

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

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

T TEACHERS' INFO

Love Makes the World Go Round

pp. 38–39

T WRITING, HOMEWORK

Look at these phrasal verbs about ending relationships. Write a similar story to the example in the magazine, but about couple with a bad relationship. Use at least three of these phrasal verbs.

WHEN RELATIONSHIPS END

to cheat on (sb) – to have a romantic relationship with someone other than your boyfriend/girlfriend or husband/wife

e.g. *Henry VIII cheated on his first wife with Anne Boleyn.*

to get separated – to live separately but still married

e.g. *Tom and Julia were separated for a year before getting divorced.*

to split up (with sb) / break up (with sb) – to end a romantic relationship

e.g. *Lenka planned to break up with Viktor, but she didn't want to split up before the holidays.*

to fall out with (sb) – to end a non-romantic relationship

e.g. *Sean and Bobby were childhood friends, but they fell out with each other at high school.*

UK History Timeline p. 44

T GRAMMAR, READING COMPREHENSION, ACTIVE AND PASSIVE VERBS

In pairs, match the sentence halves using what you remember from the article. Then check your answers.

- | | |
|---|---|
| 1 In the year 43 AD, the UK... | A ... invaded these lands. |
| 2 In 866, the Vikings... | B ... formed the Church of England. |
| 3 In 1078, the Tower of London... | C ... were used in the Iron Age. |
| 4 The years from 1558–1603... | D ... were called the Golden Age. |
| 5 Because he wanted to divorce his wife, King Henry VIII... | E ... was Margaret Thatcher. |
| 6 Tools and weapons... | F ... was ruled by Queen Victoria. |
| 7 For sixty years in the 19 th century, England... | G ... was built by William the Conqueror. |
| 8 Britain's first female Prime Minister... | H ... was invaded by the Romans. |

Household Horrors? p. 40

T SPEAKING, PAIR WORK, READING COMPREHENSION

TASK 1

Write down three household chores you hate to do, like to do, and don't mind doing (from the article or on your own). Compare your list with a classmate and discuss why you do/don't like the chores.

TASK 2

Group the chores from the article according to how often they usually are done. Does everyone in the class agree?

DAILY

WEEKLY

MONTHLY

SEASONALLY

TASK 3

You are going to spend six months on the International Space Station. Go to www.nasa.gov/audience/forstudents/k-4/home/F_Living_in_Space.html and decide with a partner which chores you will still have to do in space, but in a different way.

Examples: *I will have to do the dishes but wipe them with a cloth instead of washing them in a sink; I won't have to clean the toilet bowl because I will use a bathroom "vacuum cleaner" instead; I won't have to clean the bathtub because I will wash with a sponge and very little water; I will have to dust very carefully because the Space Station filters must be kept clean.*

Discuss

Is there a good reason why some household chores are usually done by women and others by men? If so, which ones, and why?

The Family That Rules Together... p. 45

VOCABULARY, READING COMPREHENSION

Read the article in the magazine and fill in the correct words for all the British Royal Family members.

- 1 The Queen has four children. So, Prince Charles has three _____.
- 2 Kate Middleton is Prince William's wife. So she is Prince Charles' _____.
- 3 The Queen's _____ was almost kidnapped in 1974.
- 4 Prince Andrew is Sarah Ferguson's _____.
- 5 Camilla, Duchess of Cornwall, is Prince Harry and Prince William's _____.
- 6 Peter Phillips is Princes Harry and William's _____.
- 7 Princess Beatrice is Princess Anne's _____.
- 8 Princess Anne is Princess Beatrice's _____.
- 9 Prince Harry is Prince George and Princess Charlotte's _____.
- 10 Prince Harry and Prince William are Prince Edward's _____.
- 11 The Queen is Camilla's _____.
- 12 Prince George and Princess Charlotte are Prince Charles' _____.
- 13 Prince George and Princess Charlotte's _____ is worshipped by an island full of people.

The War of the Worlds pp. 48-51

PART 1

LISTENING COMPREHENSION, VOCABULARY

Read the sentences and mark them True (T), False (F), or Not Enough Information (N).

- | | T | F | N |
|--|--------------------------|--------------------------|--------------------------|
| 1 Jack writes for the local newspaper. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 The aliens quickly begin killing people. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 Jack tries to help the people in the town. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4 Everyone listens to Jack and runs away immediately. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5 Jack is unconscious for three hours. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6 The curate saw the aliens attack London. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7 Jack and the curate look for a way to fight the aliens. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8 An alien ship lands on the house where Jack and the curate are hiding. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9 The aliens are drinking humans. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10 The curate tries to escape from the house. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 11 Jack hides from the aliens underground. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 12 When Jack comes out from hiding, the aliens are all dead. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

PART 2

LISTENING COMPREHENSION, VOCABULARY

Before you listen, try to fill in the gaps with the best word from the box. Then listen to the recording to check your answers.

**BEEN CALM CELEBRATION COULD
EARTH LAST NEVER WHAT**

- 1 Okay, Jack, just stay _____.
- 2 I'm so hungry, I _____ eat that dog!
- 3 Maybe I'm the _____ man on earth.
- 4 Who are you, and _____ are you doing on my land?
- 5 It'll _____ work.
- 6 Where are the tunnels you've _____ working on?
- 7 It's a _____! It's a big party!
- 8 What on _____ is that?

Lesson Plan

TRAGEDY AND DISCOVERY – Let's evaluate 2015

TARGET LANGUAGE:

- past tenses to describe the events
- using WILL for predictions

1 Warm-up 5 minutes

Before the students open the magazine, ask them to

- 1 first brainstorm on their own and write a list of what had happened to them in 2015 (e.g. successes – someone passed a driving test, fell in love, won a school competition in biology, or less positive news as well – someone stole my bike, I had an operation, etc).
- 2 then brainstorm in pairs – take 2 minutes to make a list of what happened around the world in 2015

GOOD NEWS MY LOVED ONES AND I	BAD NEWS MY LOVED ONES AND I	GOOD NEWS AROUND THE WORLD	BAD NEWS AROUND THE WORLD

2 Speaking 10 minutes

Ask students to

- raise their hands if 2015 was a good year for them – Why? Ask them to justify their assessment.
- raise their hands if 2015 was not a good year for them – Why? Ask them to justify their assessment.

Ask some individual students to explain what happened to them.

3 Reading and writing 15 minutes

Divide the class into groups and ask students to open the magazines to pages 46 and 47. Have them choose one or two months and read the text(s). Before they start, make sure someone is planning to read the text for each month.

Write the names of the months on the board and, after reading, ask students to write just one sentence for each month. Help them make the sentences summarizing the most important idea of each text.

4 Speaking 10 minutes

Ask students: What do you predict for 2016? Do you expect this year to be a good year?

Emphasize WILL to be used for predictions and write an example sentence on the board.

5 Speaking and writing 5 minutes

What will you personally do to make this year good? Do you have any New Year's resolutions? What is it/are they? Would you like to change anything? What would you like to achieve this year?

Solutions from the magazine

MATURITA SAMPLE TEST

Didaktický test

LISTENING

Part 1: 1B, 2B, 3A, 4A
 Part 2: 5F, 6T, 7T, 8F, 9F, 10T, 11F, 12F
 Part 3: 13 1B5B, 14 an engine/engines/strong engines, 15 southern, 16 M-E-S-K-O-U-S-I-N-G, 17 trees/special trees/a tree, 18 (animal) skins, 19 August, 20 Trams
 Part 4: 21D, 22A, 23B, 24B

READING

Part 5: 25A, 26D, 27B, 28D, 29D
 Part 6: 30T, 31F, 32T, 33T, 34F, 35F, 36T, 37T, 38F, 39T
 Part 7: 40C, 41D, 42D, 43C, 44A
 Part 8: 45F, 46C, 47G, 48D, 49E; not used: A, B
 Part 9: 50A, 51A, 52B, 53C, 54C, 55C, 56B, 57A, 58B, 59B, 60C, 61B, 62A, 63B, 64A

CAMBRIDGE ENGLISH: FIRST (FCE)

READING AND USE OF ENGLISH

Part 1: 1D, 2C, 3B, 4C, 5A, 6D, 7A, 8B
 Part 2: 9 of, 10 for, 11 how, 12 even, 13 that/which, 14 one, 15 at/for, 16 despite
 Part 3: 17 protection, 18 security, 19 download, 20 noisy, 21 disconnected, 22 frozen, 23 electricity/electrical, 24 unfortunately
 Part 4: 25 do you look like, 26 is/s having his car repaired, 27 have/ve never seen a funnier, 28 was such terrible weather (that), 29 you mind turning, 30 on their own

Part 5: 31B, 32D, 33A, 34B, 35C, 36C
 Part 6: 37G, 38C, 39B, 40E, 41F, 42D
 Part 7: 43A, 44B, 45C, 46C, 47B, 48D, 49B, 50A, 51D, 52C

LISTENING

Part 1: 1C, 2C, 3B, 4A, 5B, 6A, 7A, 8C
 Part 2: 9 university, 10 enjoyable, 11 designers, 12 exchange, 13 floor, 14 writing, 15 best friend (Julia), 16 second-hand/secondhand/second hand clothes, 17 leather, 18 pair of sunglasses
 Part 3: 19B, 20G, 21A, 22E, 23C
 Part 4: 24B, 25B, 26C, 27C, 28B, 29A, 30A

OTHER

Speaking – Let's Practise p. 18

1B, 2A, 3D, 4E, 5 not used, 6C

Maturita Writing Practice p. 23

1 Dear, 2 experience, 3 requirements, 4 secretary, 5 companies, 6 responsible for, 7 enclosed, 8 sincerely

Love Makes the World Go

Round pp. 38–39

Task 1: 1B, 2I, 3D, 4A, 5C, 6G, 7H, 8E, 9F
 Task 2: 1 dating / going out with / to fall in love; 2 got on / got along; 3 not get on / not get along; 4 fallen in love / got/gotten engaged; 5 hung out; 6 got engaged / fell in love

Mind Benders p. 39

From left to right Olivia, Josh, Danny, Madison, Hannah

Household Horrors? p. 40

1 clean, wash, vacuum/h Hoover; 2 clean, wash; 3 cook, make; 4 clean, vacuum/h Hoover; 5 clean, scrub, wash; 6 clean, do, scrub, wash; 7 mow, tidy up; 8 clean, scrub, sweep, vacuum/h Hoover, wash; 9 clean, dust, sweep, tidy up, vacuum/h Hoover; 10 clean, dust; 11 make, tidy up; 12 take (the dog) out, walk, wash; 13 do; 14 take out

Solutions from the TF

UK History Timeline p. 44

1H, 2A, 3G, 4D, 5B, 6C, 7F, 8E

The Family That Rules Together p. 45

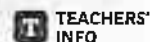
1 siblings/brothers and sisters, 2 daughter-in-law, 3 daughter, 4 ex-husband, 5 stepmother, 6 cousin, 7 niece, 8 aunt, 9 uncle, 10 nephews, 11 mother-in-law, 12 grandchildren, 13 great-grandfather

The War of the Worlds pp. 48–51

Part 1: 1N, 2T, 3T, 4F, 5N, 6T, 7F, 8F, 9T, 10F, 11F, 12N
 Part 2: 1 calm, 2 could, 3 last, 4 what, 5 never, 6 been, 7 celebration, 8 earth

This Teachers' File (TF) Methodology Tips contains exercises and information based on the article "The Origins of America" (Bridge pp. 42–43) prepared by AMATE, the association of teacher educators.

All the Teachers' Files are available at www.bridge-online.cz in the "UČITELÉ" section, password SECRET.



Testing Culture

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Proč používat testování? Jednoduše řečeno, aby učitelé i studenti získali informace o tom, co je např. třeba zlepšit, k jaké látce se vrátit, jak lépe motivovat, co zopakovat, případně rozšířit. Hlavními rysy dobře sestavených testů, a nejen těch jazykových, jsou validita (platnost), reliabilita (spolehlivost), interakčnost a praktické zaměření. Kromě formálních testů a zkoušení se ve výuce běžně používají testy neformální,

sloužící k okamžitému vyhodnocení míry, v jaké byla probíraná látka zvládnuta. Způsoby testování jsou často podobné metodám výuky (např. true/false, gap-fill, multiple choice), ale mají jiný účel. Co lze testovat? Především language ve všech jeho aspektech (grammar, vocabulary, spelling, pronunciation) a language skills (receptive, productive). Co culture? Jak ji testovat? A lze ji testovat?

The following activities are based on the article *The Origins of America*. They test the most obvious aspect of the cultural content of the article, that is the valid information.

1) Odd-One-Out

This type of culture test does not necessarily have only one right answer. There can be more than one solution as long as the students can justify their choices. They should work in groups and explain their solutions in full sentences adding all the information they know.

- | | | |
|----------------|-----------|-----------------|
| 1) A colonists | 2) A 1821 | 3) A mosquitoes |
| B missionaries | B 1664 | B alligators |
| C missions | C 1867 | C crocodiles |
| D fur trappers | D 1776 | D rattlesnakes |
- 4) A they grew into towns
B they forcibly converted the Indians
C they established new colonies
D they found riches
- 5) A the New World
B New Jersey
C Thomas Jefferson
D Manhattan

Possible solutions

- 1C (it is a place, the other expressions denote people)
2D (this was the creation of the US, the other years are linked to the growth of the US either by wars or through purchases)
3A (they are the smallest of the animals, insects, while the other animals are reptiles)
4B (this is explicitly negative while the other actions not necessarily)
5C (he is a person, the 3rd US President, and the other expressions are place names)

3) Comparing foreign culture and home culture

Any culture activity/topic of the target language culture is most valid if compared with the home culture, in this case historic development of the Czech Republic.

Elicit the names of Slavonic tribes/nations that once owned the Czech lands. In smaller groups ask the students to talk e.g. about the geographical distribution, major events, battles or well-known personalities. Obviously, the history of the New World countries, being much younger, has gone through a different process than Central Europe.

As for the ethnicity, open a discussion: do ethnic Czechs exist? Students then can make a short survey to find out about other students' family background. The discussion might bring some interesting revelations. How many ethnic Czechs are in the class?

2) Grouping under the Headings

The following expressions are taken from the article. The purpose of the activity is to decide and explain what happened and why the history of the USA is linked to so many European cultures. To choose the expressions for the headings is not difficult, the main point of the activity is interpreting them.

Expressions:

New Amsterdam, potatoes, The Louisiana Purchase, oil, Florida, slaves, 15 million dollars, Alaska, New Orleans, extremely cold, San Antonio, 13 colonies

SPAIN

THE NETHERLANDS

ENGLAND

FRANCE

RUSSIA

Possible solutions

Spain: Florida, San Antonio
The Netherlands: New Amsterdam
England: potatoes, 13 colonies, slaves
France: The Louisiana Purchase, 15 million dollars, New Orleans
Russia: oil, extremely cold, Alaska