

This Teachers' File contains exercises and activities that go with the articles and songs in the magazine.



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

## Fireworks p. 23

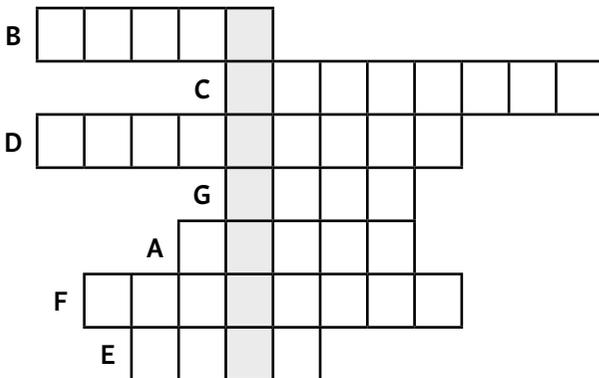
### **T** READING COMPREHENSION / SPELLING

Read the article about fireworks on pg 23 and fill in the sentences. Then use the words from the clues to complete the crossword puzzle. You will get the answer to the question:

Who doesn't like fireworks?

- A The outside of a firework is made of \_\_\_\_\_.
- B The first fireworks were made in \_\_\_\_\_.
- C The 31st of December is also known as \_\_\_\_\_ Eve.
- D Different \_\_\_\_\_ are used to make different colours.
- E You need to light the \_\_\_\_\_ – a long string – to make it fly into the air.
- F First the firework burns, and then it \_\_\_\_\_.
- G Italy \_\_\_\_\_ the first coloured fireworks.

Question: Who doesn't like fireworks?



## Gulliver's Travels, Episode 2, Part 1 pp. 6–7

### **T** READING COMPREHENSION / VOCABULARY

Read the comic and choose the correct words to finish the sentences.

- Laputa is in the water / sky.
- The people in Laputa are clever / nice.
- They throw potatoes / rocks at stupid people.
- Gulliver likes / doesn't like the people in Laputa.
- Balnibarbi is a beautiful / an ugly place.
- The immortal people are strong / sick.

Activity: Where do you think Gulliver will go next? In groups, write a story or draw your own comic to share your ending to Gulliver's Travels.

## Gulliver's Travels, Episode 2, Part 2

(track 3)

### **T** LISTENING COMPREHENSION

Listen to the story and fill in the gaps.

- Oh, no. I'll never get \_\_\_\_\_!
- What's that noise? Some wild \_\_\_\_\_?
- A talking human? It's not possible! And it's wearing \_\_\_\_\_!
- We all wear clothes. We are very \_\_\_\_\_.
- A horse never lies! We only say what is \_\_\_\_\_.
- Humans must live in the \_\_\_\_\_.
- This is not your home, human. You must go back to your \_\_\_\_\_.
- I think he is crazy, but at least he's \_\_\_\_\_!

## Never Try to Catch Santa pp. 14–15

(track 11)

### **T** LISTENING COMPREHENSION

Listen to the story about an Australian Christmas. Then answer the questions.

Never Try to Catch Santa Claus By William Cook

1 Where does Santa leave presents in Australia?

- A at the front door  
B under the tree  
C under the bed

2 What did William leave under the Christmas tree?

- A milk and cookies for Santa  
B beer and cookies for Santa  
C beer and cheese for his dad

3 Santa comes to your house...

- A when you are sleeping  
B before you go to sleep  
C on Christmas morning

4 What did William think happened to the grass?

- A his mom cleaned it  
B Santa took it  
C the reindeer ate it

5 At the end of the story, William is

- A happy about his presents  
B angry at Santa  
C sad and crying

# SONGS

## All I want for Christmas is You

By Olivia Olson

(track 13)

### T GRAMMAR

#### Task 1

Can you write the full forms for the following words?

Eg. You're = You are

I'm –	I've –	Don't –
We're –	He'll –	Won't –
Can't –	Haven't –	
There's –	I'd –	

#### Task 2

Then listen to "All I Want for Christmas" and circle the short forms that you hear in the song.

## Have Yourself A Merry Little Christmas

By The Jackson 5

(track 14)

### T GRAMMAR / VOCABULARY

Listen to the song and choose the correct word.

Have yourself a merry little Christmas  
Let your heart be LIGHT/BRIGHT  
From NOW/ THEN on  
Our troubles will be out of sight

HAVE/GIVE yourself a merry little Christmas  
Make the Yuletide gay  
From now on  
Our troubles will be MILES/FAR away

Here we are as in olden WAYS/DAYS  
Happy golden days of yore  
Faithful friends who are DEAR/NEAR to us  
Gather near to us once more

Through the years we all WILL/WOULD be together  
If the fates allow  
Hang a shining LIGHT/STAR upon the bough  
And have yourself a merry little Christmas now

Through the years we all will be TOGETHER/FOREVER  
If the fates allow  
Hang a shining star upon the highest bough  
And have yourself a VERY MERRY/MERRY LITTLE  
Christmas now

We wish you a Merry Christmas  
We wish you a Merry Christmas  
We wish you a Merry Christmas  
And a Happy New Year

## Frosty the Snowman

By Fiona Apple

(track 15)



### T LISTENING / SPELLING / VOCABULARY

Listen to the song and correct the mistakes in the lyrics. Compare with your classmate. How many did you get?

Frosty the Snowman  
Was a jolly chatty soul  
With a corn-cob pipe and a button nose  
And two eyes made out of coal  
Frosty the Snowman  
Is a fairy tale they saw  
He was made of snow  
But the people know  
How he came to life one day  
There must have been some magic  
In that old silk hat they made  
For when they placed it on his head  
He began to move around  
Frosty the Snowman  
Was alive as he could be  
And the children say  
He could talk and play  
Just the same as you and me  
Frosty the Snowman  
Knew the sun was warm that day  
So he said, "Let's run  
And we'll have some fun  
Now before I melt away"  
Down to the village  
With a broomstick in his hand  
Running everywhere  
All around the square  
Saying, "Catch me if you can"  
He led them down  
The streets of town  
Right to the traffic cop  
And he only paused a moment  
When he heard him holler, "Hey!"  
Frosty the Snowman  
Had to rush on his way  
But he waved goodbye  
Saying, "Don't you cry  
I'll be back again some day."

# Jingle Bell Rock

By Glee Cast

(track 16)

**T** LISTENING / SPELLING / VOCABULARY

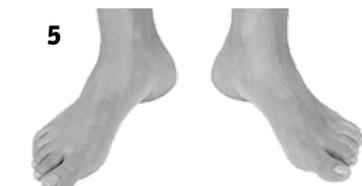
Replace the pictures with words.

Jingle bell, jingle bell, jingle bell rock  
Jingle bells swing and jingle bells ring  
1 \_\_\_\_\_ and blowing up bushes of fun  
Now the jingle hop has begun

Jingle bell, jingle bell, jingle bell rock  
Jingle bells chime in jingle bell time  
2 \_\_\_\_\_ and prancing in Jingle Bell Square  
In the frosty air.

What a bright time, it's the right time  
To rock the 3 \_\_\_\_\_ away  
Jingle bell time is a swell time  
To go gliding in a one-horse 4 \_\_\_\_\_

Giddy-up jingle horse, pick you for your  
5 \_\_\_\_\_  
jingle around the 6 \_\_\_\_\_  
Mix and a mingle in the jinglin beat  
That's the jingle bell rock



# I Want a Hippopotamus for Christmas

By  
Gayla Peevey

(track 17)



**T** LISTENING / SPELLING

Listen and fill in the gaps.

I want a hippopotamus for 1 \_\_\_\_\_  
Only a hippopotamus will do  
Don't want a 2 \_\_\_\_\_  
No dinky tinker toy  
I want a hippopotamus to play with and  
3 \_\_\_\_\_

I want a hippopotamus for Christmas  
I don't think Santa Claus will mind do you  
He won't have to use  
A dirty chimney flue  
Just bring him through the front door  
That's the 4 \_\_\_\_\_ thing to do

I can see me now on Christmas 5 \_\_\_\_\_  
Creeping down the stairs  
Oh what joy and what surprise  
When I 6 \_\_\_\_\_ up my eyes  
To see a hippo hero standing there

I want a hippopotamus for Christmas  
Only a hippopotamus will do  
No 7 \_\_\_\_\_  
No rhinoceroses  
I only like hippopotamuses  
And hippopotamuses like me too

Mom says a hippo would eat me up but then  
8 \_\_\_\_\_ says a hippo is a vegetarian

There's lots of room for him  
In our two car garage  
I'd feed him there  
And 9 \_\_\_\_\_ him there  
And give him his massage

I can see me now on Christmas morning  
Creeping down the 10 \_\_\_\_\_  
Oh what joy and what surprise  
When I open up my eyes  
To see a hippo hero standing there

11 \_\_\_\_\_ a hippopotamus for Christmas  
Only a hippopotamus will do  
No crocodiles  
Or rhinoceroses-es  
I only like hippopotamuses-es  
And hippopotamuses like me too

## TEACHERS' FILE – Čtení s porozuměním – Odhadujeme z (Kon)Textu – Mgr. Jana Čadová

A methodological supplement prepared by AMATE, ASSOCIATION OF TEACHER EDUCATORS ([www.amate.cz](http://www.amate.cz))The TF is also available at [www.bridge-online.cz](http://www.bridge-online.cz) in the "UČITELE" section, password PLEASE.**Čtení s porozuměním –  
Odhadujeme z (Kon)Textu**

Jako první techniky čtení učitele nejspíš napadnou **skimming** a **scanning**, tedy techniky rychlého čtení.

**Skimming** se používá k rychlému určení hlavní myšlenky textu, zatímco **scanning** má pomoci vyhledat určitou informaci, např. jméno, číslo nebo klíčové slovo. Abychom rozvíjeli čtení s porozuměním, je třeba propojit techniky rychlého čtení a porozumění textu. A k tomu potřebujeme soubor otázek. Ale jak se ptát? Ne všechny otázky směřují k porozumění textu, na ty „gramatické“ pozorní žáci odpoví, ale textu stejně neporozumí. Zaměříme se tedy na ty otázky, které k porozumění vedou, zaměříme se na „**concept checking questions**“, které nutí žáky přemýšlet o významu slov a obsahu textu.

**TIP pro učitele!**

Nechte žáky, aby odhadovali význam slov z kontextu. Naučte je vyhledávat fakta a na fakta se ptát.



Cvičení použijte před čtením textu: My Earliest Christmas Morning

**Exercise 1****1.1**

Read the following paragraph and try to answer the questions. Which of them can't be answered? Why? Discuss with your partner.

There was a fosery tradimpant tradition for Bulebum moteliing in my tvrdumata: my three younger hamilies and I stayed in our nonbrels and waited for our diridont to wuapint her glocente. We couldn't trup spotripils until diridont was really awake.

- |   |  |   |                                |
|---|--|---|--------------------------------|
| 1 | What tradition was there in the tvrdumata for Bulebum moteliing? | 4 | What did they wait for?        |
| 2 | What is tvrdumata made of?                                       | 5 | Can you brush the glocente?    |
| 3 | Who stayed in their nonbrels?                                    | 6 | Why do people trup spotripils? |

**1.2**

Work in groups and replace the unknown words with the known ones, so that you can answer all the questions above. Compare your suggestions with other groups.

Solutions: 1.1 Possible answers: 1. a fosery tradimpant, 2. can't answer, 3. three younger homilies and the narrator, 4. for their diridont to wuapint her glocente, 5. can't answer, 6. can't answer; 1,3 and 4 can be answered according to the grammar rules; 2,5 and 6 are based on understanding the meaning

**Exercise 2****A**

Work in pairs. Prepare the comprehension questions for underlined sentences and ask your partner. Does your partner use the same words?

My sisters hated it, but I didn't mind it. I like sleeping late. I knew that my presents were there. But one year, my sister Tricia didn't want to wait. She woke up at 4:00 in the morning and went into the living room. **She wanted to look at the tree.** How do I know this? Because at 4:15 she woke me up. "Megan! Megan! Megan!" she said, and I opened my eyes. I was afraid that the house was on fire. "Santa came!" she said with a big smile on her face. **"We got bikes!"**

**B**

Work in pairs. Prepare the comprehension questions for underlined sentences/words and ask your partner. Does your partner use the same words?

My sisters hated it, but I didn't mind it. I like sleeping late. I knew that my presents were there. But one year, my sister Tricia didn't want to wait. She woke up at 4:00 in the morning and went into the living room. She wanted to look at the tree. How do I know this? Because at 4:15 she woke me up. **"Megan! Megan! Megan!"** she said, and I opened my eyes. I was afraid that the house was on fire. **"Santa came!"** she said with a big smile on her face. **"We got bikes!"**

Possible questions for **A** How did the sisters feel about the tradition? Why did Tricia wake up at 4:00? Why was Tricia happy?

Possible questions for **B** Did the narrator/storyteller like the tradition? What's the narrator's/storyteller's name? What did Tricia say when she woke Megan up?