

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](http://www.bridge-online.cz) in the "UČITELÉ" section, password SECRET.



TEACHERS' INFO

## Film Soundtracks, p. 10 CD Tracks 11–12

### LISTENING, SPEAKING, GROUP WORK

#### TASK 1

Listen to the four songs and match them to the famous film scenes they come from.

##### A *Star Wars Episode IV: A New Hope*

The Millennium Falcon has been captured by the Death Star and Darth Vader is telling the Stormtroopers to search the ship.

##### B *Harry Potter and the Sorcerer's Stone*

The students at Hogwarts are excited as the first Quidditch match of the school year begins.

##### C *The Lord of the Rings: The Two Towers*

The evil Uruk-Hai army are preparing for battle, fighting and making their weapons.

##### D *The Chronicles of Narnia: The Lion, the Witch, and the Wardrobe*

The army of Narnia is preparing to fight the evil white witch's army, with the children leading everyone.

#### Discuss:

How did you identify the songs? Did you think about the tone of the song to match it to the scene, or did you remember the music from the film? What words would you use to describe the music?

#### TASK 2

Now try listening to these less famous songs. As you listen, imagine what you think is happening in the scene. Then, compare your ideas with the actual description of the film scenes.

##### Track 1: Inama Nushif (*Children of Dune*)

This track plays over a montage of world-changing events. People who tried to kill the emperor are being killed in horrible ways. Meanwhile, the emperor's wife is dying as she gives birth to their twin children.

##### Track 2: Finding the Bomb (*Fight Club*)

The unnamed main character is desperately searching for a bomb that is going to blow up and destroy several buildings in the city. He is running through the streets as fast as he can, and as he runs, we hear his thoughts about how this all happened.

##### Track 3: Raptor Attack (*Jurassic Park*)

Thanks to sabotage, the carnivorous (meat-eating) dinosaurs have broken out of their cages. The human visitors to the park are trying to hide from a group of raptors, which are hunting them.

##### Track 4: In the Forest (*The Secret of Kells*)

Young Brendan has left the safety of the abbey, even though he's not supposed to, to find special berries in the forest and make ink. He quickly gets lost and realizes there are wolves in the forest – and they are following him.

Alternative: Put the students into four groups. As the songs are played, have each group make notes about their assigned song, then work together to write a description of a scene they think would fit the music. After all the descriptions have been presented, read the descriptions of the actual film scenes and discuss the similarities and differences.

## Athletes to Watch, pp. 16–17

CD Track 8

### LISTENING COMPREHENSION, LISTENING FOR DETAIL

#### TASK 1

Listen to the recordings about four athletes who will take part in the Olympics. Match the names with the athletes.

1 \_\_\_\_\_ 2 \_\_\_\_\_ 3 \_\_\_\_\_ 4 \_\_\_\_\_

A Maris Strombergs

Hint: Doesn't come from an English-speaking country.

B Bradley Wiggins

Hint: Is the oldest of the speakers.

C Rosie MacLennan

Hint: Does a very young sport.

D Katie Ledecky

Hint: Won a medal at a very young age.

#### TASK 2

Decide whether the following statements are true (T) or false (F).

- |  | T                        | F                        |
|--|--------------------------|--------------------------|
| 1 The swimmer won gold in the 900-metre race.                                    | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 The BMX racer <u>doesn't</u> live in the country he was born.                  | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 The BMX racer won gold medals at two different Olympic games.                  | <input type="checkbox"/> | <input type="checkbox"/> |
| 4 The trampoline jumper first tried the sport because her friends were doing it. | <input type="checkbox"/> | <input type="checkbox"/> |
| 5 The trampoline jumper has won two Olympic golds so far.                        | <input type="checkbox"/> | <input type="checkbox"/> |
| 6 The British athlete competes both indoors and outdoors.                        | <input type="checkbox"/> | <input type="checkbox"/> |

## Staying Safe, p. 28 CD Track 6

### LISTENING COMPREHENSION, SPEAKING, WRITING

Note: The teacher can ask the students to say the things aloud and as they do so, he/she can write them on the board. Alternatively, the teacher can ask the students to come to the board and write the pieces of advice themselves. This will provide the list for Task 2.

#### TASK 1

Listen to a dialogue between a mother and her daughter, Emma. Emma is going to travel abroad and her mother wants to give her a lot of safety tips. As you listen, try to write down at least four pieces of her advice.

#### TASK 2

Look at the list of advice that Emma's mother gave her daughter.

Discuss: Which of them would you call good advice / a little silly? Why? Which of these do you do when you travel abroad?

- to buy good travel insurance
- to buy cancelled-flight insurance
- to pack medicine
- to make a list with the contact info for your family doctor, vaccinations, and allergies
- to know the local emergency numbers
- to check the local emergency numbers
- to be aware of the surroundings in the hotel / museums / restaurants (e.g. light switches, phones, stairs, exits)
- to always carry enough cash (money)

#### TASK 3

Emma's mother mentioned the following things. Can you remember what they referred to? Put the expressions into sentences.

THE USA VOLCANO PASSPORT PAY IN CASH  
PHOTOS HOSPITAL BED

## A Local Look: England, pp. 14-15

### READING COMPREHENSION

Where in England can you find each of the following? Use the article to check your answers.

- 1 plants that eat meat
- 2 extra-terrestrial (= outside of earth) architecture
- 3 a Scouse accent
- 4 buildings made from yellow stone
- 5 a castle which the army still uses
- 6 the English flag

## The Wizard of Oz, Part 1, pp. 32-35

CD Track 9

### VOCABULARY: FEELINGS, READING COMPREHENSION, SPEAKING

#### TASK 1

Read and listen to Part 1 of *The Wizard of Oz*. Then use the following adjectives to describe the characters at different points in the story. Give an example of why they feel that way to support your answer. You can add your own feeling words if you want to say more.

Example: *The Scarecrow is curious about who Dorothy is and where she's going.*

CURIOUS EXHAUSTED FRIGHTENED  
SORRY THANKFUL WORRIED

### GRAMMAR: REPORTED SPEECH

#### TASK 2

Rewrite the following sentences using reported speech.

- 1 "Come on, Toto. Let's get inside!"  
Dorothy told...

\_\_\_\_\_

\_\_\_\_\_

- 2 "You must be a good witch."  
The munchkin said...

\_\_\_\_\_

\_\_\_\_\_

- 3 "Can I please come with you?"  
The Scarecrow asked...

\_\_\_\_\_

\_\_\_\_\_

- 4 "He's not going to hurt you."  
Dorothy told...

\_\_\_\_\_

\_\_\_\_\_

- 5 "So that's the girl who killed my sister..."  
The Wicked Witch said...

\_\_\_\_\_

\_\_\_\_\_

- 6 "Where are they taking her?"  
The Lion asked...

\_\_\_\_\_

\_\_\_\_\_

# The Wizard of Oz, Part 2 pp. 32–35 CD Track 10

## LISTENING COMPREHENSION, GRAMMAR: QUESTION FORMS

Listen to the recording. First choose the correct question word, then complete the questions that go with these answers. Always use the names or a description of the characters (e.g. Dorothy, the four friends) instead of pronouns (e.g. he/she/they).

- 1 What/Why \_\_\_\_\_  
threw water at the witch?  
*She melted into a puddle of green water on the ground.*
- 2 When / Why \_\_\_\_\_  
tell Dorothy not to feel bad?  
*Because she saved his life as well as her own.*
- 3 What / Where \_\_\_\_\_  
the end of the yellow brick road?  
*Lots of green buildings.*
- 4 Where / When \_\_\_\_\_?  
*It was floating at the front of the room.*
- 5 What / Why \_\_\_\_\_  
to the Scarecrow?  
*A university diploma.*
- 6 Where / When \_\_\_\_\_  
to the Lion?  
*After he talked to the Tin Man.*
- 7 How / What \_\_\_\_\_  
Dorothy to say?  
*"There's no place like home."*

## SONGS

### The Beatles: "Here Comes the Sun" CD Track 14

Look at these parts of the lyrics of the song. What words would you fill in the gaps to express how people feel when the sun returns after winter? Then listen to the song and compare your suggestions with the real lyrics.

Here comes the sun and I say

It's \_\_\_\_\_

Little darling, it's been a \_\_\_\_\_  
winter (3 adjectives)

Little darling, it feels like \_\_\_\_\_ since it's been here

Here comes the sun...

Little darling, the \_\_\_\_\_ returning to the \_\_\_\_\_

Little darling, I feel that \_\_\_\_\_ is slowly \_\_\_\_\_

## Solutions from the magazine

### Airport Security, p. 7

A megaphone, B hairspray, C smartphone, D pocket knife, E water bottle, F lighter, G fingernail clippers, H toy gun

### Dead Crows and Naked Bikers, p. 12

1 ran (me) over, 2 Walking along, 3 looking forward to, 4 set off, 5 went by, 6 go on

### Listening, p. 18:

Part Three: 1 passport, 2 1830, 3 (the) airport, 4 (the) United States, 5 travel agent, 6 tropical country, 7 Thailand, 8 luggage

### Mind Benders, p. 19

Who Went When?: 1 Luke, 2 Julia, 3 Isaac, 4 Chase, 5 Anna, 6 Lisa

A Very English Crossword: 1 Plymouth, 2 Smoke, 3 Drake, 4 Romans, 5 Cavern, 6 George, 7 Birmingham; Joke: RAIN

### How Sun-Smart Are You?, p. 26

1F – too much exposure from a tanning bed can lead to cancer; 2T; 3F – see the information in the article; 4F – a sunburn doesn't usually start to appear for four hours; 5F – you should re-apply it after swimming or using a towel

### Be a Tourist at Home, p. 30

1 Old Town Square, 2 Wenceslas Square, 3 The National Theatre, 4 The Municipal House, 5 The Charles Bridge, 6 (Prague or Old Town) Astronomical Clock

## Solutions from the TF

### Film Soundtracks

Task 1: 1C, 2A, 3B, 4D

### Athletes to Watch

Task 1: 1D, 2A, 3C, 4B

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

### A Local Look: England

1 the Lake District, 2 Birmingham, 3 Liverpool, 4 Bath, 5 Plymouth, 6 mostly at sporting events

### Wizard of Oz, Part 1

Task 1: Sample answers (Student answers may vary)

Dorothy is curious about where she is.

The munchkins are curious about Dorothy.

The four friends are exhausted when they come to the field of flowers. The guard who was watching Dorothy was exhausted and fell asleep.

The Lion is frightened of/by Toto. The Scarecrow is frightened of/by the witch's fire.

Dorothy is sorry for saying that witches are ugly in front of Glinda. Dorothy feels sorry for the Lion when he is frightened.

The munchkins are thankful that Dorothy killed the Wicked Witch. The Scarecrow is thankful to Dorothy for helping him down.

The Tin Man is worried about Dorothy when the monkeys take her. The Scarecrow is worried about the Tin Man making too much noise.

Task 2: 1 Dorothy told Toto to get inside. 2 The munchkin said that Dorothy must have been / had to be a good witch. 3 The Scarecrow asked if he could come with her / them / Dorothy and Toto. 4 Dorothy told the lion (that) Toto wasn't going to hurt him. 5 The Wicked Witch said that Dorothy was the girl who/that had killed her sister. 6 The Lion asked where they / the monkeys were taking her / Dorothy.

### Wizard of Oz, Part 2:

(Student answers may vary) 1 What happened when/after Dorothy threw; 2 Why did the Scarecrow tell; 3 What did the four friends/Dorothy, Toto, the Scarecrow, the Tin Man, and the Lion find/see at the; 4 Where was / did the four friends see the giant head; 5 What did the Wizard give to; 6 When did the Wizard talk to; 7 What did Glinda (the Good Witch) tell

### Here Comes the Sun

all right; long cold lonely; years; smiles; faces; ice; melting

# Lesson Plan

**MATURITA TOPICS:** Travelling, Holidays, Leisure time, Hobbies  
**SUBTOPIC:** Safe travels!

This is a *Welcome to Summer lesson plan*. We are bringing you a complex plan for a single or a double lesson – you decide what to use or how much time you have.

**Lead-in | 5 mins**

Ask students the following questions:

- Do you like travelling?
- What are your favourite destinations? Can you recommend some to other students?
- Who do you usually travel with? Who do you like travelling with?
- Has anything ever spoiled your holiday? Who or what was the unpleasant surprise?

**Writing | 15 mins (or more)**

Ask your students:

Is travelling ever dangerous? Put your hand up if you think it is. Take 1 minute and write down a list of possible dangers.

**possible answers:** *getting lost, not being able to speak the language, food poisoning, injury and hospitalization, breaking rules without knowing it (e.g. traffic rules – speed), dangerous places with high crime rates (e.g. some places in Latin America), natural dangers (e.g. poisonous plants, monsoons, tropical heat, freezing temperatures, etc.)*

Then students should compare lists in pairs and then small groups, building a larger list of potential dangers. You could give points to any student with a unique answer not on any other list.

Write the answers on the board and do comprehension checking questions to make sure the whole class understands all vocab. This list can then be used as writing prompts (write a short story about one of these dangers affecting your holiday) either in class or as homework.

**Reading and speaking, pp. 6–7 | 10–15 mins**

Do you ever travel by plane? Security procedures are a must if you decide to fly. Do you know about any changes of airport security procedures in history? Why were they implemented?

Look at the text on page 6, read the first paragraph (in bold) silently. Tell us why and how air travel changed after September 11<sup>th</sup>, 2001.

Divide the class into 4 groups, ask each group to read 1 paragraph (Paragraph 3 for fast readers.)

Look at the following questions and decide whether the statements are true or false:

- |   | T                        | F                        |
|---|--------------------------|--------------------------|
| 1 You do not have to take large electronics out of your luggage and put them in a separate bin to be X-rayed. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 You can take any liquids on board if they are in one clear, sealed plastic bag.                             | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 Some airports require passengers to take off their shoes.   | <input type="checkbox"/> | <input type="checkbox"/> |
| 4 A university degree is required for airport security.   | <input type="checkbox"/> | <input type="checkbox"/> |

Solution: 1F, 2F, 3T, 4F

**Ask students:**

Why were these rules implemented? Look back into your text and find out what events inspired these rules.

What do these words and phrases mean?

*TSA (Transportation Security Administration), explosive (bomb), to opt out (choose not to do sth)*

**Speaking, pp. 6–7 | 10–15 mins**

Have students look at the box of discussion questions and talk in groups. Give them 10 to 15 minutes, monitor the situation, join them in their discussions.

**EXTRA QUESTION:** Europe is currently being flooded with immigrants. Do you think any safety measures should change? Should we monitor our borders? Should we require more checks? If you were an immigrant escaping a dangerous situation (e.g. war or a communist government), how would you feel about being questioned or held in a camp? What kind of documents can we expect immigrants who escaped in a hurry to have?

**Listening and speaking, pp. 6–7, CD Track 2 | 5 mins**

Listen to track 2 and ask students to take some notes: What four things are you asked to do?

**Listening and pronunciation, pp. 6–7, CD Tracks 3, 4 and 5 | 10–20 mins**

Choose the dialogue you like the most (or all of them) and:

**FIRST LISTENING** – describe the situation

**SECOND LISTENING** – gap fill exercises

(You will find the exercises at [www.bridge-online.cz](http://www.bridge-online.cz), "Učitelé" section, in "TF – Extra Activity Tips".)

**THIRD LISTENING** – use a screen / the whiteboard to display the script for students.

(You will find the transcript at [www.bridge-online.cz](http://www.bridge-online.cz), "Učitelé" section in "TF – Recording Scripts".)

Listen again and then ask students to act out the dialogue. Help them with proper pronunciation and intonation.

**EXTRA Reading | Travel Tips, pp. 30–31 | 15–20 mins**

Look at some of our travel tips and vote for which you like the most. Discuss what you should pack for the trip you choose.

**EXTRA Speaking**

**PAIR WORK**

Ask students to work in pairs. Write the following words on the board:

*Travelling alone versus travelling with a travel agency.*

Ask them to discuss which option is *better/ easier/ cheaper/ more comfortable/ more adventurous/ more dangerous, etc.* And why? Ask some students to share their opinions.