

This Teachers' File contains exercises and activities that go with the articles and songs in the magazine. Answers can be found in TF – Recording Scripts.



The TF is also available at www.bridge-online.cz in the 'UČITELÉ' section, password PLEASE.

Bilingual Brains Gate pp. 4–5

T GRAMMAR

Sometimes we mix Czech and English, and end up with Czenglish. Can you correct these mistakes?

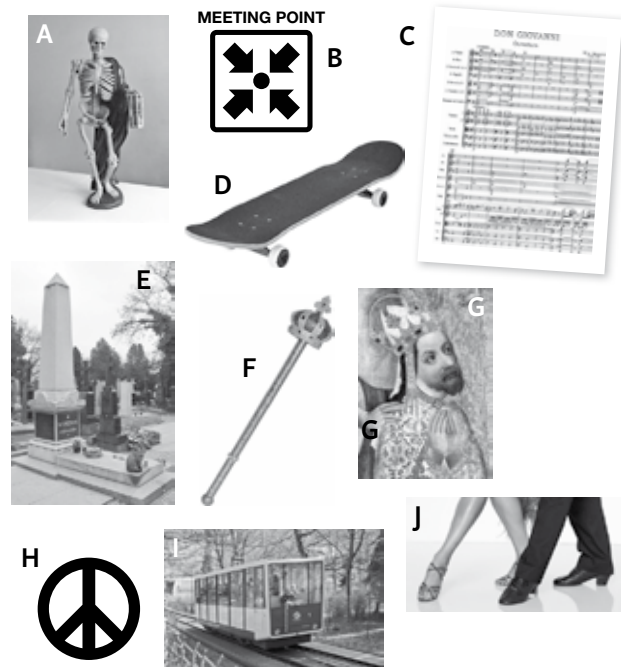
- 1 It is getting cold so I will take a cup of tea.
- 2 I have 17 years.
- 3 Can you please control my homework for mistakes?
- 4 I went on a hockey match last weekend.
- 5 Students should work in couples.
- 6 The boys went to buy some new dress.
- 7 Can give your school books on the bookshelf? They will get dirty here.

Prague Gate pp. 10–11

T READING COMPREHENSION

Match the pictures with the places featured in the article about Prague.

- 1 Statue of St Wenceslas, 2 Estates Theatre,
- 3 Astronomical Clock, 4 Letná Park, 5 St Vitus Cathedral,
- 6 Petřín Tower, 7 John Lennon Wall,
- 8 Charles Bridge, 9 Dancing House, 10 Vyšehrad



Bill Gates Gate pp. 18–19

T READING COMPREHENSION

Are the following sentences true (T) or false (F)? Circle the correct choice. For false answers, what is true?

- 1 Bill Gates' school didn't have any computers. T/F
- 2 Bill didn't have to go to maths classes. T/F
- 3 After school, it was cheap to use a computer. T/F
- 4 Bill Gates graduated from (= finished) Harvard University. T/F
- 5 Bill Gates made more money than he planned to make. T/F



The Monkey's Paw Episode 2, Part 2

(CD Track 3)

TASK 1

T LISTENING COMPREHENSION

Listen to the recording and correct the mistakes in the sentences. Then match the statement with the right character.



- A) Mr White B) Mrs White C) Narrator**

1)	The house was empty.	A)	B)	C)
2)	... it's just a mouse. I saw it on the floor.	A)	B)	C)
3)	It's Herbert! I must let him in!	A)	B)	C)
4)	No! Please don't open the window, my dear.	A)	B)	C)
5)	I'm not scared. He's my son. Let me go!	A)	B)	C)
6)	Mr White let her go and she walked to the door.	A)	B)	C)
7)	Herbert, I come!	A)	B)	C)
8)	Finally, he found the paw, held it in one hand and made his last wish.	A)	B)	C)

TASK 2

T LISTENING COMPREHENSION/SPEAKING

Listen to the recording. Answer the following questions:

- 1) What happened to Mr White's candle?
- 2) Why did Mr White say that he saw a mouse?
- 3) How did Mr White keep his wife away from the door?
- 4) What was Mr White's last wish?



Weird Animals Wanted!

TASK 1



T LISTENING COMPREHENSION

Listen to the animal recording and answer the questions.

Which animal...

- A Pink Fairy Armadillo
- B Aye-aye
- C Maned Wolf
- D Tufted Deer
- E Naked Mole Rat
- F Dachshund
- G Capybara

- 1 ...looks scary but is not dangerous?
- 2 ...could hurt other animals?
- 3 ...likes to eat something sweet?
- 4 ...can go down holes and catch badgers?
- 5 ...has no protection on its body?
- 6 ...is the biggest type of that kind of animal?
- 7 ...looks soft?

TASK 2

Listen to the recording or read the text and match the weird animals (A-G) to their home continents.

Africa South America Asia not mentioned

SONGS

For answers look at the song lyrics in TF-Recording Scripts. Complete solutions to song tasks at www.bridge-online.cz in the UČITELE section.

Just Dance

By Lady Gaga ft Colby O'Donis

(CD track 14)



T LISTENING COMPREHENSION/VOCABULARY

Listen to the song and complete the gaps.

Just Dance
I've had a little bit too **1** _____
All of the **2** _____ start to rush, start to
rush by
A dizzy twister dance? Can't find my drink, oh man
Where are my **3** _____? I lost my
4 _____
What's going **5** _____ on the floor?
I love this record baby but I can't see
6 _____ anymore
Keep it **7** _____, what's the name of
this **8** _____?
I can't **9** _____ but it's alright, alright
Just dance, gonna be okay, da da doo-doo-mmm
Just dance, spin that **10** _____ babe,
da da doo-doo-mmm
Just dance, gonna be okay, d-d-d-dance
Dance, dance, just, j-j-just dance
Wish I could **11** _____ my playboy
mouth, oh oh oh-oh
How'd I turn my **12** _____ inside out?
Inside out, right
Control your poison, babe, "Roses have thorns," they
13 _____
And we're all getting hosed **14** _____,
oh oh oh-oh

Shake It Off

By Taylor Swift

(CD track 15)



LISTENING / GROUPWORK

Divide the students into groups and give each group one word from the song (some examples are below, or choose your own). Instruct the students to count how many times they hear the word in the song. Write their answers on the whiteboard, then switch words and ask the second group to check their answer.

People (4) Got (3)
Stop (4) "Gonna" (going to) (21)
Like (3)

Bonus round: Ask the whole class to count the word "shake" and see who gets the closest. (78)

Then listen again and try to write the lines or sentences that go with their words.

Rude

By Magic!

(track 16)



LISTENING COMPREHENSION / VOCABULARY

The chorus is a little bit different every time. Underline the words that change. What does the singer sing the other two times?

Can I have your daughter for the rest of my life?
Say yes, say yes
'Cause I need to know
You say I'll never get your blessing 'til the day I die
Tough luck, my friend, but the answer is no!

Dirty Dancer

By Kingsland Road

(track 17)



LISTENING COMPREHENSION / VOCABULARY

The following vocabulary words/phrases all mean the opposite of a word/phrase in the song. First think about the answers and write the correct opposite for each one. Then listen to the song to check if you hear your word:

- found –
- quiet –
- sky –
- eat –
- stand –
- sour/salty –
- let go/release –
- put you to sleep –
- night –
- hands –

All of Me

By John Legend

(track 18)

LISTENING / GRAMMAR / WORKING IN PAIRS



Underline the verbs that are in a different form to the song. They may be positive or negative, present or past, future or continuous. Then compare with a partner to see if you have the same. There are 20 differences.

Example: What will I do = What would I do

What would I do without your smart mouth?
Drawing me in and you kick me out
You've got my head spinning, no kidding, I can't pin you down
What's going on in that beautiful mind
I was on your magical mystery ride
And I'm so dizzy, I know what hit me, but I am all right

My head's underwater
But I breathe fine
You aren't crazy and I'm out of my mind

'Cause all of me
Love all of you
Loving your curves and all your edges
All your perfect imperfections
Giving your all to me
I won't give my all to you
You're my end and my beginning
Even when I lost I win
'Cause I give you all of me
And you gave me all of you, oh oh

How many times do I have to told you
Even when you cried you're beautiful too
The world was beating you down
I was around through every mood
You're not my downfall, you're my muse
My worst distraction, my rhythm and blues
I couldn't stop singing, it's ringing, in my head for you

TEACHERS' FILE – Teaching Culture / Jak učit reálie by Mgr. Michaela ČaňkováA methodological supplement prepared by AMATE, ASSOCIATION OF TEACHER EDUCATORS (www.amate.cz)The TF is also available at www.bridge-online.cz in the "UČITELÉ" section, password PLEASE.**Mgr Michaela Čaňková**

Some of the information has kindly been supplied by the Vietnamese students of the První české gymnázium in Karlovy Vary.

Young Vietnamese - a Bilingual Generation

Být bilingvní znamená mluvit dvěma jazyky na úrovni rodilého mluvčího. Realita je často taková, že jeden ze dvou jazyků je „silnější“ a druhý „slabší“, podle toho, kde dotyčná osoba právě žije a který jazyk používá. Odborníci také tvrdí, že jednotlivé jazykové dovednosti nemusí být vždy na stejné úrovni, např. schopnost komunikovat se může lišit od schopnosti psát, atd. Dnes je více než polovina světové populace bilingvní. U nás se situace ve skladbě společnosti po roce 1989 výrazně změnila. Pohyb nastal oběma směry: skupiny migrantů z Vietnamu přišly za prací nebo studiem už před 60 lety. Dnes v českých školách studují jejich děti, většinou úspěšně, a učitelé by si měli být vědomi kulturních odlišností, které tito žáci nebo studenti musejí překonávat.

**Task 1**

(For the teacher: prepare a set of strips for each group with the following statements):

In small groups, read and decide if the sentences are TRUE or FALSE.

- 1) The Vietnamese are the largest foreign community in the Czech Republic.
- 2) In Vietnamese you can easily say something wrong if you use the wrong pronunciation or intonation.
- 3) In Vietnamese, they do not use Latin alphabet but characters (znaky).
- 4) Today some young Vietnamese in the CR speak better Czech than Vietnamese.
- 5) The Vietnamese national sport is tennis.
- 6) In China, they also speak Vietnamese.
- 7) In Vietnamese families they eat with chopsticks (jídelní hůlky).

Solutions: 1F, 2T, 3F, 4T, 5F, 6T, 7T

Task 2**Read the text and see if you were right or wrong.**

The Vietnamese minority (menšina) in the Czech Republic is 3rd largest after the Ukrainians and Slovaks. There is a huge gap between Czech and Vietnamese languages and culture. Vietnamese language is much more difficult, especially grammar and spelling. Pronunciation and intonation can change the meaning of the words. They use the same alphabet as we do. Surprisingly, you can hear Vietnamese in China, too. Many young Vietnamese in the Czech Republic have problems with their language as they use Czech much more every day. As for sports, badminton is the most popular. Yes, Vietnamese families do not use cutlery (přibory) when eating.

Task 3(For the teacher: write each word on a separate card. You can hear the pronunciation of the following words at: www.jak-se-rekne.cz/vietnamsky)**In small groups, try to guess how to match the English and Vietnamese words.**

cám ón	thank you
có	yes
không	no
chào	hi, hello
một	one
hái	two
ba	three

