



Teacher's File (TF) – Activity Tips contains listening exercises based on the recordings on the September Bridge CD. Scripts for all recordings are here, in TF – Recording Scripts, or in the magazine.

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



## A Wee Trip to Glasgow

(CD Track 13, Bridge pp. 8–9)

- I. Read the vocabulary, listen to the recording and choose the correct answers.**

### VOCABULARY

**was plastered with** – bylo oblepené

**locals** – místní lidé

**potato scones** – bramborové placky

**oatcakes** – ovesné placky

**to stink** (stank, stunk) – páchnout

- 1 The advertisements at the airport offered flights to:**

A exotic places  
B sunny places  
C cold places

- 2 A full Scottish breakfast does not include:**

A haggis  
B smoked fish  
C cornflakes

- 3 The source of the bad smell was:**

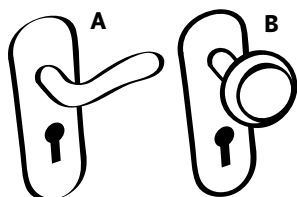
A dirty socks  
B the bathroom  
C burnt food

- 4 They were moved to:**

A a bigger room  
B a smaller room  
C the street

- II. Match the expressions with the correct pictures.**

doorknob  
door handle



## Hunting the Wild Mushroom (CD Track 15, Bridge p. 26)

- I. Listen to the recording of the article. 16 expressions are different from the text in the magazine. Find them and write them down.**

- II. Answer the following questions.**

- |   |  |
|---|--|
| 1 Name two things the hunter does to get ready to pick mushrooms. | 6 Why are the mushrooms hard to find?            |
| 2 Name two things the hunter brings to pick mushrooms.            | 7 What color mushrooms does the hunter discover? |
| 3 Why is mushroom picking sometimes dangerous?                    | 8 What will the hunter use the mushrooms for?    |
| 4 Describe the weather during this trip.                          | 9 How does the hunter feel after the trip?       |
| 5 What season is it?  |  |

## School Days

(CD Track 14, Bridge pp. 12–13)

- I. Listen to the dialogue between an American girl and an English boy about the differences in their schools. Decide whether the statements are true (T) or false (F).**

- No one wears school uniforms in the USA.
- All American public school students have to recite the Pledge of Allegiance every morning.
- English students get more time for lunch than Americans.
- English students can leave school starting at age 18.
- An American with a Ph. D. has gone to college for at least 9 years.

- II. Discuss the differences between American, English, and Czech school systems. Which system would you prefer to be in? What are the advantages and disadvantages of school uniforms?**

## Mark Haddon: The Curious Incident of the Dog in the Night-time

(CD Track 16, Bridge pp. 10–11)

### SUMMARY OF THE STORY

**T** Fifteen-year-old Christopher Boone discovers his neighbour Mrs Shears' dog, Wellington, dead on the lawn. Initially, he gets arrested because the police think he has killed the dog. He sets out to solve the mystery like his literary hero, Sherlock Holmes, and starts doing some detective work himself. First, he interviews the neighbours, but instead of finding out about who killed Wellington, he starts to uncover the story about his mother having a relationship with Mr Shears.

Christopher goes into shock because he finds letters from his mother, whom he thought was dead. His father had lied to him and told him that she'd died of a heart attack when really she had run away with Mr Shears. On top of this, his father then confesses to killing Wellington because he wanted to have a relationship with Mrs Shears, but she cared more about the dog. This is too much for Christopher and he decides to leave home on his own and go to London to see his mother.

He eventually finds his mother's address. She is living with Mr Shears. But after some time, it's too difficult so he and his mum leave Mr Shears and return to their home town of Swindon. They live in a rented room and Christopher still won't see his dad because he doesn't trust him. He sits his A-level exam, passes with an A and eventually starts to build trust with his dad again after he buys Christopher a dog.

## Charlotte Brontë: Jane Eyre

(CD Track 17, Bridge pp. 32–35)

Listen to this recording of Christopher meeting his mother. What things do we learn about Christopher from this recording?

- A He doesn't like to be grabbed.
- B He has a pet rat.
- C Christopher's father rode the train with him, but the police arrested him.
- D He doesn't like Mr Shears.
- E He is afraid of unfamiliar places.

Put the following events in the order that they occurred in the story.

- 1 A secret identity is revealed.
- 2 An inheritance is shared with newfound family.
- 3 A generous man helps a stranger.
- 4 A woman becomes homeless.
- 5 A tragedy takes a man's sight.
- 6 A desperate woman gets a new job.

### SONGS

## Caledonia by Amy MacDonald

(CD Track 20, Bridge pp. 6–7)

The song "Caledonia", expressing homesickness and love for Scotland, was written by Scottish singer-songwriter Dougie MacLean and has been covered by many artists, including Amy MacDonald.

Fill in the missing words. The pictures should help you.

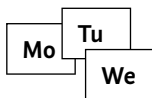
I don't know if you can

1 \_\_\_\_\_



The changes that have come over me

In these last few 2 \_\_\_\_\_ I've been  
afraid



That I might drift away

So I've been telling old stories and

3 \_\_\_\_\_ songs

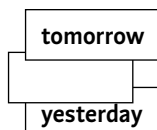


That make me think about where

I came from

And that's the reason why I feel

So far away 4 \_\_\_\_\_



And let me tell you that I 5 \_\_\_\_\_ you



That I think about you all

the 6 \_\_\_\_\_



Caledonia's been 7 \_\_\_\_\_ me

Now I'm going home

And if I should become a stranger

You know that it would make me

more than 8 \_\_\_\_\_



Caledonia's been everything I've  
ever had (2x)



## No Fun by Bloods (CD Track 23, Bridge pp. 24–25)

Match the lines from the song with their meanings

- |  |   |
|--|---|
| 1 No sleep cos we're keepin' it cool         | A Be careful, don't miss your chance to have fun            |
| 2 You don't gotta freak out, but be prepared | B Don't get stressed or panic but be ready                  |
| 3 Good luck cos it's goin around             | C Get straight to the point                                 |
| 4 Watch out cos the getting is good          | D Don't try to resist because it's getting exciting         |
| 5 Don't mess around                          | E I'm going to count to three and then we're going to dance |
| 6 Gonna count to three and we hit the floor  | F We're not going to bed because we're having fun           |

# Rock – Paper – Scissors by Katzenjammer

(CD Track 25, Bridge pp. 24–25)

Try to fill in the missing words. There are synonyms given in the brackets to help you. Then listen to the song to check your answers.

Everything you want, everything you do  
Everything and anything is up to you  
Every single day 1 \_\_\_\_\_ (*begins*) with  
a riddle

You can go left or right down  
the 2 \_\_\_\_\_ (*centre*)

So take a 3 \_\_\_\_\_ (*small*) trip down  
the road and see

What you're gonna 4 \_\_\_\_\_ (*discover*),  
who you want to be

But you might have to 5 \_\_\_\_\_  
(*choose*) between these three

*Chorus:*

Rock – paper – scissors, which one is it's  
your 6 \_\_\_\_\_ (*choice*)

And no matter what you choose you're  
gonna live it

Rock – paper – scissors

Everybody wants to be 7 \_\_\_\_\_ (*joyful*)  
so

Take a look 8 \_\_\_\_\_ (*about*), find  
a hand to hold

If you really want you can 9 \_\_\_\_\_  
(*become different*) like the weather

No matter what you do it'll 10 \_\_\_\_\_  
(*continue*) getting better

Everything you want that is who you are

You can be the sun and the moon and  
the stars

Or the bass or the drums or the lead guitar

# Happy by Pharrell Williams

(CD Track 21, Bridge p. 21)

## LISTENING FOR SPECIFIC INFORMATION

**T** Copy and cut out the following words and lay them on the table. Students must listen to the song and take the word only when they hear it. Teachers should monitor the students closely. You can also pause the song between the choruses to check. The student with the most words at the end of the song is the winner.

ALONG	BACK	BALLOON
BECAUSE	BREAK	BRING
CARE	CRAZY	DOWN
FEEL	FINE	GOT
HAPPINESS	HAPPY	HIGH
NEWS	NOTHING	OFFENSE
ROOF	ROOM	SAY
SHOULD	SPACE	SUNSHINE
TAKE	TALKING	THAT
THIS	TRUTH	WASTE

**T** Put the students into groups and give each group one set of words. The students listen and try to put the words in the order they hear them. Then ask the students if they remember the sentences that go with any of the words. The group that can write the most correct sentences is the winner.

## SOLUTIONS

### A Wee Trip to Glasgow

- I. 1B, 2C, 3B, 4B  
II. doorknob – B, door handle – A

### School Days

- I. 1F, 2T, 3T, 4F, 5T  
II. For discussion

### Hunting the Wild Mushroom

- I. See the underlined words in the transcript (TF – Recording Scripts)  
II. 1 Sharpens tools & laces up her boots / puts her boots on.  
2 Sharp knives and a wicker basket.  
3 Because some of the mushrooms are poisonous.  
4 Chilly, wet and misty.

- 5 Summer (August).  
6 They blend into their surroundings / they don't move / there are leaves around them.  
7 Brown.  
8 The hunter is going to make mushroom soup.  
9 The hunter is proud and looking forward to the next trip.

### The Curious Incident of the Dog in the Night-time

A, B, E

### Jane Eyre

4, 3, 6, 1, 2, 5

### Caledonia

1 see, 2 days, 3 singing, 4 today, 5 love, 6 time, 7 calling, 8 sad

### No Fun by Bloods

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

### Rock – Paper – Scissors

1 starts, 2 middle, 3 little, 4 find, 5 pick, 6 decision, 7 happy, 8 around, 9 change, 10 keep

### Happy

crazy, say, sunshine, take, break, balloon, space, care, because, happy, along, feel, room, roof, happiness, truth, news, talking, this, that, got, back, should, fine, offense, waste, bring, down, nothing, high



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 about Mark Haddon's *The Curious Incident of the Dog in the Night-time*, Bridge pp. 10–11.



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## Short Writing Activities in Class

by Eva Pišová and Dagmar Škorpíková

Psaní se v hodinách angličtiny zpravidla neobjevuje, což může být dáno tím, že je to dovednost opravdu komplexní, časově náročná a obtížná.

Z hlediska jazyka psaní velmi pomáhá upevnit ty jazykové prostředky, které již studenti mají v oblasti slovní zásoby a gramatiky, neboť během psaní má student mnohem více času přemýšlet nad používaným jazykem než během ústního projevu.

Při psaní si student rovněž musí být vědom, jak přesně text funguje, jak se pracuje s jazykem, se spojovacími výrazy, s odstavci apod. Dovednost dobře psát tedy zpravidla souvisí i s tím, jak hodně čteme a jak kvalitní texty. Není náhodou, že nejlepší světoví autoři jsou i velkými čtenáři. Použití tedy text/y jako vzor pro psaní je velmi vhodné.

Je třeba mít na paměti, že psaní je činnost intenzivní, a proto je nutné, aby

studenta bavila a byl na ní zainteresován. Pokud bychom na krátké psaní v hodině vybrali téma, které studenty nezajímá, z kreativní krátké činnosti by se mohl stát dlouhý a nudný proces, málo efektivní a zabírající velkou část hodiny. Studenty může například zaujmout již jen to, že nepíše na papír, ale tvoří online blog či se zapojují do tvorby elektronického časopisu. Motivace je pro psaní opravdu klíčová!

### Jak tedy na to?

- 1 Vyberte si konkrétní cíl (co se mají studenti psaním naučit, např. *struktura odstavce, používání vhodných přídavných jmen pro popis, vhodných spojovacích výrazů či použití přímé řeči ve vyprávění* apod.).
- 2 Zkuste najít vhodný modelový text, na kterém můžete strukturu demonstrovat (ideální jsou autentické texty).
- 3 Promyslete, jakou písemnou aktivitou a jakým typem textu daného cíle nejlépe dosáhnete (pro nácvik používání přídavných jmen se nehodí např. formální dopis).
- 4 Najděte DŮVOD, proč by studenti daný text měli napsat.
- 5 Jasně zadejte práci, stanovte jasný výstup a časové omezení a pomáhejte během procesu psaní, pokud někde vidíte chyby.
- 6 Využívejte vzájemné spolupráce studentů, napsaný text opravují přímo v hodině spolužáci, méně pokročilí žáci pracují ve dvojicích či skupinách.
- 7 Dejte studentům šanci svou práci opravovat a zlepšovat, k dříve napsaným textům se vracejte i v průběhu roku.

### Aktivity pro nácvik psaní na základě textu:

#### *If Curiosity Killed The Cat, What Happened to The Dog?* (Bridge, září 2014, str. 10–11)

##### I. Používání vhodných přídavných jmen pro popis:

- 1 Studenti si přečtou text z časopisu (podle úrovně buď samostatně, nebo společně).
- 2 Studenty rozdělte na A, B – pokročilí studenti pracují samostatně, u slabších studentů jsou vhodnější dvojice (A+A, B+B).
- 3 Studenti A napíší na základě přečteného textu a obrázku na str. 10 co nejvíce přídavných jmen o Christopherovi, B na základě textu a obr. na str. 11 o Marku Haddonovi. (vhodné jako soutěž mezi A a B)
- 4 S využitím připravených přídavných jmen, napíší studenti A popis Christophera a studenti B popis Marka.
- 5 A a B si vymění napsané texty, opraví chyby.



### Tipy pro učitele

Pro pokročilejší studenty je možno napsané texty využít

- a) pro nácvik spojovacích výrazů pro kontrast – porovnání Marka Haddonova a jeho knižního hrdiny Christophera (studenti pracují buď samostatně, nebo vždy dvojice A + B)
- b) pro nácvik psaní eseje na téma „Which of the two characters I would like to meet and why?“

##### II. Vypravování

Na základě přečteného textu, obrázku na str. 10–11 a vlastní fantazie studenti píšou vypravování o tom, jak Christopher našel psa/vyšetřoval případ. Důraz je kladen na správné použití gramatických časů.

- 1 Studenti jsou rozděleni na A, B, C (méně pokročilí studenti pracují vždy po dvojicích).
- 2 Studenti A píší na proužek papíru úvod, B na jiný proužek vlastní příběh (tato část je nejdělsí, je třeba limitovat počet slov, čas), C na další papír závěr.
- 3 Trojice A, B, C sestaví celé vypravování.
- 4 Trojice A, B, C čtou vypravování dalších skupin, kontrolují/opravují chyby, volí nejhezčí/ nejzajímavější příběh.