present, Joel is **6** _____ by how sad the boy is. But the boy is not angry - he's only grateful that he's not as **7** _____ as Santa. The **8** _____ lump of coal has an idea, and tells the boy to squeeze him into a **9** _____ diamond. The boy is **10** _____ with his new present, and Joel is a hero!

Now practice retelling the story in pairs using linking words such as:

first - after that - and - but - then - finally

TASK 2

WRITING, SPEAKING, VOCABULARY, GROUP WORK

Complete the following sentences to make your own verse to the song. Then share your ideas in a group. Choose the best answers from each group to make a Christmas poem for your class.

I can hear _____
It smells like _____
There are _____
That's Christmas to me.

Christina Perri "Let It Snow" p. 18

Visit our online TF at www.bridge-online.cz to print instructions and a worksheet for a group listening exercise for this song.

Casting Crowns "Away In a Manger" p. 18

T LISTENING FOR SPECIFIC DETAIL

Listen to the song and find 15 mistakes in these lyrics. Correct the mistakes.

Alone in a manger, no crib for his bed
The little Lord Jesus lie down His sweet head
The stars in the sky look down when He lay
The little Lord Jesus sleeps on the hay

The cows are lowing, the child awakes
The little Lord Jesus, no crying He says
I love Thee, Lord Jesus, come down from the sky
And wait by my cradle 'til morning is nigh

Be with me, Lord Jesus, I tell Thee to stay
Close to me forever, and love me, I pray
Bless all my dear children in Thy tender care
And fit us for heaven to live by Thee there

Meghan Trainor "I'll Be Home" p. 18

T LISTENING COMPREHENSION, VOCABULARY, SPEAKING, FLUENTLY, PAIR WORK

Divide the class into two groups. As they listen to the song, one group should imagine Meghan in her room, packing for a trip. The second group should imagine the room that she will be travelling to, where she will spend Christmas. Students should make notes (in Czech or in English).

What does the room look like? (furniture, color of the walls, clean / messy, etc.)
Who is in the room? Are they alone or is anyone else there?

What is he/she / are they doing?

What can he/she/they hear?

What can he/she/they smell?

How does he/she / do they feel?

Next, give students time to translate any vocabulary for the notes they made in Czech. They can work alone or in groups to find the correct words. Then, in pairs, students should tell each other about the rooms they imagined. Make notes for error correction, but do not interrupt the students because they are practising fluency.

Chris August "Tell Me What You Want For Christmas" p. 18

T LISTENING COMPREHENSION

Listen to the song and answer the questions.

- Which pieces of a Santa Claus costume does he not mention in the song?
A red jacket B black boots C fake beard D fat belly
- Which of these is correct:
A Chris works two jobs all year
B Chris is an actor for most of the year
C Chris works two jobs at the holidays
D Chris doesn't have a job, but he needs one
- Circle the gifts that Chris August mentions in the song:
a pogo stick — a doll — a dress — a tablet —
a puppy — a phone — Legos
- True or False: Chris thinks you shouldn't believe in Santa, Rudolph, and the elves.
- Which of these does Chris not want you to ask for:
A gift cards B new clothes C cash
- One child _____ Chris.
A took a photo of B recognized C ran away from
- What does Chris think you already have?

- Chris wants the _____ to win the Superbowl.
A Denver Broncos
B Dallas Cowboys
C Detroit Lions

Solutions from the magazine

Maturita p. 10

1C, 2A, 3C, 4B, 5B, 6B, 7C, 8B, 9C, 10A, 11B, 12A, 13C, 14C, 15C

Mind Benders p. 11

Ball Disaster

the number of balls in each box and bag (from left to right): 1, 3, 4, 3, 1, 2

USA Crossword

Alabama, it has four A's and one B! (In the US, an "A" is the best mark at school, similar to the Czech 1, and "B" is the second best, like the Czech 2); 1 Washington, 2 Independence, 3 Alaska, 4 Hawaii, 5 California, 6 Representatives, 7 Rocky Mountains, 8 baseball

Mark Twain p. 12

1 truth, 2 laughter, 3 misprint, 4 classic, 5 Englishman, 6 American, 7 mouth

Solutions from the TF

Holiday Entertainment p. 5

Task 1: *The Nutcracker*

Task 2: 1N, 2N, 3SW, 4N, 5SW, 6O, 7N, 8N, 9O, 10N

Time of Joy or Time of Spending p. 14

1B, 2G, 3B, 4G, 5 both, 6B, 7G, 8G

The Life and Stories of Mark Twain

pp. 12-13

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

Pentatonix "That's Christmas to Me" p. 18

Task 1: 1 comes (to) wake me from, 2 play (outside) like, 3 all the stockings, 4 I'll ever need, 5 always know (one thing, that's) the love that

The Killers "Joel, the Lump of Coal" p. 18

1 kind, 2 excited, 3 wonderful, 4 disappointed, 5 hopeless, 6 surprised, 7 nasty, 8 brave, 9 shiny, 10 delighted

Casting Crowns "Away in a Manger" p. 18

See the underlined words in TF - Recording Scripts (at www.bridge-online.cz)

Chris August "Tell Me What You Want For Christmas" p. 18

1B, 2C, 3 a pogo stick, a dress, Legos, a puppy, 4 False, 5C, 6B, 7 his new CD, 8B

CLIL Lesson Plan

Culture / Christmas in America

CLIL goals

Language goal: Phrasal verbs – introduction, understanding and use of phrasal verbs

Subject goal: Culture – celebrating Christmas in America

🕒 **Class (45 mins)**

Lead-in | Brainstorming | 5 mins

1 **Brainstorm phrasal verbs** – ask students to brainstorm 5 phrasal verbs in pairs – ask each pair to say one phrasal verb – ask the students to explain to you what phrasal verbs are – what are the differences between a verb and a phrasal verb (in form and in meaning)

SUGGESTED ANSWERS:

Verbs: A word that describes an action, condition, experience, events or state.

Phrasal verbs – form: Phrasal verbs have two parts: a main verb and an adverb particle.

Phrasal verbs – meaning: Phrasal verbs usually carry a different meaning than the individual verbs and we have to remember their meanings as they are usually not possible to guess.

2 Ask students to brainstorm phrasal verbs that could go with Christmas or a list of Christmas activities that Americans do leading up to Christmas.

Reading / Listening | 20–25 mins

1 Read the article and try to fill in the gaps with the correct forms of the phrasal verbs. Look at the list of phrasal verbs that go into the gaps – if your students do not know the meaning have them use a monolingual dictionary. Explain there are many phrasal verbs that have non-phrasal-verb synonyms, but not all.

look forward to – figure out – get into – mark down –
count on – spend (money/time) on – camp out – find out –
sneak into – wake up – get up – stay up – get together –

Alyssa: I love this time of year. The lights on the houses are so pretty, everyone is in such a good mood, and it's one of the only times of the year that my whole family can _____.

Madison: Really? I've always thought the holiday season was stressful. I never have enough money to _____ my friends and family.

Alyssa: What about Black Friday? The prices are _____ about 75% so I'm sure you could find something.

Madison: Ugh, I am *not* going to be one of those people who _____ or _____ at 4:00 in the morning to fight the crowds. Plus, did you hear about the year that someone died while trying to _____ a store? It's just not worth it.

Alyssa: I guess you're right. You can _____ the malls being crowded every weekend for the next month. But I love seeing how excited my little cousins are to see what Santa Claus brings them. It's so cute to see that they still believe in magic.

Madison: You know, I've always thought the Santa story was a little strange, too. Do we really want to teach our children to _____ someone _____ the house? I always wanted to _____ and catch him.

Alyssa: And did you ever succeed?

Madison: No, but there was one important clue that finally helped me learn the truth.

Alyssa: What was that?

Madison: When they write the names on the presents, my mom and Santa have the exact same handwriting.

2 Listen to the dialogue and see if you were right.

3 Read the article again and get info about US Christmas traditions. Check the understanding by asking Concept Checking Questions:

- Why do people camp out?
- Who wakes up early on Christmas morning?
- Who stays up late on Christmas Eve?
- Who does the author get together with in the afternoon on Christmas?

Solutions in TF – Recording Scripts

Speaking activity | 15 mins

And what about you? Work in pairs – ask 5 questions using the phrasal verbs you have just learnt. (e.g. Do you ever camp out?)

Game | 3–5 mins

Groups – get slips of paper with non-phrasal verb synonyms to prepare a sentence for other groups to guess.

Revision at the end

Close your notes and magazines, stand in a circle – ask students to remember the phrasal verbs and explain their meaning, try to remember all. If students do not know, give them the definition.

Follow-up

HOMEWORK:

Write a story about Christmas using 5 to 8 phrasal verbs.

Small phrasal verb dictionary

get into – enter, join

mark down – discount, reduce

count on – expect

spend (money/time) on ~ be with family/ to buy something

camp out – wait overnight, sleep somewhere

sneak into – enter secretly

wake up – finish sleeping

get up – get out of bed

stay up – not sleep, don't go to bed

get together – meet, gather