

TEACHERS' FILE

This Teachers' File (TF) contains 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.



ACTIVITIES

NEW ZEALAND IN A NUTSHELL

CD Track 7

GUESSING, LISTENING COMPREHENSION

TASK 1

Read the following statements. Do you think they are true or false? Listen to the recording to check your answers.

	T	F
1 New Zealand is twice the size of the Republic of Ireland.	<input type="checkbox"/>	<input type="checkbox"/>
2 There are five sheep for every person in New Zealand.	<input type="checkbox"/>	<input type="checkbox"/>
3 New Zealand is a former British colony.	<input type="checkbox"/>	<input type="checkbox"/>
4 There is a constellation (= pattern of stars) on the New Zealand flag.	<input type="checkbox"/>	<input type="checkbox"/>
5 In a referendum, New Zealanders decided to change their flag.	<input type="checkbox"/>	<input type="checkbox"/>
6 English is the only official language of New Zealand.	<input type="checkbox"/>	<input type="checkbox"/>
7 About 30% of New Zealanders can speak Maori.	<input type="checkbox"/>	<input type="checkbox"/>
8 New Zealand Sign Language is completely different from British Sign Language.	<input type="checkbox"/>	<input type="checkbox"/>

TASK 2

Listen again and answer the following questions.

- 1 Which other countries were mentioned in the recording as having the British monarch as head of state?

- 2 Where can you see the Southern Cross?

- 3 When did the New Zealand flag referendum take place?

- 4 What is the silver fern?

- 5 What does *kia ora* mean?



RELIGIOUS TRADITIONS & PAGAN PARTIES Springtime Festivals

WORD FORMATION

Write the correct form of the word given in capitals to complete the sentence.

- 1 The US is a country of many different _____ . (BELIEVE)
- 2 Easter is seen as a _____ holiday in the US. (RELIGION)
- 3 Different people have different _____ of the word “Jewish”. (DEFINE)
- 4 _____ is when people have to work, but they don’t get paid. (SLAVE)
- 5 In the Bible, the _____ of the Red Sea was when Moses opened a path through the water and led the Jewish people out of Egypt. (PART)

YESTERDAY FOR TOMORROW Happy Birthday, Earth Day!

Fill in the correct forms of the missing verbs.

20 million Americans **1** _____ (*take part*) in the first Earth Day in 1970 – which was 10% of the US population at the time. Since then, Earth Day **2** _____ (*celebrate*) in more than 192 countries by over one billion people.

Each year, Earth Day **3** _____ (*have*) a different theme. For example, in 2016 it was trees; in 2018, it was plastic pollution. The theme for Earth Day 2020 is climate action.

Why do we celebrate on April 22nd? The date **4** _____ (*choose*) intentionally by the organizers of the first Earth Day to attract more college students. April 22nd **5** _____ (*fall*) between spring break and final exams.

NEW YORK, NEW YORK

READING COMPREHENSION

Read the article about New York City and correct the factual mistakes in the following sentences.

- 1 About 5 million people live in NYC.

- 2 If you travel from Manhattan to the Bronx, you are going downtown.

- 3 One World Trade Center is the tallest building in the world.

- 4 One of New York’s nicknames is the Big Mac.

- 5 The New York subway system is very modern.

- 6 Copepods are microscopic creatures that live in New York’s subway.

IN SPACE OR AT YOUR TABLE

Jobs of the Future

READING COMPREHENSION

After reading the article, decide if the following statements are true (T) or false (F).

- 1 The role of weather control engineers will involve helping to fight against the extreme weather caused by climate change.
T F
- 2 Companies are already trying to make space travel available.
T F
- 3 Scientists want to reintroduce animals to the earth so that people can use them as food.
T F
- 4 People don't yet agree whether it's morally OK to remove bad memories and destructive behaviours surgically.
T F
- 5 Trash engineers will have to figure out where to store the trash that humans produce each year.
T F

IN SPACE OR AT YOUR TABLE

Jobs of the Future

CD Track 8

READING AND LISTENING - COMBINED SKILLS

Listen to nine people speaking about their futuristic jobs. Match them to the jobs from the article.

- | | |
|---------|------------------------------|
| 1 _____ | A Space Tourism Guide |
| 2 _____ | B Commercial Space Pilot |
| 3 _____ | C Body Part Manufacturer |
| 4 _____ | D Trash Engineer |
| 5 _____ | E Professional Gamer |
| 6 _____ | F Virtual Reality Designer |
| 7 _____ | G Weather Control Engineer |
| 8 _____ | H Extinct Species Revivalist |
| 9 _____ | I Memory Surgeon |

KNOW WHAT I MEAN?

Context in Communication

CD Track 9

UNDERSTANDING AND REPRODUCING INTONATION

Listen to some words and phrases being used to say different things. Listen carefully and copy the intonation. There are two dialogues for each one. How does the speaker feel in each dialogue? Choose the correct meaning in each dialogue.

Oh, great

- 1 That's absolutely *excellent* news. Brilliant!
- 2 Glad to hear it.
- 3 Oh, no.

Dialogue A: _____

Dialogue B: _____

Nice one

- 1 That's great.
- 2 You idiot.

Dialogue A: _____

Dialogue B: _____

Shut up

- 1 Be quiet.
- 2 I don't believe you.
- 3 That's amazing.

Dialogue A: _____

Dialogue B: _____

Tell me about it

- 1 Tell me the story.
- 2 Talk to me about your troubles.
- 3 Yes, I know that feeling very well.

Dialogue A: _____

Dialogue B: _____

OK

- 1 Yes, no problem.
- 2 Yes, that's a good plan.
- 3 I give in!
- 4 I'm listening.
- 5 You're saying mad things.

Dialogue A: _____

Dialogue B: _____

ACTUAL TRUTH OR FAKE NEWS

Do You Check Facts Before You Share Them?

READING COMPREHENSION, SPEAKING, VOCABULARY REVIEW

TASK 1

Professional fact-checkers suggest that readers should always start by asking three questions about any news story they read. Which questions do you think these are?

- 1 Is it the first search result on Google?
- 2 Who controls the information being published?
- 3 Do the graphics look professional?
- 4 Are there any spelling or grammar mistakes on the page?
- 5 What's the evidence?
- 6 What do other sources say?
- 7 Is it from a trusted website name, like .com or .org?

Do you think the other questions are important? Why or why not? Can you think of any additional questions that could be added to the list?

TASK 2

- 1 You *can always / should not* trust a **sensational** headline.
- 2 Companies pay newspapers / Newspapers pay companies to publish **sponsored content**.
- 3 When a photo is **blurry**, it is *easier / more difficult* to see the images.
- 4 One example of a **fossil fuel** is *solar / wind / oil*.
- 5 **Captions** are made up of *words / images / videos*.
- 6 When you **spot** something, you *notice / ignore / like* it.
- 7 If there are **multiple** sources, there are *no / various* sources.
- 8 **Hoaxes** are meant to *inform / trick* people.

Links for Teachers

Additional resources for teaching news literacy, many of which are suitable for the English classroom, can be found at these sites:

<https://cor.stanford.edu/>

<https://www.newslit.org>

<https://get.checkology.org/>

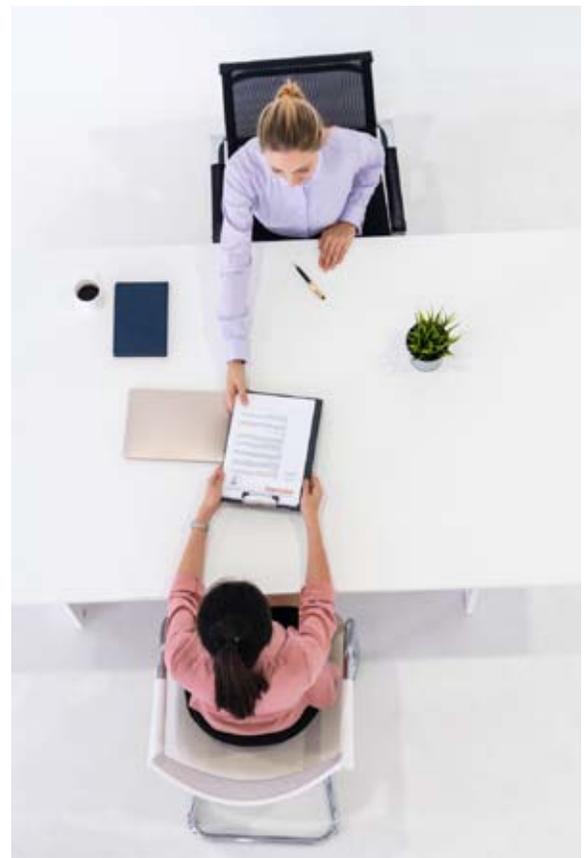
THE FUTURE OF WORK

CD Track 11 Topic Card

LISTENING COMPREHENSION

Listen to two people discussing jobs. Fill in the missing words (1-2 words for each gap).

- 1 The woman wants the man to help her fill out an _____.
- 2 The man's job is only _____ and there is not much room for _____.
- 3 The man's boss _____ an employee who got pregnant.
- 4 The man will hand in his _____ when he finds a better job.
- 5 He has an _____ for a job the next day but thinks he will not get the job because he lacks the right _____.
- 6 The woman is worried about ending up _____.
- 7 The woman does not want to live on _____.



ARE WE ALL GOING TO DIE?

Understanding the Risks of the Coronavirus

**SPEAKING, READING
DISCUSSION;** can be used as pre-reading or as a follow-up activity

Introduction:

Health authorities like the World Health Organisation, the Center for Disease Control (in the US) and the National Health Service (in the UK) have been working hard to make sure we all have factual information on COVID-19, but a lot of misinformation is still getting around. Can you sort the facts from the nonsense?

Instructions for the teacher:

Cut out the cards and fold them so that the CLAIM is on one side and the FACT on the other. Divide the class into small groups and distribute 4-5 cards to each group (making sure that at least one group has each claim). Students should shuffle the cards and place them claim-side up. Read the INTRODUCTION to the class. One person in each group should then pick up a card and read the claim to the others in the group. Students in the group vote on whether they think the claim is true and discuss their answers, then turn the card over and see if they were correct. Allow enough time for each group to read and discuss all their cards. Next, bring the class together and run through all the claims, holding a class vote on each claim then asking the students who have fact-checked the claim to provide the true answer.



CLAIM:

The thermal scanners (temperature testers) used in many airports etc. are no use in detecting people infected with the new coronavirus.

FACT

These scanners detect people with a fever. They cannot detect COVID-19 specifically, nor can they detect people with the early stages of COVID-19. It takes between 2 and 10 days before people who are infected become sick and develop a fever.



CLAIM

SARS-CoV-2 can survive on surfaces for up to 9 days, so for the duration of the epidemic you should avoid handling mail or packaging from areas with COVID-19 outbreaks (such as China).

FACT

Coronaviruses can survive on surfaces for up to 9 days in ideal circumstances, but they do not survive long on objects such as letters or packages.



CLAIM

Dogs and cats risk spreading COVID-19.

FACT

There is little evidence that pets are in danger of catching COVID-19, and none that they can give it to humans. One pet dog in Hong Kong was diagnosed “weak positive” for the virus, leading to hundreds of pets being abandoned in the streets, but even this single case was not conclusive.



CLAIM

You can use a chlorine or alcohol wash or spray to disinfect your body.

FACT

The virus does not enter the body through your skin. Cleaning your hands offers protection because you touch your mouth, nose and eyes (entry points for the virus). Disinfecting your body will not provide protection and could damage your skin.



CLAIM

To prepare for the pandemic you should stock up on basic foods, antimicrobial gels, disinfectants and other key supplies.

FACT

This behaviour leads to shortages that especially affect the most at-risk people (for example, elderly people who cannot travel far to shops and cannot afford to bulk buy). It can increase the public risk.



CLAIM

Vaccines for flu also protect against COVID-19.

FACT

COVID-19 is too new and different for any existing vaccine. Getting vaccinated against common diseases is a sensible step, however. Hospitals and doctors' offices may become risk areas, so maintaining general health is important.



CLAIM

COVID-19 is less likely to kill you than flu.

FACT

COVID-19 may be up to 20 times more fatal than seasonal flu. However, flu is much more common. In Europe, flu kills around 60,000 people per year, mostly over the age of 65.



CLAIM

Children don't get COVID-19.

FACT

Everyone can get COVID-19, but how bad it is increases with age. Among the very old, it may kill up to about 10% of people. Young children usually have very mild symptoms – but they can give the illness to others.



CLAIM

If you experience flu-like symptoms, especially a cough accompanied by a fever, you should go immediately to hospital or your doctor for testing.

FACT

In the unlikely case you have COVID-19, going to the doctor or hospital is the worst action you can take as it risks infecting medical staff and sick or elderly patients. Stay at home and contact a helpline or doctor by telephone.

FACT

Garlic is mildly antimicrobial, but it does not protect against COVID-19.



CLAIM

Eating garlic protects you from COVID-19.

FACT

Most face masks offer very little protection except in very specific contexts, and only if used correctly (which is a lot more complicated than you'd expect). Protective masks do exist but they are expensive and need to be made to fit your face.



CLAIM

A face mask will protect you from COVID-19.

LISTENING COMPREHENSION

THE POET OF THE LAKES

William Wordsworth and the English Lake District

250 years ago this April (that's 1770 for those of you too lazy to do the maths), the poet William Wordsworth was born in Cumbria, home of Britain's famous and lovely Lake District.

Nigel Haward (UK)

In the UK, people who are **1** _____ for a peaceful holiday with fabulous scenery often choose "The Lakes" as their destination. It's a landscape that tends to be described **2** _____ words such as peaceful, idyllic and restful.

From Adventure to Peace

Wordsworth grew **3** _____ in this beautiful landscape but left **4** _____ a young man to look for adventure. He got involved with some of the wilder poets and artists of his generation, travelled widely in Europe and fell in and out of love with the French Revolution (and with a French woman). At last, **5** _____ years of travel and wandering, he returned home. For the last ten years of his life **6** _____ his death in 1850, he lived in Dove Cottage next to a beautiful lake named Grasmere*.

Wordsworth was one of the best-known of the English Romantic poets, and his poetry celebrated our relationship with the natural world: the plants,

the animals, the lakes, the mountains and the weather. He was fiercely protective **7** _____ natural landscapes.

Saving Grasmere

It's not hard to imagine the horror Wordsworth would **8** _____ felt last year, when land owners around Grasmere applied **9** _____ permission to have luxury houseboats on the lake. They said that this would increase tourism and boost the local economy.

Locals, in the spirit of Wordsworth, said no - we don't want that. Hundreds of signatures were collected in a petition and demonstrations **10** _____ place. They said that the tranquility* of the lake and area **11** _____ be destroyed. In January this year, the planning application **12** _____ withdrawn* and everyone breathed a sigh of relief.

Wordsworth would have turned in his grave if economics and tourism had overtaken the peaceful environment of his beloved Lake District.



TASK 1

Read about a famous English poet and the place associated with him. Fill each gap with one word to complete the text. More than one correct answer may be possible.

TASK 2

Wordsworth will forever be linked to the image of yellow daffodils waving in the wind thanks to the first verse of his best-known poem. Can you put the six lines together and in the correct order?

Fluttering* and dancing	beneath the trees
When all at once	as a cloud
That floats on high	I saw a crowd
A host*	of golden daffodils
I wandered lonely	o'er* vales* and hills
Beside the lake	in the breeze



GLOSSARY*

tranquility – peace and quiet	host – an army
to withdraw – to take back	o'er – over
fluttering – making soft quick movements	vale – valley

LANGUAGE POINT*

It's Merely Water
Many lakes in the Lake District have names ending *-mere* or *-water*. Outsiders often refer to Grasmere Lake, Lake Ullswater etc., but this is a mistake. *Mere* and *water* are simply regional words for lake. Grasmere, for example, is "Grass-mere", a lake surrounded by grass. "Grasmere Lake" is like saying "Grass-lake-lake".

LESSON PLAN

Easter

LEVEL: B1-B2 TIME: 45-60 MINUTES

LESSON AIMS

Students will:

- know basic facts about Easter in the UK and in the US
- practise comparing and contrasting

TOPIC: Easter

MATERIALS: Article "Religious Traditions & Pagan Parties", CD, Handouts

1 WARM UP – SPRING SYMBOLS

2-3 MINS | SPEAKING

WHOLE CLASS

Tell the students to stand up. In order to sit down, each student needs to name one Easter or spring symbol. Accept typical symbols (eggs, Easter bunny...) as well as general things (sun, flowers...). If a symbol is not obviously linked to spring or Easter, ask the student to justify their choice before accepting it and express appreciation of persuasive, clever or witty justifications. Write them on the board as you go to ensure that there are no duplications.

2 PRE-READING ACTIVITY – BRITISH AND AMERICAN EASTER

2-5 MINS | SPEAKING

WHOLE CLASS

Ask the class if any of the symbols on the board are associated with specific countries. Tighten the focus to Easter, then using the collection on the board as a focus, segue to eliciting what they know about Easter in the UK and in the US (for example, if "eggs" is on the board, ask if they know anything special about Easter eggs in the UK/US). Do they know when it is celebrated? Are there any traditions different from those in their own country? Is there anybody in the class who has happened to celebrate Easter in the UK or in the US? (Or any other English-speaking country; you can note that in Australia and New Zealand, Easter is *not* a springtime festival.) Finally wipe the board clean.

3 LISTENING – BRITISH EASTER

Handout A CD Track 6

7-12 MINS | LISTENING, SPEAKING | INDIVIDUAL WORK, WHOLE CLASS

Write "Easter in the UK" on the board, then two subheadings, "facts" and "questions". Tell students they are going to listen to two friends talking about British Easter and their plans for the holiday. Tell them that they are going to find the answers to an exercise, but at the same time they should work out as many British Easter traditions as possible. Distribute HANDOUT A, play the CD track once or twice and let students do the task. Go through the answers together. You can ask additional questions (below). Then, elicit facts and questions for the "British Easter" list (e.g. "There are school holidays at Easter" and "What are hot cross buns?").

- 1 The boy can visit the girl for the Easter weekend.**
FALSE – Why can't he visit her? (He must be with his family.)
- 2 The boy has seven cousins.**
FALSE – How many cousins does he have? (Five.)
- 3 The girl doesn't get chocolate eggs from her parents any longer.**
TRUE – What about the boy, does he get chocolate eggs? (He does – or at least he expects to get them.)
- 4 The boy doesn't eat hot cross buns because they are too sweet.**
FALSE – When is he going to eat the hot cross buns? (For breakfast, after he wakes up.)
- 5 The girl knows what Wyegrave House is.**
TRUE – What is Wyegrave House? (A big old castle-type place with big gardens.)
FUN FACT: These Cadbury Easter-egg hunts, held at historical properties run by the National Trust, are real.
NOT-SO-FUN FACT: This is the last year they are happening due to controversies over childhood obesity and marketing chocolate to children.
- 6 The boy plans to go to church.**
FALSE – What about his parents, will they go to church? (They might.)
- 7 The boy only has school holidays after Easter.**
FALSE – So when does he have school holidays? (Before and after Easter – from the 4th to the 19th).
- 8 The girl thinks travelling on Easter Monday will be difficult.**
TRUE – Why is it going to be difficult? (Because of holiday traffic.)
- 9 The boy will arrive at the girl's place on Tuesday.**
TRUE – How long will he stay? (Till Thursday or Friday.)

4 READING – BRITISH AND AMERICAN EASTER

Magazine

8-15 MINS | READING, SPEAKING | PAIR WORK

Now put students into pairs and ask them to open their magazines to the article about spring festivals. Tell them to read the section on “British Easter” and check the facts and questions on the board. Elicit any additional details and add them to the board.

Next, tell the pairs to read “Six Things You Should Know about Easter in the US”. They should find as many points of similarity and difference between British and American Easter as they can. Give them a couple of minutes to work in pairs, then elicit some examples. Accept a couple of sentences using simple conjunctions like “and” and “but”, then ask for other ways to compare and contrast. Each time, write the expression on the board. Add some more if needed. Here are the most commonly used phrases:

Comparison: both / as well as / like / similarly / also / too / in the same way / as

Contrast: but / however / in contrast to / unlike / on the other hand / while / whereas

Elicit as many comparisons as possible, encouraging the use of a range of phrases for comparisons. You may need to remind students of the grammar needed for some phrases. You may also choose to introduce one or two new structures.

5 READING – BRITISH AND AMERICAN EASTER

Magazine

8-15 MINS | SPEAKING, WRITING | PAIR WORK

Now tell the pairs that they are going to write a blog post for a student travel company comparing Easter in their own country with Easter in both the UK and US. They should describe as many points of similarity and difference as they can using the comparison phrases on the board. Monitor their work, helping if necessary. At the end, ask a few students to read out their blog posts.

SOLUTIONS

Handout A: 1F, 2F, 3T, 4F, 5T, 6F, 7F, 8T, 9T

6 SPEAKING – A FESTIVAL IN YOUR COUNTRY

Handout B

5-10 MINS | LISTENING | PAIR WORK / GROUP WORK

Put students into pairs or small groups, distribute HANDOUT B and ask them to prepare a presentation about another festival in their country – preferably a spring or summer one. Then ask several groups to present their festivals.



HANDOUTS

HANDOUT A: British Easter

Listen to two friends talking and decide if the following statements are true (T) or false (F).

	T	F
1 The boy can visit the girl for the Easter weekend.	<input type="checkbox"/>	<input type="checkbox"/>
2 The boy has seven cousins.	<input type="checkbox"/>	<input type="checkbox"/>
3 The girl doesn't get chocolate eggs from her parents any longer.	<input type="checkbox"/>	<input type="checkbox"/>
4 The boy doesn't eat hot cross buns because they are too sweet.	<input type="checkbox"/>	<input type="checkbox"/>
5 The girl knows what Wyegrave House is.	<input type="checkbox"/>	<input type="checkbox"/>
6 The boy plans to go to church.	<input type="checkbox"/>	<input type="checkbox"/>
7 The boy only has school holidays after Easter.	<input type="checkbox"/>	<input type="checkbox"/>
8 The girl thinks travelling on Easter Monday will be difficult.	<input type="checkbox"/>	<input type="checkbox"/>
9 The boy will arrive on Tuesday.	<input type="checkbox"/>	<input type="checkbox"/>

HANDOUT B: A Festival in Your Country

Think about a festival, either from your country or another place, and try to speak for two minutes about it without stopping. Some questions to help you add more detail:

- When is it?
- Is this a religious celebration, a cultural festival or something different?
- Where do the celebrations take place?
- Why do people celebrate?
- What do people wear to this festival?
- Are there any foods connected with the celebration?
- What are some of the colours or symbols associated with this festival?
- Is the celebration different for children and adults? How?
- Is it celebrated in more than one place?
- Are there any differences in the celebrations in different places?
- Have you ever attended this festival? What do you remember about it?

CROSSWORD

THE BASICS

Answers go across (left to right) or down (top to bottom), starting in the numbered square for that clue. The numbers in brackets tell you how many letters are in the answer. (3, 3) means the answer is two 3-letter words. Do NOT use any spaces in the answers.

Every answer in this puzzle is in the April 2020 issue of Bridge, in one of these articles:

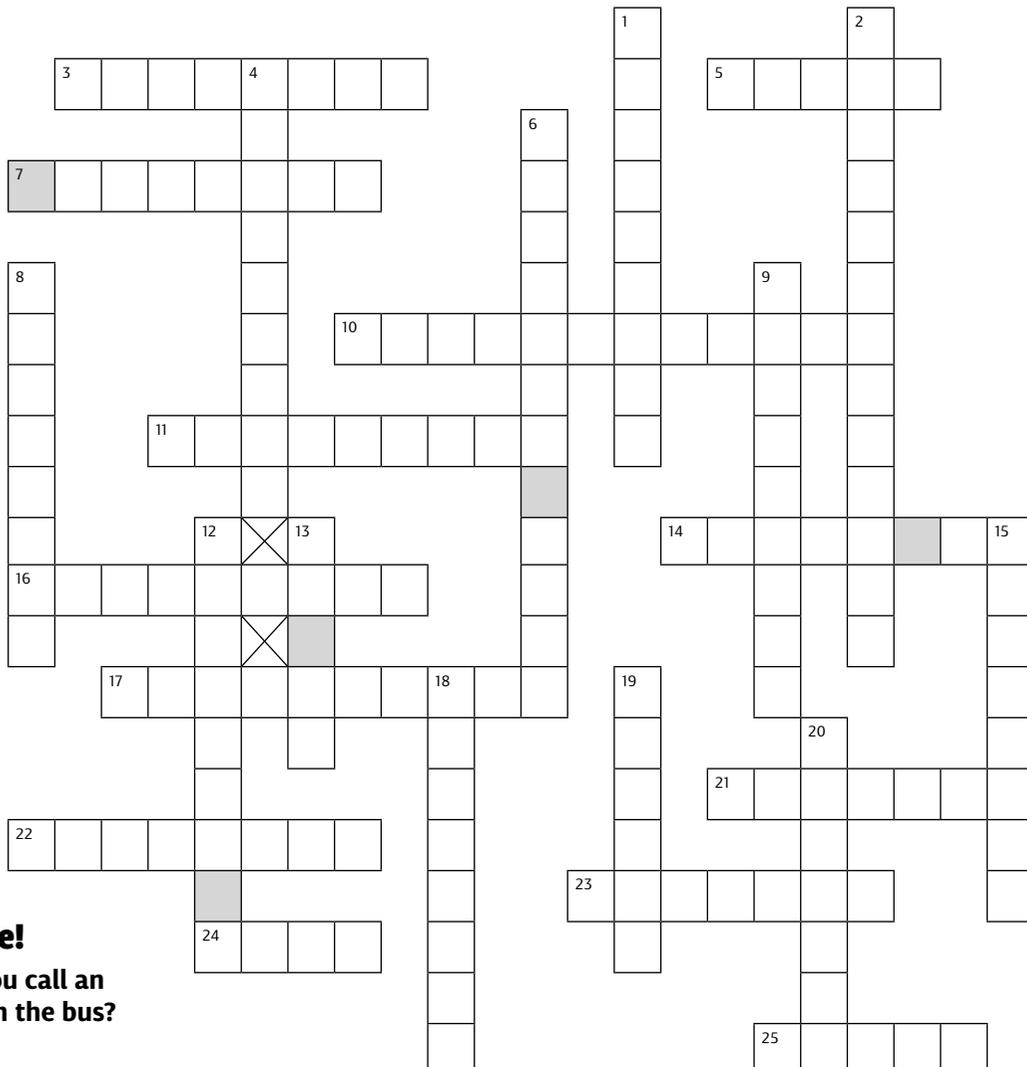
- Found on the Internet
- Understanding the Risks of the Coronavirus
- New York, New York
- Penguins, Giants and Racing Teapots

ACROSS

3. Communicate (8)
5. High body temperature indicating infection (5)
7. Signs of illness (8)
10. Disease threatening NZ forests (5, 7)
11. Disease causing difficulty breathing (9)
14. A new thing made by putting two or more things together (8)
16. A fairly soft natural rock used for building (9)
17. Surgical procedures (10)
21. A hard stone often used for monuments (7)
22. A period of colder-than-usual weather (4, 4)
23. A high, flat area of land (7)
24. TV programme (4)
25. Rest deeply with eyes closed (5)

DOWN

1. From the British Empire between 1837 and 1901 (9)
2. Humorously, the shortest unit of time (3, 4, 6)
4. People sharing a home (9)
6. Medical procedures to protect one from infection (12)
8. New York nickname (3, 5)
9. Diseases that spread internationally (9)
12. Marks used to censor swearwords (9)
13. From a particular place (5)
15. Tiny balls of liquid (8)
18. A living thing (8)
19. Without limits or constraints (6)
20. Sun umbrella (7)



Bonus Riddle!

? What do you call an elephant on the bus?

_____!

SOLUTIONS TO THE ACTIVITIES

New Zealand in a Nutshell

TASK 1: 1F, 2T, 3T, 4T, 5F, 6F, 7F, 8F

Task 2:

- 1 Australia, Canada
- 2 in the Southern Hemisphere
- 3 in 2016
- 4 a plant, a symbol of the people of New Zealand
- 5 hello and goodbye

Religious Traditions & Pagan Parties

- 6 beliefs
- 7 religious
- 8 definitions
- 9 Slavery
- 10 parting

Yesterday for Tomorrow



- 1 took part
- 2 has been celebrated
- 3 has
- 4 was chosen
- 5 falls / fell

New York, New York

- 1 8.5 million
- 2 uptown / Brooklyn
- 3 one of the tallest buildings in the world / the tallest building in the US

- 4 Big Apple
- 5 old / run down
- 6 drinking water

In Space or at Your Table

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

In Space or at Your Table (listening)

1G, 2F, 3B, 4E, 5D, 6C, 7I, 8A, 9H

Know What I Mean?

Great

A That's absolutely *excellent* news. Brilliant!

B Oh, no

Nice one

A You idiot.

B That's great.

Shut up

A That's amazing.

B I don't believe you.

Tell me about it.

A Yes, I know that feeling very well.

B Tell me the story.

OK

A I give in!

B I'm listening.

Actual Truth or Fake News

TASK 1: 2, 5, 6

TASK 2:

- 1 should not
- 2 Companies pay newspapers
- 3 more difficult
- 4 oil
- 5 words
- 6 notice
- 7 various
- 8 trick

The Future of Work

- 1 application form
- 2 part-time, career progression
- 3 sacked
- 4 notice
- 5 interview, qualifications
- 6 unemployed
- 7 benefits

The Poet of the Lakes

TASK 1:

- 1 looking / searching / hoping / longing / dying
- 2 with / using / in
- 3 up
- 4 as / when
- 5 after / following
- 6 to / until / before
- 7 of

- 8 have
- 9 for
- 10 took
- 11 would / could / might
- 12 was

TASK 2: I wandered lonely as a cloud / That floats on high o'er vales and hills / When all at once I saw a crowd, / A host of golden daffodils / Beside the lake, beneath the trees / Fluttering and dancing in the breeze.

Crossword

ACROSS: 3 interact FOTI, 5 fever UC, 7 symptoms UC, 10 kauri dieback PG, 11 pneumonia UC, 14 compound FOTI, 16 limestone PG, 17 operations UC, 21 granite NY, 22 cold snap FOTI, 23 plateau PG, 24 show FOTI, 25 sleep NY

DOWN: 1 Victorian PG, 2 New York second NY, 4 roommates NY, 6 vaccinations UC, 8 Big Apple NY, 9 pandemics UC, 12 asterisks FOTI, 13 local NY, 15 droplets UC, 18 organism FOTI, 19 freely FOTI, 20 parasol PG

ARTICLE KEY: FOTI = Found on the Internet, UC = Understanding the Risks of Coronavirus, NY = New York, New York, PG = Penguins, Giants and Racing Teapots

BONUS JOKE: stuck

SOLUTIONS FROM THE MAGAZINE

Found on the Internet

Articles:

- 1 commuter
- 2 cold snap
- 3 concrete
- 4 compound
- 5 whiskers
- 6 misuse (Note: This is the noun, pronounced [mis'ju:s]; there is also a verb, [mis'ju:z].)

A New Kind of Life:

- 1 neither, nor
- 2 able
- 3 having

Penguins, Giants and Racing Teapots

- 1 a large city
- 2 a view of streets, all the features that create the streets' character

Predators in the App Stores

1D, 2C, 3A, 4D, 5B

The Month on Screen

ACROSS: 4 flatmates, 6 vital, 7 nobleman, 8 guardian, 9 postponed, 11 trainee, 13 city council, 15 crowdfunded, 17 relentless, 18 surreal, 19 highlight

DOWN: 1 Ottoman Empire, 2 unending, 3 binge, 5 assassin, 10 franchise, 12 futuristic, 14 ancient, 15 cameo, 16 allies

Reading: Talking Seals



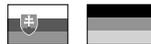
1D, 2C, 3C, 4B, 5A

Reading B1: A Filmmaker as an Idealist



01 D, 02 H, 03 I, 04 A, 05 C, 06 F, 07 B; not used: E, G, J

Listening B2: The Big Five



01 C, 02 A, 03 A, 04 A, 05 C, 06 B, 07 A

Strange World

This is the tail of a moth caterpillar that lives in the Amazon. It is one of several species that mimic snakes as a defence mechanism. If it is disturbed, it even moves like a snake

Cambridge English: Advanced (CAE)

READING AND USE OF ENGLISH

Part 1

1A, 2C, 3A, 4B, 5A, 6A, 7D, 8B

Part 2

9 which

10 many

11 According

12 other

13 addition

14 Besides

15 little

16 own

Part 3

17 misconceptions, 18 comparison, 19 fatalities, 20 solitary, 21 occurrences, 22 unpleasant, 23 underestimated, 24 precautions

Part 4

25 highly likely (that) this novel will

26 insisted on us/our staying

27 no matter what time it may/might

28 no account am I to be / must I be / should I be

29 it not been for Mark

30 will have started by the time

Part 5

31A, 32C, 33C, 34D, 35B, 36B

Part 6

37A, 38C, 39D, 40C

Part 7

41B, 42D, 43G, 44E, 45F, 46A

Part 8

47C, 48D, 49B, 50A, 51D, 52C, 53D, 54B, 55D, 56A

LISTENING

Part 1

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

Part 2

7 (long-distance) running

8 long jump

9 nephew

10 build

11 shooting

12 proper diet

13 equipment

14 attitude

Part 3

15A, 16C, 17A, 18D, 19B, 20B

Part 4

Task One: 21F, 22D, 23G, 24C, 25A

Task Two: 26C, 27H, 28D, 29B, 30F