

TEACHERS' FILE

This Teachers' File (TF) contains grammar, a lesson plan and activities based on the magazine and the CD. The TF, along with the recording scripts, is available for online users. Registration password: london.



GRAMMAR FIXER: *THERE IS / THERE ARE*

In this Grammar Fixer we are going to look at the phrases *there is* and *there are*. Use the article "The Sweet Smell of Flowers" on p. 8.

THERE IS / THERE ARE

Do you remember Jirka? Of course you do. Well, Jirka is meeting his English friend, Mae, in the centre of Prague. Mae is texting Jirka because she is lost. Their chat will help us learn about ***there is*** and ***there are***.

Mae: Hi Jirka. I'm lost. My GPS does not work. I can't find Wenceslas Square! Help meeeee!

Jirka: OK, where r u?

Mae: I. DON'T. KNOW!!!!!!!!!!!! It is a big road.

Jirka: What can u see?

Mae: There is a big bookshop. There are shops, hotels and restaurants. There is glass for sale in some of the shops near me. There are cars and there are a lot of tourists.

Can you understand it?

In the sentences *Where r u?* and *What can u see?*, what do *r* and *u* mean?

COMPLETE THE RULE (I):

There _____ + **singular noun** (for example, *a car, a ball, an apple*)

There _____ + **plural noun** (for example, *houses, some people, three cars*)

There _____ + **mass (uncountable) noun** (for example, *money, glass, bread*)

QUESTIONS

Jirka: Ha ha! OK, but there are a LOT of roads like that in Prague. Are there statues? Are there any trams? Is there a tram stop or a bus stop?

COMPLETE THE RULE (II):

To make a question, change the word order. When you use *some* in a statement, use *any* in the question.

Statement (singular): _____ *a shop*. **Question (singular):** _____ *a shop?*

Statement (plural): _____ (*some*) *shops*. **Question (singular):** _____ (*any*) *shops?*

NEGATIVES

Mae: No, there is no tram stop. There are some cars - there are no trams.

Jirka: OK. Is there a big church with a clock?

Mae: No, there isn't a big church. There aren't any churches. There is a big clock. It is on a clothes shop.

COMPLETE THE RULE (III):

To make a negative in the singular, say **there is no...** or **there isn't a / an...**:

_____ shop in the village. _____ restaurant near here.

To make a negative in the plural, say **there are no...** or **there aren't any...**:

_____ shops in the village. _____ restaurants near here.

TASK

Now read the rest of the conversation. Can you fill in the gaps?

Mae: Wait - I was wrong! _____ trams. But they only go across the road, not up and down.

Jirka: I think I know where you are. _____ a street name anywhere?

Mae: Yes, there is. I am on the road "Vaclavske namesti". Where is Wenceslas Square????

Jirka: Too funny!!! 🤔🤔🤔 Vaclavske namesti 🇨🇪 = Wenceslas Square 🇬🇧!!!!

Mae: OMG!! 🤔🤔

Mae: BTW Wenceslas "Square"???? 😠😠😠😠.

Jirka: What??

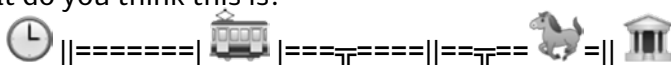
Mae: THIS IS A "SQUARE": 🕒 ||=====| 🚋 |=====||=====| 🐎 =|| 🏛️

Jirka: 🤔🤔🤔🤔🤔🤔🤔🤔

Bonus questions:

a) Why does the word *square* make Mae angry?

b) What do you think this is?









c) Can you label the parts of it?

GRAMMAR CHECKER

TASK 1

Do you know all of these spring flowers? What are they called in your language?
Write sentences about these flowers with *there is* or *there are*:

					
tulip	crocus	daffodil	snowdrop	bluebell	iris

Do you like flowers? Which is your favourite? Do you like the smell of flowers? Turn to p. 8 of the magazine. There are some very different flowers there.

TASK 2

Work with a friend. One of you choose a picture below. Don't say which picture. The other one tries to guess by asking: *Is there...?* and *Are there...?* questions. Then change roles.

Example: *Is there a bakery in your picture? No, there isn't a bakery.*

A



B



C



D



TASK 3

Talk to your friend about your town. Ask and answer *is there / are there* questions.

Example: *Is there a restaurant near your home? Yes, there are three restaurants near my home.*

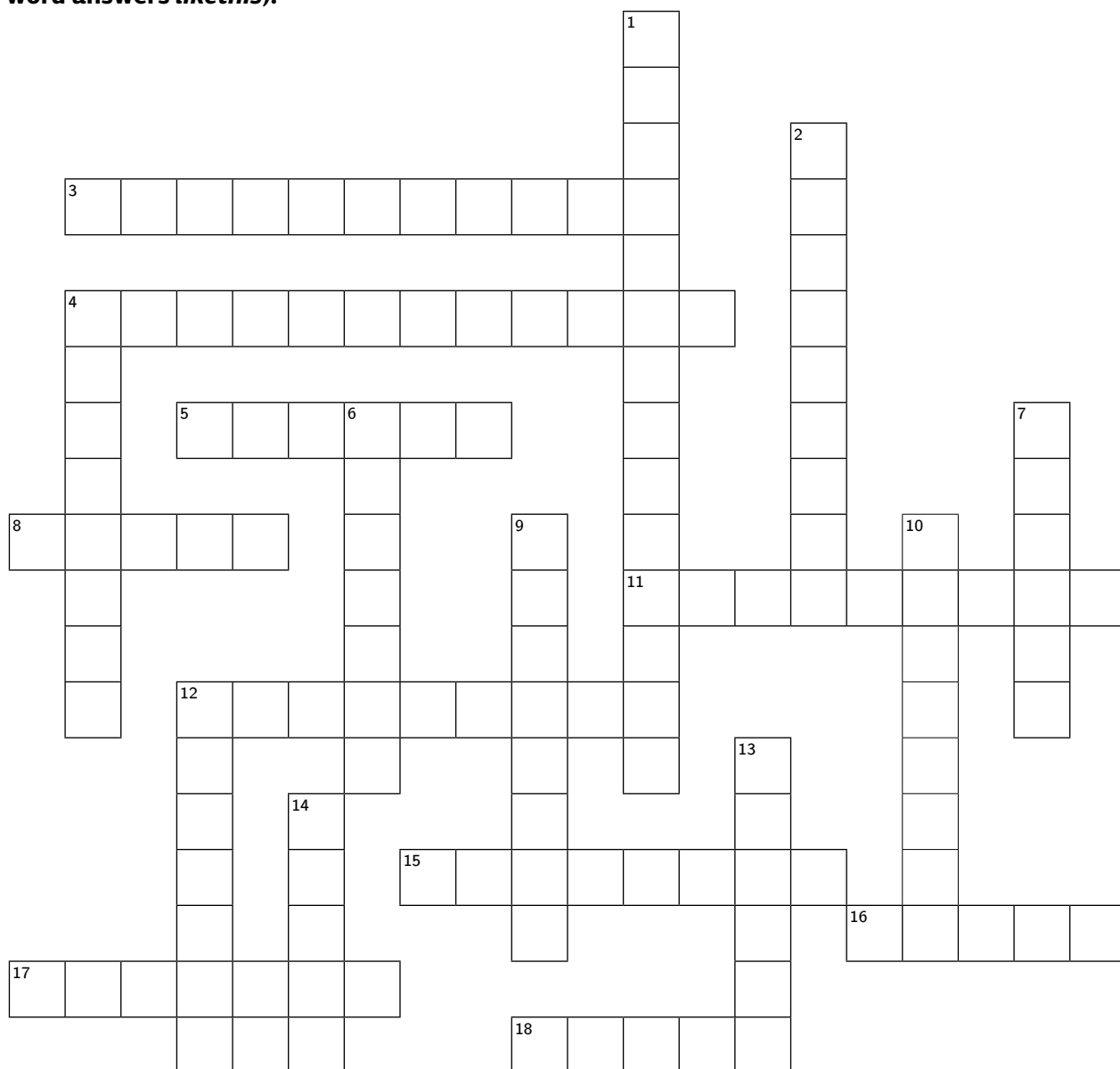
You can use these ideas to help you:

café school playground sports centre football club library shopping centre amusement
arcade bowling centre cycle path trams buses busy roads police station woods
parks car park train station

THE GREAT BIG CROSSWORD OF THE ISSUE

Work with some friends to finish the crossword puzzle.

All the words are somewhere in the March 2020 issue of RR. Look at sentences 1–18 and think about where in the magazine the answers can be. *Across* words go from left to right. *Down* words go from top to bottom. The number of letters is in brackets, like this (7). Two numbers, e.g. (3, 9), means there are two words (write two-word answers *likethis*).



ACROSS

- 3** The chemical that makes plants look green (11)
- 4** March 17th is his day (5, 7)
- 5** A group of thousands of animals living together (6)
- 8** The colour of Ireland (5)
- 11** A small animal with big, colourful wings (9)
- 12** Very pretty; nice to look at (9)
- 15** The long hairs on the face of some animals (8)
- 16** The colour of the sky on the moon (5)
- 17** Small animals with six legs and sometimes wings (7)
- 18** The taste of sugar, honey and so on (5)

DOWN

- 1** An Irish sport a bit like football, a bit like rugby (6, 8)
- 2** Not easy (9)
- 4** The Irish symbol; a plant with three leaves (8)
- 6** An animal with eight arms (7)
- 7** The capital city of the Republic of Ireland (6)
- 9** A big, yellow spring flower (8)
- 10** The UK's biggest mammal (4, 4)
- 12** This Irish fairy screams before someone dies (7)
- 13** A place with lots of trees (6)
- 14** Yummy to eat (5)

LESSON PLAN

LEVEL: A2 TIME: 45 mins

LESSON AIMS

Students will be able to:

- use vocabulary related to animal body parts
- explain the purpose of different parts of animals' bodies

TOPIC: Animal Body Parts

MATERIALS: "Look at the Animals" (pp. 4–5); CD Tracks 1 and 2; March Recording Scripts; Handouts

LOOK AT THE ANIMALS

WARM-UP

p. 4, CD Track 1

5-10 MINS

VOCABULARY, LISTENING, PRONUNCIATION

1 Whole Class

Draw or tape pictures of three animals to the board: a cat or dog, a bird and a fish. Ask students to name as many body parts as they can. Write the suggestions on the board. Do not make corrections yet.

2 Individual Work / Pair Work / Whole Class

Have students open their magazines at p. 4, "Look at the Animals", and fill in the missing words individually or in pairs. When the class is ready, play CD Track 1 to check their answers. Then, as a class, correct any errors on the board. Finally, read through the task answers slowly as a class and check pronunciation.

READING

Handout A

15-20 MINS

READING, SPEAKING, VOCABULARY

1 Group Work

Divide the class into three groups and give each group a section of Handout A ("Hair and Fur", "Feathers and Scales", or "Beaks and Claws"). Have each group read the section together. They should work together to look up and translate any unfamiliar words and make a vocabulary list of new words. They should make sure they understand the whole text before continuing. Walk around the class, monitor their work and help them if necessary.

2 Group Work / Whole Class

Once each group understands their text, give them a few minutes to prepare a simple lesson plan for the class. They must teach the class the information in their text without reading it directly, including the new vocabulary words. (For lower-level classes, they may read from the text directly.) Have each group teach their lesson while the other students take notes. The "teachers" may ask questions to quiz the rest of the class to make sure that they understand.

VOCABULARY ACTIVITY

Handout B

10 MINS

READING, VOCABULARY, WRITING

Pair Work

Hand out copies of Handout B to the class. Students fill in the gaps with the correct vocabulary words. Then, using what they learnt in the previous activity, the students discuss what this animal uses all its parts for. Optionally, they may be given a task to write a paragraph about the animal, either in class or as homework, and present it to the class.

WRITING

Handout C

10-15 MINS

SPEAKING, WRITING, VOCABULARY

Group Work

Divide the class into small groups and give each group a copy of Handout C. Working together, the groups design a new animal, name it, and draw it in the space provided. Then they write a paragraph explaining what the animal looks like, what body parts it has, and what they are used for. When finished, have each group present their animal to the class.

PUZZLE / HOMEWORK

CD Track 2, Handout D

10 MINS

VOCABULARY, LISTENING

This task revises the vocabulary students have learnt during the lesson. It can be given as an extra task to those students who finish earlier or as homework, depending on how much time is left at the end of the lesson.

SOLUTIONS See page 12.

HANDOUTS

HANDOUT A

Hair and Fur

Read the text. Write the new words you learn in the vocabulary box. Get ready to be the teacher!

Fur is how a lot of animals keep warm in cold weather. But why do we say that only animals have fur, and people have hair? What's the difference? Here's a surprise: they're the same thing. You could say that we have fur on our heads. The only type of hair that's really different is whiskers. They are hard hairs that animals use to sense what's around them. But we don't have whiskers. Not fair!

Vocabulary

Feathers and Scales

Read the text. Write the new words you learn in the vocabulary box. Get ready to be the teacher!

Lots of animals have hair on their bodies, but not birds. They have feathers. But did you know that feathers are made from the same thing as hair? It's called keratin. Some feathers help keep birds warm, and some help them fly. But what about fish and lizards? They have scales. They're made from keratin, too. They keep the animal safe and can help it move and hide from predators.

Vocabulary

Beaks and Claws

Read the text. Write the new words you learn in the vocabulary box. Get ready to be the teacher!

A bird's mouth is called a beak. It's hard and they use it to eat, fight, smell and clean themselves. Some other animals have beaks too, like turtles, some fish and even squid. Another tool many animals have is claws. They are sharp and made of something called keratin - the same thing hair is made from! Animals can use claws to fight, but also to dig, climb trees and clean themselves.

Vocabulary

HANDOUT B

Look at the picture. This mythical animal is called a Chimera. Write the names of its body parts.



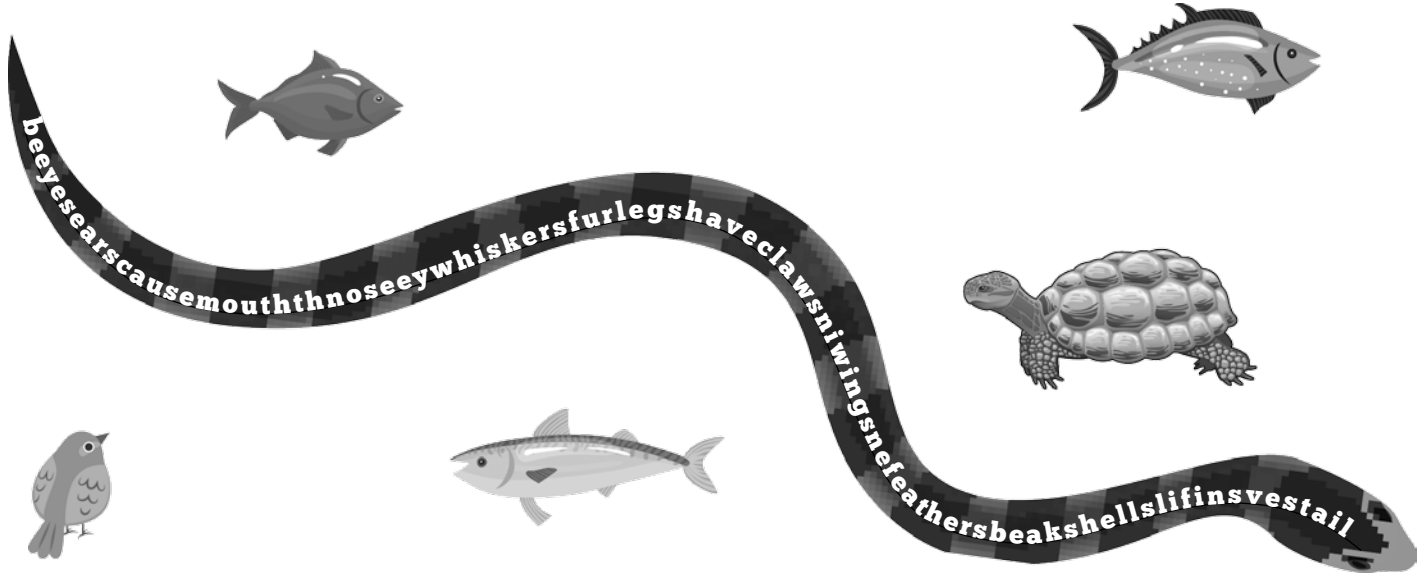
HANDOUT C

Make a new animal. What's it called? Write its name in the box. What does it look like? Draw a picture. Then, write some sentences about it. Write about its body parts and how it uses them.

	Name:

WHICH ANIMAL HAS...?

Read the sentences. Find the correct words in the snake. Write them on the lines.
Put the remaining letters in the joke.



A **CAT** has two, two, a, a
and on its head. It has to keep it warm. It has four
..... and a lot of sharp

BIRDS can fly, they have They have to keep them warm.
The bird's mouth is called a

TORTOISES have to keep them safe.

FISH need and a for swimming.



 Listen to CD Track 2 and check your answers.



A JOKE

Question: Why are cats good at video games?

Answer: _____



ACTIVITIES

ST PATRICK'S DAY; SONG

p. 6

LISTENING, READING, VOCABULARY

-  **Activity 1**
Listen to the song "Saint Patrick's Day Song". Circle the words that you can hear.

Great Britain 17th of March 23 island parades pirates ship
Ireland shamrock green hat leprechaun dancing music

-  **Activity 2**
Read the sentences from the song. Tick the correct sentences.

- The story of St Patrick's Day began* so long ago
 The seventeenth of April is when this joyous holiday is celebrated happily
 Patrick was only sixteen when the pirates captured* him
 And made his trip when he was twenty-three
 And made it back to Britain, it was the only home he knew
 Patrick had a vision* to return* to Ireland
 On this day the Irish dress in many shades* of green
 It's music and dancing for everyone

Listen to the song "Saint Patrick's Day Song".
Scan the QR code or go to bit.ly/2Ur05k6.



*GLOSSARY

to begin – to start
to capture – to catch
vision – an idea
to return – to go back
shade – a type of a colour

Read the song lyrics in Recording Scripts (online).

GREY SEALS; AN ANIMAL CARD

p. 12

SPEAKING, READING, WRITING, VOCABULARY

Talk about grey seals in pairs. Ask and answer the questions. Then prepare an animal card. Draw a picture of a grey seal. Write about it. Look on the internet for more information.

Information	Question	Useful Words
Name / Class	What ...?	It is...
Description	What ... look like?	It is...; It has...
Characteristic (size / weight / comparison)	How big / fast ...?	It is...; It is bigger / faster ... than... It is similar to...
Eats / Drinks	What ... eat?	It eats...; It likes...
Habitat	Where ...?	It lives in...
Skills	What ... good at?	It can...; It is good at...
Hibernation	... sleep in winter?	It sleeps...; It doesn't sleep...
Lifespan	How long ...?	It lives...
Interesting fact		I like it because...

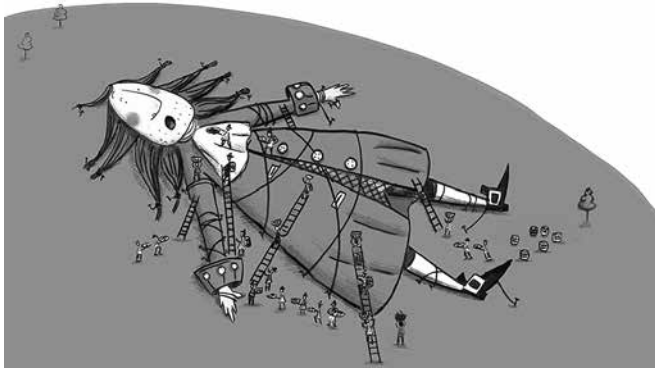
READING, LISTENING, VOCABULARY

Read and listen to the comic strip (CD Track 12). Read the sentences and correct the mistakes. There is one mistake in each sentence.

- 1 Gulliver asks the queen to visit the normal people.
- 2 He goes up to Balnibarbi.
- 3 The people in Balnibarbi don't listen to the professors.
- 4 The farmers water their plants.
- 5 People who don't pay their rent* make the king angry.
- 6 Gulliver really likes Balnibarbi.
- 7 The Struldbrugs are young and sad.
- 8 Gulliver gets a job as a cook on a ship.

***GLOSSARY**

rent – money that that you pay so that you can live in a house, room, etc.



THE GIANT'S CAUSEWAY

READING, LISTENING, VOCABULARY

Read and listen to the comic strip (CD Track 13). Circle the right answers to the questions.

- 1 Where does Finn McCool live?
 A Scotland B England C Ireland
- 2 Who thinks he is stronger than Finn McCool?
 A Oonagh B Benandonner C Finn McCool's son
- 3 What does Finn McCool build?
 A a house B a road C a path
- 4 What does Finn McCool think of Benandonner?
 A he's too big B he's too old C he's too fast
- 5 Where does his wife tell him to go?
 A into the baby's bed B on the path C out of the house
- 6 How does Benandonner feel when he sees Finn McCool?
 A angry B happy C afraid

Note for Teachers

Each issue of this school year's RR magazine contains part of the mystery story. This is a flexible activity series which you can use as much or as little as you wish. There are three parts to each issue:

- 1 The article in the magazine (a bit of the story and one or two puzzles). Students can complete these entirely on their own, or together as a class. Students can solve the puzzles even if they haven't completed previous parts of the story. Students who read all parts and solve all the puzzles will be able to use the clues to solve the mystery at the end of the school year.
- 2 A dialogue between the detective and another character, recorded by native speakers, which can be used as a listening or role-playing exercise. It is not necessary to do the article activities in order to use these dialogues, but they will be more interesting if the students have done the article first.
- 3 A writing activity. Students should read the article and/or listen to the dialogue before doing this activity. It does not need to be done every time.

**Activity 1**

Read and listen to the conversation (CD Track 11). The detective is talking to the theatre manager, Beverly Mirren, in the hospital.

- Detective:** Hello again, Beverly.
- Beverly:** Hello, detective.
- Detective:** I'm sorry to hear that you got hurt.
- Beverly:** Yes, it's terrible. I have so much work to do. I can't be in hospital.
- Detective:** I talked to the doctor. She says you need to rest.
- Beverly:** I know. It's so difficult to sleep... I'm very stressed. I'm afraid that I will have to sell my theatre. I love it! But everyone is afraid of ghosts.
- Detective:** Why aren't you afraid of the ghost? It pushed you off the stage.
- Beverly:** No, it didn't. I fell off the stage because I was so tired. I drink lots of coffee, but it's not enough. I need sleep. There isn't a ghost.
- Detective:** Interesting. Why do you think the newspaper says it was a ghost?
- Beverly:** People buy newspapers if there's a story about a ghost. No one wants to read about a theatre manager who got tired and fell down. But that journalist is lying. You have to tell her to stop writing about ghosts.
- Detective:** Maybe we can talk to her... Beverly, we looked at your office. There was a letter in the bin. Do you remember that?
- Beverly:** Oh, yes. That man still wants to buy my theatre. I don't want to sell it. But if people don't start coming to the theatre again, I won't have enough money to keep it. Oh, please, detective, you must solve the case. Tell everyone that there isn't a ghost.
- Detective:** I'll try, Beverly. I have an idea... But you need to sleep. Relax. It will be OK.
- Beverly:** Thank you, detective.

Activity 2

With a partner, read the recording script together. One person is the detective and one person is Beverly.

Activity 3**Writing: Dear Journal**

Every detective has a journal. You are the detective. Write about what you learnt today. What do you think really happened? What do you think of Beverly Mirren and the journalist?

SOLUTIONS

SOLUTIONS FROM THE TEACHERS' FILE

GRAMMAR FIXER

COMPLETE THE RULE: (I): is, are, is; (II): There is, Is there, There are, Are there; (III): There is no, There isn't a, There are no, There aren't any

Bonus questions: a "Square" has two meanings: a geometric shape and a city location. English speakers usually expect a "square" (in the second sense) to have a square shape; **b** It is a map of Wenceslas Square; **c** The big clock on the shop at the bottom (28. Října / Na Příkopě); trams crossing the square (Vodičkova / Jindřišská); a road on one side only (Štěpánská); another road crossing the square (Ve Smečkách / Opletalova); another road on one side only (Krakovská); the "horse statue" of St Wenceslas; another road (Wilsonova); and the National Museum.

GRAMMAR CHECKER

TASK 1: There are some / three tulips. There is a / one crocus. There are some / a lot of / lots of / many daffodils. There are some / five snowdrops. There are some / a lot of / lots of / many bluebells. There is one / an iris.

TASK 2: sample dialogue: Is there a bus in your picture? No, there isn't a bus. Are there any cars? No, there aren't. Are there any bicycles in the picture? Yes, there are. It's picture A.

TASK 3: sample sentences: Are there buses in your town? Yes, there are, but there aren't any trams. Is there a park? Yes, there's a park next to the library.

CROSSWORD

Across: 3 chlorophyll; 4 Saint Patrick; 5 colony; 8 green; 11 butterfly; 12 beautiful; 15 whiskers; 16 black; 17 insects; 18 sweet; **Down:** 1 Gaelic football; 2 difficult; 4 shamrock; 6 octopus; 7 Dublin; 9 daffodil; 10 grey seal; 12 banshee; 13 forest; 14 tasty

LESSON PLAN

HANDOUT B: *specific answers may vary slightly:* 1 head / heads; 2 tooth / teeth; 3 mouth; 4 fur; 5 leg / legs; 6 claws; 7 ear; 8 eye; 9 beak; 10 wing / feathers; 11 wing / feathers; 12 tail; 13 scales
HANDOUT D: **cat:** eyes, ears, mouth, nose, whiskers, fur, legs, claws; **bird:** wings, feathers, beak; **tortoise:** shells; **fish:** fins, tail
The Answer: Because they have nine lives.

ACTIVITIES

St Patrick's Day; Song

Activity 1: 17th of March, parades, pirates, Ireland, shamrock, green, leprechaun, music

Activity 2: The correct sentences / lines are:

The story of St Patrick's Day began so long ago
Patrick was only sixteen when the pirates captured him
And made it back to Britain, it was the only home he knew
Patrick had a vision to return to Ireland
On this day the Irish dress in many shades of green

Gulliver's Travels

1 queen > king; 2 up > down; 3 don't listen > listen; 4 water > don't water; 5 rent > taxes; 6 likes > doesn't like / hates; 7 young > old; 8 cook > captain

The Giant's Causeway

1C; 2B; 3C; 4A; 5A; 6C

SOLUTIONS FROM THE MAGAZINE

Look at the Animals; pp. 4–5

TASK 1: 1 head; 2 eye; 3 ear; 4 leg; 5 tail; 6 feather; 7 fin; 8 shell; 9 claw; 10 wing; 11 fur; 12 beak; 13 whisker

TASK 2: A cat has two eyes, two ears, a mouth, a nose and whiskers on its head. It has fur to keep it warm. It has four legs and a lot of sharp claws. Birds can fly. They have wings. They have feathers to keep them warm. The bird's mouth is called a beak. Tortoises have shells to keep them safe. Fish need fins and a tail for swimming.

The Answer: Because they have nine lives.

TASK 3:

Spring is here
Let's give some cheer!
Flowers bloom, trees grow
Rain falls, winds blow
Bees buzz, kids play
Say hooray! Spring is today!

St Patrick's Day; p. 6

When is St Patrick's Day? March 17th

TASK: 1 pirates; 2 Christianity; 3 green;

4 parades; 5 Britain

A green; **B** Britain; **C** pirates; **D** parades; **E** Christianity

Irish Creatures; p. 7

TASK: 1 L; 2 P; 3 B; 4 P; 5 L

The Sweet Smell of Flowers?; p. 8

TASK: 1 C; 2 D; 3 B; 4 A

Let's Go Outside; p. 9

TASK 1: car park – Yo-Yee and Perzil; restaurant – Yo-Yee; outside – Lucy; park – Lucy and Yo-Yee; cinema – Perzil
TASK 2: 1 do; 2 go; 3 going; 4 to; 5 great; 6 we; 7 Let's

Around the World; pp. 10–11

TASK 1: 1b; 2c; 3b; 4b; 5c; 6a; 7c

TASK 2: 1 harp, shamrock; 2 Isle; 3 rains; 4 music; 5 pancakes

Grey Seals; p. 12

Are grey seals good at hearing? Yes, they have very good ears.

TASK: 1 whiskers > eyes; 2 eyes > ears; 3 see > hear

Simple Science Questions; p. 13

What are the colours of the rainbow?

Red, orange, yellow, green, blue and purple.

TASK: 1E; 2C; 3A; 4B; 5D

Ori and the Will of the Wisps; p. 16

TASK: 1 was; 2 leaving; 3 helped; 4 coming; 5 could; 6 learn

The Mystery of the Haunted Theatre; p. 17

TASK 1: The Ghost Back Again
The ghost in the Mirren Theatre attacked another person. This time, it's the theatre manager. The ghost pushed her off the stage. She's in hospital now. Many people think the theatre is not safe and the manager should sell it. By Jessica Butterworth

TASK 2: 1 coffee cups / mugs; 2 letter; 3 various answers are acceptable as long as a reason is given, e.g. "Yes. She is drinking a lot of coffee because she is tired." / "No. She had a lot of coffee so she wasn't tired."

Puzzle Time; pp. 18–19

TASK 1: 1 beak; 2 rainbow; 3 snowdrop; 4 fur; 5 tail; 6 bee; 7 wing; 8 leaf; 9 daffodil; 10 whiskers

TASK 2: 5th column, 4th row; leprechaun, (a bag of) gold, shamrock, rainbow