



Teacher's File (TF) – Activity Tips contains listening exercises based on the recordings on the October Bridge CD and activities based on Ernest Hemingway's *The Old Man and the Sea*. You can find activities for the October songs and other exercises in TF – Extra Activity Tips on the Bridge website.

The TF is also available at [www.bridge-online.cz](http://www.bridge-online.cz) in the "UČITELE" section, password PLEASE.

TEACHERS' INFO

## Halloween

How many words can you find in the letters of HALLOWEEN?

Try to find 10–15.

### WARM UP ACTIVITY

In the Solutions, there is a list of words that should be easy to find. If you want to make it into a game between students, offer one point per three-letter word, two points per four-letter word and three points for five or more letter words.

## Urban Legends

(CD Track 4, Bridge p. 21)

This story is one of the oldest legends and has traveled through time with only a few minor changes. Some of the earliest passengers rode on horseback or in wagons. The stories of these ghostly hitchhikers have been around as long as there have been roads, and are usually the ghosts of young women who return on the anniversary of their deaths and seem to offer warnings.

Mark the statements as true (T) or false (F)

- |  | T                        | F                        |
|--|--------------------------|--------------------------|
| 1 The boy stops to pick up a hitchhiker.                 | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 The girl's schedule is completely open.                | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 The girl's personality clashes with the boy's friends. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4 The weather outside is mild.                           | <input type="checkbox"/> | <input type="checkbox"/> |
| 5 The girl disappeared when the boy wasn't looking.      | <input type="checkbox"/> | <input type="checkbox"/> |
| 6 The boy didn't get his sweatshirt back.                | <input type="checkbox"/> | <input type="checkbox"/> |

## Ashes to Ashes

(CD Track 2, Bridge pp. 6–7)

Let the students first listen to the dialogue and only then give them the handouts.

Listen to the dialogue once. Then, choose the correct forms of the verbs in brackets. Listen to the dialogue again to check your answers.

**Mom:** You smell awful! **1 Were you / Have you been** smoking?

**Son:** No. It **2 was / has been** Jeff and his friends.

**Mom:** Don't lie to me! I can smell it on your breath! What **3 did I tell / have I told** you about that?

**Son:** I'm not a baby any longer! I **4 can / could** do what I want!

**Mom:** You're not an adult either. And I'm your mom. That's it! You **5 are / will be** grounded for two weeks and no internet. And give me your cell phone!

**Son:** What? That's so unfair! The President says it's okay to smoke. Who do you think you are?

**Mom:** I'm your mom, and the President's mom **6 should be / must be** more strict too! So, go to your room right now!

**Son:** It's still not fair. Dad told me you **7 smoked / used to smoke**.

**Mom:** Well, my mom **8 gave / has given** me a beating and I **9 was / have been** grounded too. Just like your dad **10 will / is going to be!**

## How Are You Feeling Today?

(CD Track 3, Bridge p. 19)

I. Match the term on the left with its synonym on the right.

- |                        |                |
|------------------------|----------------|
| 1 (I feel) rough       | A a fever      |
| 2 (My) head's pounding | B a tool       |
| 3 a temperature        | C sick         |
| 4 man-flu              | D a doctor     |
| 5 a specialist         | E hypochondria |
| 6 an instrument        | F a headache   |

II. Listen to the recording and decide if the following statements are true (T) or false (F).

- |   | T                        | F                        |
|---|--------------------------|--------------------------|
| 1 The man drank some wine the night before.     | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 The woman thinks he is just a hypochondriac.  | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 The woman suggests he go to a dentist.        | <input type="checkbox"/> | <input type="checkbox"/> |
| 4 The woman describes three medical procedures. | <input type="checkbox"/> | <input type="checkbox"/> |
| 5 The man decides to go and see a doctor.       | <input type="checkbox"/> | <input type="checkbox"/> |

## Ernest Hemingway: A Clean, Well-Lighted Place (the end of the story) (CD Track 5, Bridge p. 33–35)

**T** The main theme of the story is the nothingness that Hemingway believed fills all of our lives. It's written in a style of existentialism, the idea that there is no higher power or larger meaning in life so we must find purpose and happiness in our own world. The post-war generation of writers was very disillusioned by the death and destruction they had seen on the battlefield. Many felt that the world no longer made any sense, and everything had lost its value. In such a world, the only thing one could hope for was to be able to drink in a clean, well-lighted place. (Hemingway also suffered from depression, which we can see reflected in the story.)

### I. Listen to the end of the story and fill in the missing words. Then listen again and choose which speakers say each sentence.

**A** Old waiter   **B** Young waiter   **C** Barman

- 1 An \_\_\_\_\_ is the same to everyone.   **A**   **B**   **C**
- 2 What are you trying to \_\_\_\_\_?   **A**   **B**   **C**
- 3 Everything except the \_\_\_\_\_ .   **A**   **B**   **C**
- 4 When we get \_\_\_\_\_ nothing really matters anymore.   **A**   **B**   **C**
- 5 Great. Another \_\_\_\_\_ one.   **A**   **B**   **C**
- 6 You know, this place has nice \_\_\_\_\_   **A**   **B**   **C**

### II. After reading the comic in the magazine and listening to the recording again, answer the following questions.

- 1 Compare the two waiters: How are they similar? How are they different?
- 2 The young waiter gets angry when the old waiter says his wife will be surprised. Why?
- 3 The old man prefers cafés that are clean with good lighting. What kinds of things are important to you when choosing a restaurant / pub / café?

## SOLUTIONS

### Halloween

Ale, All, Allow, Aloe, Alone, Hall, Heel, Hell, Hello, Hen, Hole, How, Howl, Lane, Lean, Lone, Low, One, Owe, Well, Whale, When, Who, Whole, Won...

### Urban Legends

1F (the girl is not looking for a ride), 2T, 3F, 4F (it's chilly), 5T, 6F

### Ashes to Ashes

1 Have you been, 2 was, 3 have I told, 4 can, 5 are, 6 should be, 7 used to smoke, 8 gave, 9 was, 10 is going to

### How Are You Feeling Today?

I. 1C, 2F, 3A, 4E, 5D, 6B

II. 1T, 2T, 3F, 4T, 5F

### A Clean, Well-lighted place

I. 1 hour A, 2 say B, 3 job A, 4 older A, 5 crazy C, 6 lighting A

II. Sample answers:

**1** The young waiter is eager to get home, he's also confident. The old waiter is not so confident or enthusiastic. He is not in a hurry to go home. He thinks about more than just what he is doing at the moment, such as what would happen if someone wanted to visit the café when it was closed. The old waiter is more philosophical, while the young one is more practical.

**2** The old waiter is suggesting that his wife could be having an affair, and that by coming home early, the young waiter might catch her with another man. The young waiter is offended by the suggestion that his wife might be unfaithful.

**3** For discussion.

### The Old Man and the Sea

I. **1** For discussion.

**2** predators, opponents, things that destroy

**3** friends, like father and son/ respect each other, love, youth and old age learning from each other

**4** they are both fighters and strong, they respect each other's knowledge of the sea, it's a battle between man and nature

II. strong, stubborn, old, desperate, tired

III. old, man, weakness

IV. 1 attract, 2 killers, 3 midnight, 4 useless, 5 collapsed, 6 fishermen, 7 partners

## Ernest Hemingway: The Old Man and the Sea (Bridge p. 32)

*"A man can be destroyed but not defeated."*

**T** *The Old Man and the Sea* was a great success for Ernest Hemingway when it was published in 1952. At first sight it's a simple tale of an old Cuban fisherman called Santiago, a young boy, Manolin, who loves him and looks up to him, and a battle with a giant marlin fish.

Although it's a small, slim 'novella' (a short book), it became known as an 'epic tale'. It helped secure Hemingway's status as a renowned writer and later he was awarded the Nobel Prize for Literature.

Beneath the surface of the simple story is an allegory – a second story full of meaning or messages. Santiago is a mentor, a spiritual father to Manolin, who is his pupil or like a son to him. The novella explores youth, age and friendship. It is also the story of a struggle between man and nature. The old man and the marlin respect each other and Santiago loves the fish for fighting to be free. But ultimately it is a tale of resisting defeat and Santiago represents the every man's struggle to survive – for 84 days he hasn't caught a fish, and yet he sails farther into the ocean than ever before. He battles with the fish and even fights off sharks, even though it's hopeless. The marlin represents an opponent that brings out the best in Santiago.

### I. Read the comic and answer the questions:

- 1 What do you think will happen to the old man and the marlin fish?
- 2 If the sharks could be a symbol – what could they be a symbol for?
- 3 Can you describe the boy and the old man's relationship?
- 4 How would you describe the old man's relationship with the great marlin fish?

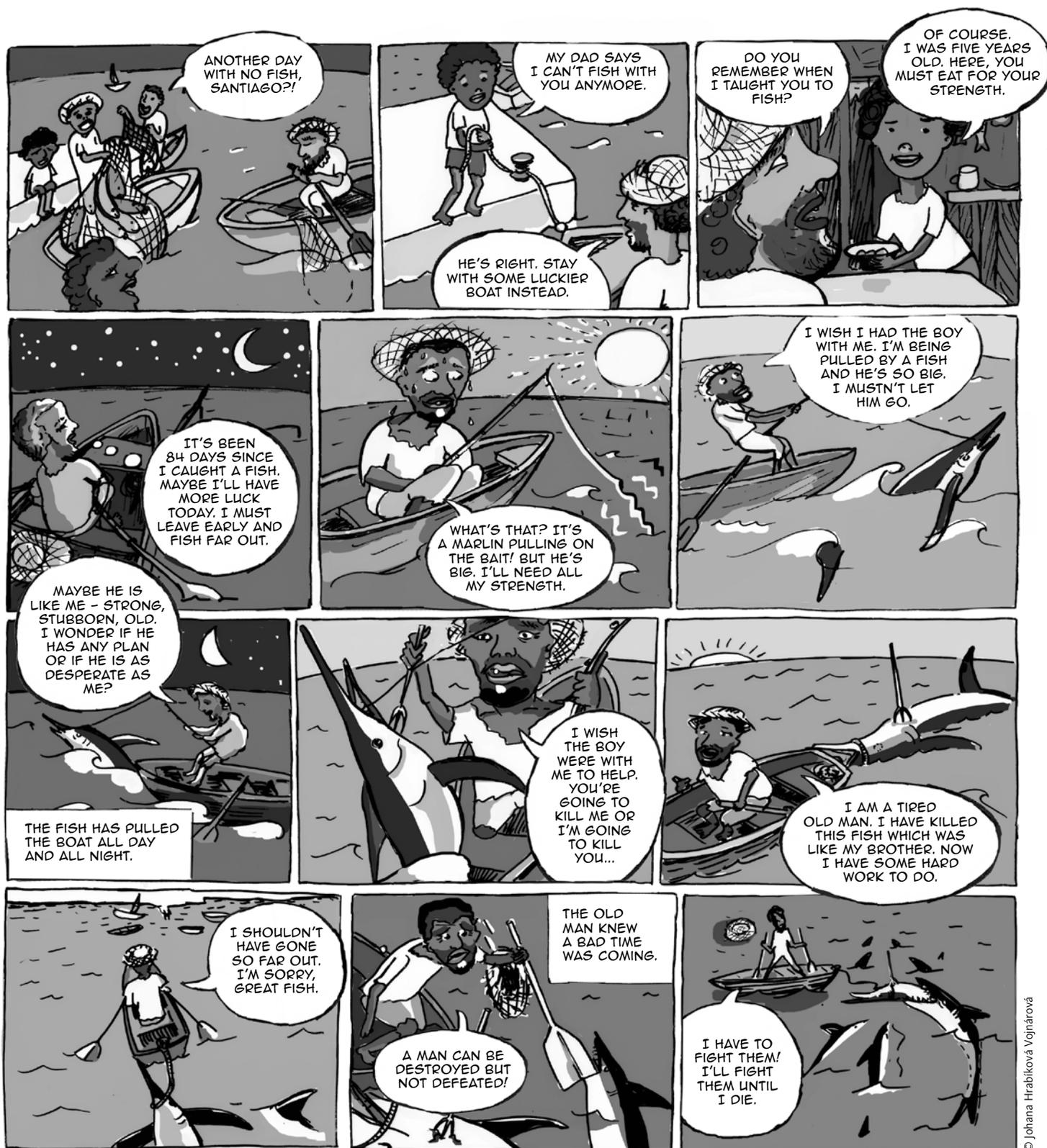
### II. What adjectives does the old man use to describe himself?

### III. Complete the descriptions used to describe the story:

Young versus \_\_\_\_\_

Nature versus \_\_\_\_\_

Strength versus \_\_\_\_\_



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**IV. Read the summary of the ending of the story and fill in the missing words.**

**MIDNIGHT ATTRACT KILLERS FISHERMEN COLLAPSED USELESS PARTNERS**

But it was too late. He knew the trail of blood and flesh from the dead fish would **1** \_\_\_\_\_ more of them.

They were hateful sharks, bad smelling, scavengers\* as well as **2** \_\_\_\_\_.

'I shouldn't have gone out so far, fish,' he said, 'Neither for you nor for me. I'm sorry fish'. He started clubbing\* the sharks with the oars,

but by **3** \_\_\_\_\_ the boat was surrounded and he knew the fight was **4** \_\_\_\_\_.

When he sailed into the harbor, it was still night. Exhausted, he pulled the boat up as far as he could and **5** \_\_\_\_\_ onto his bed. The next morning, the **6** \_\_\_\_\_ were amazed to see the huge 18-foot skeleton of the marlin tied to the boat.

The young boy, Manolin, was moved to tears to find the old man still alive and in his bed. When Santiago woke up, the two agreed to be fishing **7** \_\_\_\_\_ again.

**GLOSSARY\***  
**scavenger** – an animal that feeds on dead animals it has not killed itself  
**to club** – to hit



Teachers' File (TF) Methodology Tips contains exercises and information prepared by AMATE, the association of teacher educators, based on the articles in the Bridge magazine. It includes tips for activities based on the article "Ashes to Ashes", Bridge pp. 6–7.



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## Reading skills – skimming

by Ing. Eva Pišová, Mgr. Dagmar Škorpíková (AMATE)

Technika čtení Skimming / Reading for Gist výrazně pomáhá zefektivnit rychlost čtení a používá se k pochopení hlavních myšlenek textu jako celku (např. jestli se autorovi recenze film líbil, či nikoliv), dále pak k rychlé selekci textů, které odpovídají tomu, co hledáte (např. pokud píšete seminární práci a pracujete s několika texty najednou). Při použití této techniky se zaměřujete na text jako celek, nikoliv na jeho detaily či jednotlivé výrazy. Dalo by se říci, že očima kloužete po textu, aniž byste se zdržovali jednotlivostmi.

Tato technika čtení se často používá při práci s autentickými texty, a je tedy velmi vhodná při práci s časopisy/noviny, případně s různými brožurami a odbornými texty.

K nácviu dovednosti skimming je možno využít jakýkoliv text, pro ukázkou přípravy vhodných aktivit byl použit článek "Ashes to Ashes". Následující aktivity jsou zaměřeny na nácvik

- rychlé orientace v souboru textů, využití všech podpůrných prostředků (nadpisy, ilustrace) – aktivita 1
- pochopení hlavní myšlenky textu/části textu (aktivity 2, 3, 4)
- shrnutí hlavní myšlenky textu do vhodného nadpisu (aktivita 5)
- pochopení postoje autora textu (aktivita 6) (*Lze použít pouze texty, ze kterých je názor autora zřejmý*)

## PŘÍKLADY AKTIVIT – článek "Ashes to Ashes", Bridge, říjen 2014

- 1 In the magazine, find the title of the article talking about smoking.

### Further Tips For Teachers

- *Koncipujte hledání jako soutěž, kdo nalezne nadpis nejrychleji.*
- *U slabších studentů přidejte každému jen určitý počet stran, kde má daný text hledat.*

- 3 What is the main purpose of the part "Nicotine – a hard habit to crack"? It wants to show

- how difficult it is to stop smoking.
- how nicotine addiction works.
- how dangerous any addiction is.
- how similar nicotine is to other drugs.

- 4 According to the part "The costs of smoking", who has to face the negative effects of smoking?

### Further Tips For Teachers

*Slabším studentům dejte 5 papírků, kde na 4 jsou uvedeny správné odpovědi (viz klíč) a na jednom je chybná. Hledání odpovědi pak pro ně bude snazší.*

- 2 What does the paragraph "Smoking for equal rights" say about smoking in advertising?

- Smoking is feminine.
- Smoking is a symbol of equality.
- Smoking is a symbol of freedom.
- Smoking is addictive.

### Further Tips For Teachers

*Jednotlivé varianty a)–d) napište každou velkými písmeny na arch A4 a umístěte každý ze čtyř archů do jiného rohu třídy. Studenti se pak postaví do toho rohu třídy, kde je podle nich umístěna správná odpověď.*

### Further Tips For Teachers

*Silnější žáci se mohou pokusit hlavní myšlenku textu najít sami bez předem daných variant a)–d), ideálně v párech nebo skupinách.*

*Varianty a)–d) je možné použít na zopakování slovosledu nepřímých otázek. Je možné varianty rozstříhat a nechat studenty v párech sestavit nepřímé otázky se správným slovosledem, teprve poté pracovat s technikou skimming.*

- 5 Choose another suitable title for the part of the text "No more butts".

- Complaining non-smokers.
- Changing attitude to smokers.
- Public places without smokers.
- Cool-looking smokers in the movies.

### Further Tips For Teachers

*Silnější žáci se mohou pokusit alternativní nadpis (např. poetičtější, dramatičtější, modernější) vymyslet sami, ideálně v párech nebo skupinách. Třída pak může hlasovat o nejpovedenější alternativě.*

### KEY

- Ashes to Ashes
- c
- b
- smokers, non-smokers, families and friends
- b
- yes

- 6 According to the part "Smoking in the Czech Republic", does the author like the idea of banning smoking in restaurants?