

ЛІНГВІСТ



THINK

ABOUT UKRAINE 1

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A2

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1 KYIV

FAMOUS PLACES

OBJECTIVES

GRAMMAR: a little / a few / a lot;
rather / very / too

VOCABULARY: places of interest
in Kyiv

READING

1 Look at the photos. What do you know about these places? Have you visited any of them? Read the text and match the paragraphs with the photos.



4



2



5



3



1

2 Read the text again and mark the following statements True (T) or False (F).

- The founder of Kyiv city is Kyi. **T**
- Landscape Alley was built in 1980 as a playground for children. **F**
- You can find modern buildings in the Pyrohiv Museum. **F**
- You cannot climb the Great Bell Tower for free. **T**
- Volodymyr the Great built the Golden Gate of Kyiv. **F**

GRAMMAR

A little / a few / a lot

1 Read the sentences from the text, look at the words in bold, and choose the correct alternatives in the rules.

Spend **a little** money to climb The Great Bell Tower.
Independence Square is the central square in Kyiv with **a few** monuments.

There are **a lot of** traditional buildings in the museum.
Both children and their parents can have **a lot of** fun there.

- We use **a lot of** to say *many / much / many or much*.
- We use **a little** for to say *not many / not much*.
- We use **a few** to say *not many / not much*.

1 Independence Square

Independence Square is the central square in Kyiv with a few monuments. The square has six fountains and the Independence Monument. One of the fountains is decorated with statues of Kyi, Shchek, Khoryv, and their sister Lybid. The eldest brother Kyi is the founder of Kyiv city.

On top of the Independence Monument, there is the statue of Berehynia.

2 Landscape Alley

The alley was created in 1980 as a place to look at the hills of Podil and the Dnipro River. In 2009, it was decorated with mosaics and sculptures from 'Alice in Wonderland'. Now Landscape Alley is a playground for children.

3 Kyiv-Pechersk Lavra

Kyiv-Pechersk Lavra has a lot of churches and museums. Spend a little money to climb The Great Bell Tower. From the height of 96 metres, you can see a few bridges across the Dnipro river.

The lower part has hundreds of caves where monks lived. The mummies of some of these monks lie in the caves.

4 The Pyrohiv Museum of Folk Architecture

There are a lot of traditional buildings from the 16th century in the museum. There you can find wooden churches, cottages, farms, windmills from different regions of Ukraine. Both children and their parents can have a lot of fun there. When it's warm, you can learn how to do woodwork, pottery and ride a horse.

5 The Golden Gate of Kyiv

The Golden Gate of Kyiv was part of the ancient city walls. Yaroslav the Wise built the Golden Gate in the 11th century. You can find a sculpture of him nearby. Don't forget to visit a small museum inside.

2 Complete the following sentences with *a lot of / a little / a few*.

- _____ *A few* _____ people know the height of the Motherland Monument.
- Every day you can see _____ *a lot of* _____ tourists in Independence Square.
- He knows _____ *a lot of* _____ facts about the history of Kyiv – he is a historian.
- The excursion starts in ten minutes. We have _____ *a little* _____ time to drink coffee.
- _____ *A lot of* _____ tourists visit Kyiv because it is a beautiful historical city.

GRAMMAR

Rather / very / too

1 Match the sentences with the pictures on the right.

- The queue is **rather** long.
- The queue is **very** long.
- The queue is **too** long.

2 Finish the sentences to make them true for you. Compare the ideas with your partner. *Students' own answers.*

- My home city is **too** noisy / quiet.
- People in my country are **rather** friendly / busy.
- My best friend is **very** kind / clever.
- My English homework for today was **rather** hard / easy.
- My parents are sometimes **too** busy / strict.



2 LONDON

FAMOUS PLACES

OBJECTIVES

GRAMMAR: article 'the' with proper nouns

VOCABULARY: places of interest in London

READING

1 Look at the photos. What do you know about these places? Have you visited any of them? Read the text and match the paragraphs with the photos.



2 Read the text again and answer the following questions.

Which text mentions:

- members of the royal family? 1, 2, 3
- towers? 1, 4
- two names of the same building? 4
- a sportsman? 4

1 The Tower of London

William the Conqueror constructed the Tower of London in the 1070s as the fortress and the entrance to the city.

For 800 years, the Tower was a prison and remained so until the 20th century. There is a legend that several ghosts live in the White Tower: Anne Boleyn, Arbella Stuart, and two princes.

2 Westminster Abbey

Westminster Abbey is the best-known church and attraction in the whole England. A lot of monarchs were coronated there – from William The Conqueror in the 1070s to Queen Elizabeth II in 1953.

The museum there has many life-like sculptures of monarchs, and you can look at the personalities from the past.

3 Buckingham Palace

It is the official residence of the British royal family. However, it wasn't always home to British monarchs. In 1837, the niece of William I, Victoria, became the first royal resident of the palace.

The building has 775 rooms and its territory is really large.

4 The Houses of Parliament and Big Ben

What everybody knows as Big Ben is actually the name of the bell. The tower has another name - the Elizabeth Tower. The Elizabeth Tower is more than 96 metres tall. Some people think the bell was named after Ben Caunt, a boxing champion.

For the first time, Londoners heard the bell ring on 31 May 1859.

GRAMMAR

Article 'the' with proper nouns.

Read the rules and complete them with the following words:

oceans | *kingdom* | *attractions* | *families* | *plural*

We **use** the definite article '**the**' with:

- names of rivers, mountain ranges, groups of islands, canals, and *oceans*: the Thames, the Alps, the Philippines, the English Channel, the Atlantic.
- countries that have *plural* names: the Netherlands.
- countries that include the words 'republic', '*kingdom*', or 'states' in their names: the Czech Republic, the United Kingdom, the United States of America.
- names of some famous buildings, museums, or some tourist *attractions*: the Tower of London, the Natural History Museum, the London Eye.
- names of *families*, but not with the names of individuals: the Stuarts, the Smiths.

Read the rules and complete them with the following words:

countries | *languages* | *people* | *titles* | *lakes* | *streets* | *buildings*

We **don't use** the definite article '**the**' with:

- names of *countries* except those mentioned in the rule above: Ukraine, Germany.
- names of *languages* and nationalities: English, German.
- names of *people*: Josh, Alice.
- *titles* that are combined with names: Prince Charles, Queen Elizabeth.
- names of some famous *buildings*: Buckingham Palace, Westminster Abbey.
- names of individual mountains, *lakes*, and islands: Ben Nevis, Loch Ness, Madagascar.
- most names of towns, *streets*, parks, and squares: London, Baker Street, Hyde Park, Trafalgar Square.

1 Complete the text with the definite article 'the' or '-'.

If you want to visit _____ London, it is important to think about the attractions you want to see. The classical places of interest are _____ Big Ben, _____ Westminster Abbey, and the Tower of London. You should also walk along _____ Hyde Park, visit the British Museum, and go on a boat tour along the River Thames.

Another option is to visit _____ Buckingham Palace – the official residence of _____ Queen Elizabeth II, enjoy shopping in _____ Oxford Street, take a photo on _____ Trafalgar Square, or have a ride on the London Eye – one of the best-known attractions in the world.



3 TRAVELLING

OBJECTIVES

GRAMMAR: must / have to / like / would like

VOCABULARY: travelling

VOCABULARY

1 Match the travel items in the list with the photos.

driver's licence | passport | ~~visa~~ | hand luggage
boarding pass | credit card | travel route | cash



visa



hand luggage



passport



credit card



travel route



cash



boarding pass



driver's licence

READING

1 Read Alice's blog and answer the following questions.

- Which museums did Alice decide to visit? *The Natural History Museum*
- Which present will Alice buy for her dad? *(rare) vinyl records*
- Which travel items can you find in the text? *hand luggage, passport, credit card, cash*



Hi guys,

I've got some good news for you. Are you ready? We are flying to the UK in two weeks! I'm super happy and thrilled. Any advice on what to do in London? I would like to have a great time there!

xxx Alice

-pacman-

If you are interested in the Harry Potter series, you can visit Warner Bros. studio.

princessley@

If you like museums, London is perfect. The London Transport Museum and The Natural History Museum are my favourites. You must visit them!

truedetective

Visit the Sherlock Holmes museum and the Tower of London, the place of mystery.

Thank you all for the advice. I will definitely visit Warner Bros. studio and Baker Street 221B. I like learning about nature and animals. So, The Natural History Museum, here I come. By the way, my dad loves music. His birthday is very soon, but I can't find a nice present for him. Any ideas where I could find something good in London?

xo Alice

13montree

You can buy him something connected to The Beatles. There are a lot of souvenir stores and music shops in London.

vinylislove

What can be better than vinyl? You must go to the Rough Trade shop where you can find rare vinyl records.

Thank you! I hope that I will find the present there. Anything else that I should know before my first visit to the UK?

Alice

lonelytraveller

Check the rules for hand luggage and take a small bag with you. Also, be ready to answer several questions about the travel route.

love2travel

Keep the copy of your passport with you all the time. Be careful with your bag and money. Take a credit card and only a little cash with you.

GRAMMAR**Must / have to**

- 1 Read the sentences and choose the correct alternatives in the rules about *have to* and *must*.

Everybody **must** check in before they get on a plane.
Everybody **has to** check in before they get on a plane.

- We use **must** and **have to** to say that something is **necessary or important** / a good idea to do.

Note: We use **must** in rules and instructions:
Passengers **must** switch off phones on a plane.

We use **have to** to say that it is important to do something because of a rule or a situation: I don't know this city, so I **have to** use a map to get around.

Had to is the past form of **have to**.

- 2 Complete the sentences with *must / have to / had to*. In some sentences, two options are possible.

- 1 You **must/have to** buy a ticket to enter the museum.
- 2 You **must/have to** bring a boarding pass with you to the airport.
- 3 He **had to** take only hand luggage on the plane last year.
- 4 Hanna **has to** go on excursions with a guide because she doesn't know the city.
- 5 You **must/have to** have some cash in the wallet.

GRAMMAR**Like / would like**

- 1 Read the sentences and choose the correct alternatives in the rules about *like* and *would like*.

I **like** learning about nature and animals.

I **would like** to have a great time there!

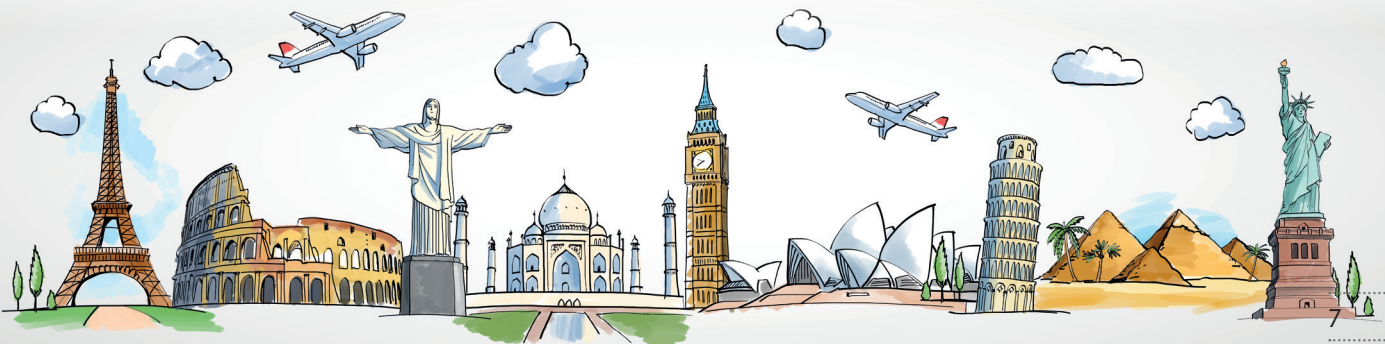
- We use **like** / **would like** to say that something is good or we enjoy doing something.

- We use **like** / **would like** to say that we want to do something.

Note: We use **wouldn't like** to say that we don't want to do something.

- 2 Complete the sentences with *like* or *would like*.

- 1 I **like** booking excursions from home.
- 2 I **would like** to have a seat near the window, please.
- 3 She **would like** to travel with a child, but her son is too young now.
- 4 I **like** travelling on my own. I don't enjoy trips with friends and family.
- 5 We **like** having picnics on warm and sunny days.
- 6 Ben **would like** to have a dog, but his parents dislike this idea.



4 TRAVELLING AROUND UKRAINE AND THE UK

OBJECTIVES

GRAMMAR: then / so

VOCABULARY: nature

VOCABULARY

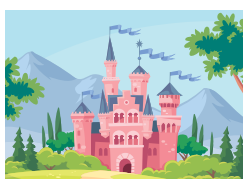
1 Look at the pictures and complete the names of the places.



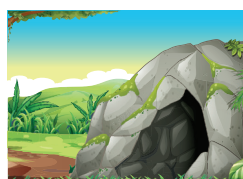
be a ch



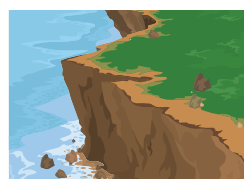
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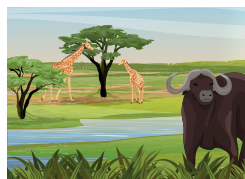
ca st l e



ca v e



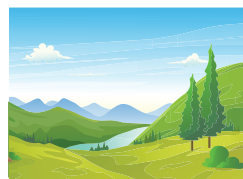
cl i f f



re s e r v e



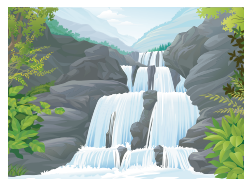
f i e l d



va l l e y



vi l l a g e



wa t e r f a l l

READING

1 Read the web page about natural attractions in Ukraine and the UK. Answer the following questions.

Which text mentions:

– sports? – animals in danger? – prehistoric animals? – unusual sounds? – swimming in the water?

Buky Canyon **Kinburn Reserve** **Jurassic Coast** **Fingal's Cave** **Lemur Pink Lake**

Do you want to observe nature and take great photos? Then you should check out these places that will make your dreams come true.



Buky Canyon

It looks like a place in Norway or Switzerland. The canyon starts with the Vyr waterfall. You can walk along the river Hirskiy Tikych and enjoy the view. There are lots of places to take photos.

People who like sports can go rock climbing, bungee jumping, and kayaking.



Lemur Pink Lake

You can't go under the water in this lake. It is very salty like the Dead Sea, so the water of Lemur Lake is rich in different minerals and salts. Swimming in this lake is good for your health. The water in the lake is pink because of some plants that grow there.



Kinburn Reserve

It is a special place for nature lovers. There are many sandy beaches, green forests, lakes, and beautiful sunsets. Kinburn Reserve is home to five thousand different animals and birds. One hundred and fifty-three of them are in the Red Data Book of Ukraine and Europe.

Walking through the reserve, you can take wonderful photos.



Jurassic Coast (Dorset)

If you like stories about dinosaurs, you should visit Jurassic Coast in England.

This natural attraction is under UNESCO protection.

You can walk along the beach, then have a look at the high and beautiful cliffs. If you take a dig, you may find bits of dinosaur bones!



Fingal's Cave (Scotland)

The cave is a known wonder of the ancient Scottish Celts. You can learn about the cave from some legends.

The natural columns make this cave really beautiful. In the cave, you may also hear special sounds called 'the song of the ocean.'

GRAMMAR

Then / so

1 Look at the sentences and choose the correct alternatives in the rules from the box.

It is very salty like the Dead Sea, **so** the water of Lemur Lake is rich in different minerals and salts. You can walk along the beach, **then** have a look at the high and beautiful cliffs.

Then / **so** is used to show the order of actions in a sentence.

Then / **so** is often used to show a result.

2 Complete the sentences with *so* / *then*.

- 1 She ran to the lake and then jumped off the cliff.
- 2 First, my family lived in New York, and then we moved to a smaller town.
- 3 He dug up a bit of a dinosaur bone, so he was extremely happy.
- 4 It was a very hot day, so she had a swim in the lake.
- 5 Our village was small and poor, but then it became a popular tourist attraction.

GRAMMAR

Common and proper nouns

1 Read the rules and choose the correct alternatives.

• **Common nouns** name people, places, things that are general / specific: man, mountain, car.

We don't know about which man, mountain, car we are talking.

• **Proper nouns** name general / specific people, places, and things: Mark, Rome, Jeep.

Note: Proper nouns begin with a capital letter. Sometimes proper nouns can have two or more words: *Macchu Pichu*; in that case, two words start with capital letters.

2 Put the following nouns in the table below, writing each of them in the correct column. If it is a proper noun, write it with a capital letter.

waterfall, cliff, chicago, airplane, victoria, building, ryanair, cathedral, the eiffel tower, cave, the amazon, earth, island, bali, scotland

Proper nouns	Common nouns
<i>Chicago</i>	<i>waterfall</i>
<i>Victoria, Ryanair, the Eiffel Tower, the Amazon, Earth, Bali, Scotland</i>	<i>cliff, airplane, building, cathedral, cave, island</i>

WRITING

1 What places of interest does your home town / village have? What is special about these places?

Prepare a project about one of these attractions and include the following information:

- a photograph / picture of the attraction
- its name and location
- what people can do / see there
- interesting facts about the attraction





OBJECTIVES

GRAMMAR: as ... as / not as ... as;
until / when

VOCABULARY: school subjects

SCHOOL LIFE | 5

VOCABULARY

1 Match the names of the school subjects with the activities from the box. You can use more than one activity for each school subject.

reading, dancing, speaking, running, drawing, counting, working with a map, doing experiments, having fun, singing, writing, watching a film.

English reading, speaking, having fun, writing, singing

maths counting

literature reading

science counting, doing experiments

biology reading, doing experiments, watching a film

chemistry counting, doing experiments

physics counting, doing experiments

physical education (PE) running, having fun

geography reading, working with a map

history reading, working with a map, watching a film

art drawing

READING

1 Read the text and mark the following statements True (T) or False (F).

- 1 It wasn't difficult to teach online for teachers and study for students.
- 2 Teaching online was easier for PE teachers.
- 3 YouTube and other educational websites helped English teachers during quarantine.
- 4 Next year, all students and teachers will certainly meet up in school.

F
T

T

F

TEACHING ONLINE DURING QUARANTINE

When the COVID-19 pandemic started, a lot of schools had to work online. At first, it wasn't easy to have online lessons for teachers and students. A lot of teachers were **as surprised as** pupils, as no one was ready for this change. Imagine you teach maths and always use the blackboard to explain the material. While teaching online, you don't usually have a blackboard where you live, do you? A lot of teachers had to learn how to use modern apps to make lessons easy and interesting for their students.

Teaching online is **not as simple as** giving a real lesson, but the routine is the same. PE teachers adapted really well. English teachers also changed the way of teaching. There are a lot of educational websites and videos on YouTube that helped them during quarantine. Science teachers did experiments online, pupils watched them, and it was cool!

We hope that next year, the usual school routine will be back – if not, we are ready, aren't we?



GRAMMAR

As ... as / not as ... as comparatives

1 Read the sentences with the phrases in bold and underline the correct alternative in the rules.

- We use **as+adjective / adverb+as** to compare two things that are the same / different: A lot of teachers were **as surprised as** pupils.
- We use **not as+adjective / adverb+as** to compare things that are the same / different: Teaching online is **not as simple as** giving a real lesson.

2 Complete the sentences using **as...as** or **not as...as**.

- 1 The film about the Second World War was not as interesting as (interesting) the Avengers. In fact, I didn't even finish watching it.
- 2 In PE lessons, Mary jumps as high as (high) Alice. The girls are the best jumpers in the school!
- 3 Your English is not as good as (good) Arabic; that's why you make a lot of mistakes.
- 4 Studying anatomy is as easy as (easy) as zoology. I love both subjects!
- 5 History is not as difficult as (difficult) maths. I can't remember formulas.

GRAMMAR

Question tags

1 Read the questions and choose the correct alternatives in the rules.

Question 1. While teaching online, you don't usually have a blackboard where you live, do you?

Question 2. Do you have a blackboard where you live?

- Question 1 / Question 2 has a tag.
- We use Question 1 / Question 2 to ask for information.
- We use Question 1 / Question 2 to check if the information we have is true or not.

2 Look at Question 1 and Question 2 and choose the correct alternative in the rules.

Question 1. While teaching online, you **don't** usually **have** a blackboard where you live, **do** you?

Question 2. While teaching in the classroom, you **have** a blackboard, **don't** you?

- If the main clause is positive, the question tag is positive / negative.
- If the main clause is negative, the question tag is positive / negative.

Note: In a question tag, we usually use an auxiliary verb (do, did, be, have) and a subject pronoun (I, we, you, they, he, she, it).

- If the main clause has an auxiliary verb, we use the same auxiliary verb in the question tag:
The pupils are doing an online test, aren't they?
- If there is no auxiliary verb (present and past simple) we use *do, does, did*:
Mr Smith teaches PE, doesn't he? She forgot about the exam, didn't she?

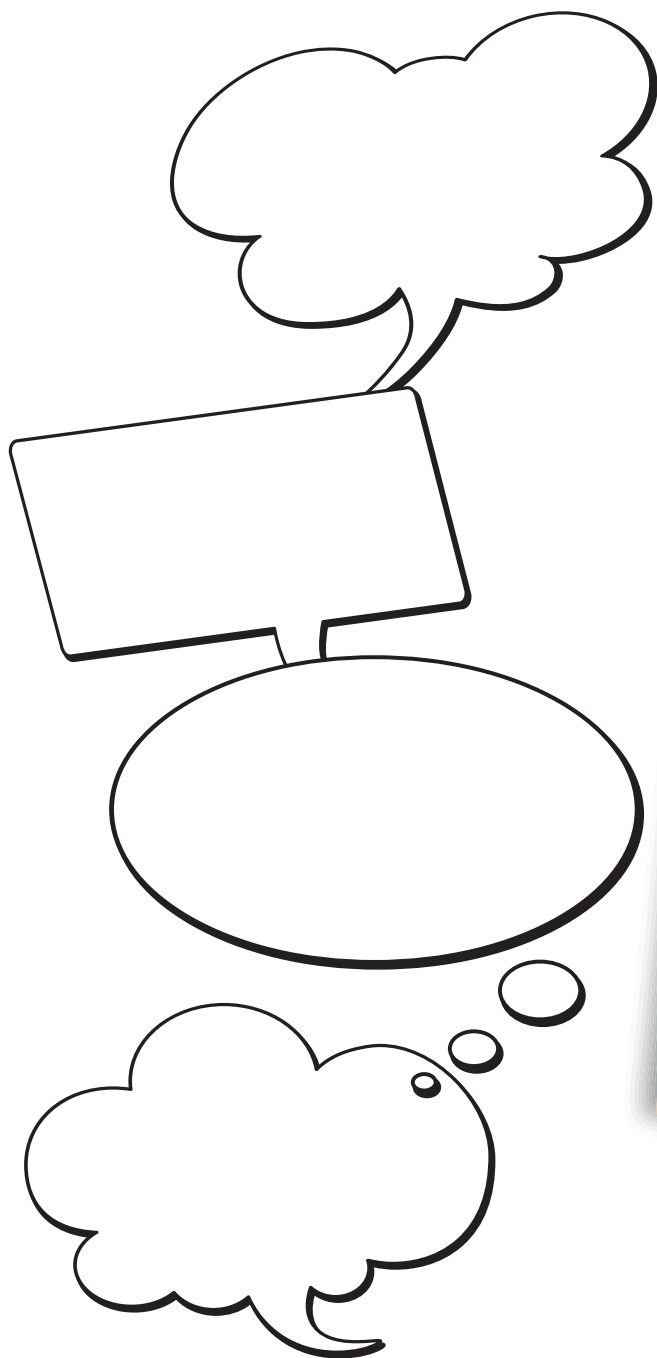


3 Complete the questions with correct tags.

- 1 You are a real hero, aren't you ?
- 2 You dance really well, don't you ?
- 3 Alexander the Great was not a good person, was he ?
- 4 People didn't understand Charles Darwin's theory at first, did they ?
- 5 Salvador Dali's paintings were hard to understand, weren't they ?
- 6 All students study online during quarantine, don't they ?

4 Think of your partner and make four sentences about him / her using tag questions. Then ask him / her your questions and check if your ideas are correct.

0 You are good at playing chess, aren't you? – Yes, sure! / Actually, I am not. I am not good at playing chess.



GRAMMAR

When / until

1 Read the sentences, look at the words in bold, and choose the correct alternatives in the rules.

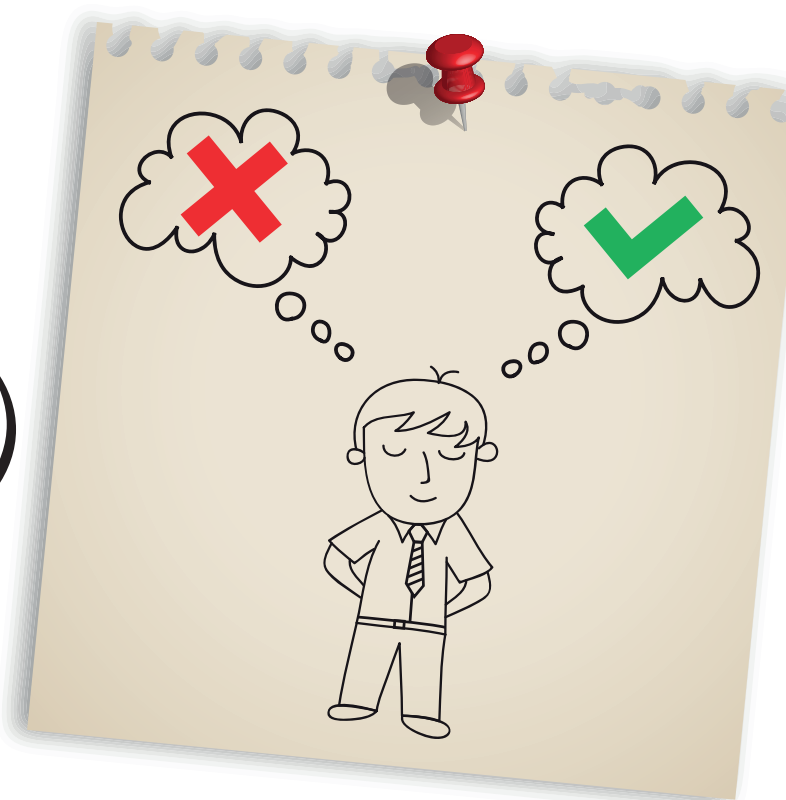
I first saw the Golden Gate of Kyiv **when** I was in a Ukrainian history lesson.

We studied at school **until** March. Then we started online classes.

- We use **until** / **when** to show the end point of an action or a situation.
- We use **until** / **when** to show the starting or middle point of an action or situation.

2 Choose 'until' or 'when' in the following sentences.

- 1 Alice wants to play a computer game **when** / **until** she comes back from school.
- 2 **Until** / **when** I woke up, the sun was shining.
- 3 On Tuesdays, I stay at school **when** / **until** 5 pm.
- 4 Sorry, I am busy now. I will phone you **until** / **when** I come back home.
- 5 We have to study online **when** / **until** the pandemic is over.
- 6 Peter can't go out **when** / **until** he finishes his homework.



6 LIFE SKILLS

SAYING SORRY

Life skills 2

Saying sorry

Write *sorry* on the board, and elicit situations when people say it. Encourage students to think of as many different situations as they can, and accept any valid suggestions. If they have problems coming up with ideas, ask them to think of when they last said *sorry* to someone, or when someone said *sorry* to them, and what the situation was.

Ask students to read the introductory paragraph. Remind them about your discussion on empathy in Worksheet 1, and highlight the importance of looking at a situation from another person's point of view to understand their feelings.

1. Ask students to recall which of the photostory characters in Episode 2 says *sorry*, and why. (Luke because he didn't bring any food for Olivia who's a vegetarian.) Ask students to read the two questions, then look at the photostory on page 36. Give them 30 seconds or so to imagine Olivia's feelings. Then give them another 30 seconds to imagine Luke's feelings.

Put them in pairs or small groups to discuss the feelings they identified. Did they think of similar feelings? Monitor the discussions, and when they have all finished, elicit some ideas in open class, and invite comments from the rest of the class.

2. Check/clarity: *detention, lazy, forget, terrible, upset, tell someone not to do something, order*. Students work individually to read through the situations, and decide which person mentioned should apologise.
3. Put students in pairs to compare their ideas, and if they disagree, they should try to persuade each other why they had different ideas. Monitor, and help with any difficult language, and make a note of any interesting ideas to elicit at the end.

Ask for suggestions, and invite comments from the rest of the class. Try and come to an agreement on which person in each situation should apologise, and why. Point out that some situations are more complicated: often both people may need to apologise for different reasons.

Answers

Tom, for arriving late.
Abby, for not tidying her bedroom.
Zoe, for forgetting her friend's birthday.
Amy, for criticising Emily's shoes. / Emily, for telling friends not to speak to Amy.
The waiter, for bringing the wrong pizza.

4. **SPEAKING** Put students in pairs to discuss the pieces of advice. They should consider each situation separately, and select an appropriate response for it. Some situations are more serious than others, and require different responses. Monitor discussions, and remind students to try and consider all five situations, and to move on once they have selected appropriate responses for each one. Remind them to add their own suggestions as well. At the end, elicit some suggestions from a few pairs for each situation, and invite comments from the rest of the class.
5. Students continue working in their pairs. They think of another situation together. Remind them to consider who should apologise and what it is they should apologise for. Monitor, and check that the situations described are clear, but perhaps not too obvious.
6. **SPEAKING** There may be two good ways of doing this activity. You can either lead a class discussion by eliciting the situations from volunteering pairs, then asking the rest of the class to comment on each one, using the question prompts as a guide, or you can put students from different pairs together in small groups to discuss the situations first, then get some feedback from some of the groups and invite comments from the rest of the class.
Focus attention on the Tips, and ask students to think about a situation where they should have said sorry but they didn't. Ask them to think about what they would do differently in the same situation. They don't have to tell you or their peers about this – the focus here is on personal reflection, not on language practice.

Optional extension

Ask students to think of films or TV shows where one of the characters makes a mistake, then either apologises and makes the situation better, or they don't and they make the situation worse. Ask them to make some notes, then use their notes to tell the class about what happened, and what the character said or did. Finally, ask the rest of the class what the person in the scene did wrong or what they did right. If students or you can bring a clip of the scene into class to show the others, watch it together before this discussion.

LITERATURE EXTRA

'HOLES'

BY LOUIS SACHAR

7

Literature Extra 2

Holes by Louis Sachar

Background information

Holes is a young adult mystery novel by American author Louis Sachar (born 1954), which was first published in 1998. In 2003, director Andrew Davis adapted it for film starring Shia LaBeouf, Sigourney Weaver, Patricia Arquette and Jon Voight. In the story, teenage boy Stanley Yelnats is wrongly accused of stealing a pair of shoes, and he is sent to Camp Green Lake, a detention centre for juvenile offenders. In the camp, the prisoners spend their days digging huge holes in the ground as punishment. In fact, as it is later revealed, the camp warden is using the kids to look for a suitcase full of treasure, buried there many years before.

Ask students to read the introductory paragraph, which gives the background for the extract from the novel. You may also want to tell them a bit more about the plot, using the information above. Check/clarify: *prisoners, work camp, teenage offenders*.

1. Ask students to read the extract to get a general sense of what it is about, and find the answer to the question. Remind them there is no correct answer – as there is no single, 'correct' way to interpret a literary text. The text can only give us ideas, but it is up to the reader to decide how he/she evaluates them. Ask students to compare their ideas in pairs before you compare suggestions with the class.

Possible answers

- Stanley is patient, he tries to explain things and he notices when Zero hasn't understood questions. He gets Zero to write the letters.
On the other hand, he doesn't give examples of how capitals are used. And he tries to give a lot of information at the same time.
2. Check/clarify *nickname*. If you have one (that you're not embarrassed to share), tell the class what your nickname is, and briefly explain the story behind it. Ask students about their nicknames and how they got them, or if they know anyone with an interesting nickname that has a story behind it that's worth sharing.
In literature, names are important. They help create a character that feels more 'real', and often, the names reveal things about the people that we're not told about in other ways. Elicit ideas about why Zero may have got his nickname. Ask students whether they think it was intended to be a positive or negative name for him.

Possible answers

Zero is most likely an insulting nickname. The word is often used to refer to something or someone people consider useless, hopeless, or unsuccessful.

Optional extension

In the story, some other boys have interesting nicknames, as well: Caveman, Zigzag, Armpit, X-Ray or Magnet. Give a simple L1 translation for each name, then elicit ideas about how students think the boys may have got their nicknames. Accept any reasonable suggestions. Point out, or lead students to realise, that nicknames are often wrong – they are based on a superficial impression of a person, and these impressions can be misleading about who they are or what they are like.

3. Focus on line 6. Read the sentence, and elicit a translation in L1 to check comprehension. Ask students why Zero is doing this. Elicit any feasible suggestions. Then explain that in literature, a character's actions often tell us a lot about their past experiences even if these are not described in detail. Zero nods to pretend he understands, which suggests that in the past, he was often teased or criticised when he didn't understand something, and now he is reluctant to reveal this to avoid the same reaction.
4. Read the question, and elicit ideas. Again, accept any feasible suggestions. In stories, what people don't do can be as revealing about their personalities as what people do. There is no single correct interpretation, but we build up an impression of a character through our own interpretations.
5. Ask students to find the passages in the story that tell them about the question (lines 8–18 and 22–25). Elicit or point out that people who are not good at certain things may have a talent for other things and it is important to discover how each and every person can contribute best to the community. This is also why teasing or criticising someone for the lack of skills in one particular area is unjustified.

Possible answers

- Zero is very good with numbers, and he can do calculations quickly in his head.
6. **SPEAKING** Put students in small groups to discuss their ideas about the two questions. Ask each group to appoint a secretary who records their conclusions. Monitor, and help with any challenging language as necessary.
To wrap things up, elicit ideas from each group, and invite comments from the rest of the class.

8 LIFE SKILLS

SOLVING PROBLEMS

Life skills 4

Solving problems

Ask students to read the introductory paragraph, then to think back to the photostory on page 72, and say what the problem was (Luke and Ryan ate the chocolate that the girls were trying to find on their treasure hunt). Highlight that when you have problems, the key thing to do is not to get stressed by the problem itself, but to think about possible solutions to it.

1. Ask students to read episode 4 of the photostory on page 72 again to remind them of the details. Remind them that the story on the page only presents the problem, not the solution. Put them in pairs to discuss the first two questions. Encourage them to think about different alternative solutions in 2, not simply to recall what happens in the video. Monitor, and check that the pairs are writing a number of alternative options.

Elicit suggestions and make a note of them on the board. When you have recorded them all, ask students to consider which ones are better than others, through a show of hands for each one.

Play the video again to see the solution Luke and Ryan chose in the story. Ask students to say if they think it was the best solution or not.

2. Explain that Ben and Andy are friends, and they are talking about a problem that Ben's got. Ask them to read the dialogue quickly and find out what the problem is. Check answers together.

Answers

He doesn't know how to go to school next week because his mum's car's broken.

3. Ask students to read the dialogue again, more carefully this time, and find the three possible solutions suggested. What are their advantages and disadvantages? Ask students to compare their ideas in pairs before you check answers with the class.

Answers

bus: + the bus goes fast, so Ben can get to school early;
– no bus at 7.10, so Ben would have to get up at 6, he also has to take his sister to school

walk: + Ben could walk together with Andy; – Annie's school is too far from Ben's house, the boys would arrive late at school, Ben can't leave Annie at her school before 8.15

cycling: + Annie and Ben would both be on time; – Annie hasn't got a bike

Elicit or point out that when we consider possible solutions to any problem, each solution has its own

advantages and disadvantages. We must weigh these carefully before we decide what to do. Often there is no perfect solution to a problem, just possibilities where one of these isn't as bad as the others.

4. **SPEAKING** Put students in pairs to come up with another solution for Ben, then identify its advantages and disadvantages. Finally, students should choose one of the four options for Ben, and say why they decided on it. Monitor, and help with any language students may need.

Put pairs together to form groups of four to share their choices with each other. Ask them to decide together which of the options they considered to be the best. Elicit the solutions they selected from each group, make a note of them on the board, then ask for a show of hands to choose the ones the class believes to be the best option.

5. **SPEAKING** Students continue working in their original pairs or groups, and choose one of the four situations described. Check what their selections are before they begin. Ask them to follow the numbered prompts in their discussions. Monitor, checking that pairs or groups are not missing out any parts of the task. Allow plenty of time for them to come to an agreement about their chosen best solution.
6. **SPEAKING** Form new groups of four from different pairs or groups, or simply put two pairs together to form a group of four to describe their chosen situations, their options, and finally the chosen solution and why they selected it. Do they agree with each other?

Alternatively, you can do feedback in a whole-class context. Encourage students to give reasons whenever they express agreement or disagreement.

Focus attention on the Tips, and ask students to read through them. Remind them that in this class you have applied these tips in practice. Ask them to say how helpful they think knowing this will be to them in future problem situations.

LITERATURE EXTRA

'THE BONE CAGE'

BY ANGIE ABDOU

9

Literature Extra 4

The Bone Cage by Angie Abdou

Background information

The Bone Cage is the first novel by Canadian author Angie Abdou (born in 1969), which she published in 2007. The book explores the relationship between people's identities and their bodies, through the story of two Olympic athletes.

Ask students to read the introductory paragraph, which provides some background for the extract. Check/clarify: *determination and make one's dreams a reality.*

1. Ask students to read the extract to get a general sense of its gist. Elicit the answer to the question, and ask students to locate the passages which support their ideas. Ask the rest of the class to say if they agree or disagree with the suggestions.

Ask if students think professional athletes practise their sport for enjoyment, or if they have other motivations. What might those be? Elicit any suggestions. Ask: *What motivates Sadie in this passage?*

2. To continue exploring Sadie's motivations, ask students to find the passages which give them some idea about her desire to win. Ask what impression the extract suggests about Sadie's personality.

Possible answers

Sadie says 'Today means everything.' and 'Today her body takes charge.' She also mentions 'no matter how hard they pull, she will pull harder'. These quotes illustrate her determination. Even as she describes pain and exhaustion, she overcomes these physical symptoms by using her mental strength. She refuses to give up even when her body is telling her to stop ('Rest.' and 'Enough. No more.')

Explain that the text is an inner dialogue, which is a technique that authors often use to reveal a character's feelings and state of mind, not only through the actions described in the story, but also through providing an insight you wouldn't normally have into another person's mind.

3. Ask students to identify the tense. Most of the story is described in the present simple, with Sadie's thoughts about her goal in the future tense. Lead students to discover or explain that this technique makes the story more immediate, and helps the reader to identify with the character. In effect, the reader lives through the experience with Sadie.
4. Elicit ideas for how the author creates movement and speed through the description. You may like to allow students to brainstorm ideas in pairs or small groups first, then collect suggestions in open class.

Possible answers

Vivid, descriptive imagery create the illusion, for example: fluid, swim forever, motoring full speed. Very short, and often grammatically incomplete sentences also create a sense of fast movement.

5. Continue the same way for the question about the reader's identification with the main character. The writer's use of narrative perspective is intended to make us empathise with Sadie's physical experience and her thoughts rather than just make us watch the scene from the outside. As the extract shows, this personal viewpoint can be created without making the character the narrator of the story: *The Bone Cage* is written in the third person, not in the first person.

Possible answers

The scene is described from the character's personal perspective. There are also many expressions describing physical sensations, for example: heat tingles her neck, pleasure, pain, muscles whisper at her.

6. **SPEAKING** Put students in groups to discuss the question. Remind them to focus more on what kind of personality a person needs to have rather than on what skills they have to acquire. They can start with qualities that Sadie shows in the extract, then move on to think about other possibilities. Ask groups to make a list of the qualities mentioned, then decide which of them are more and which are less important. Monitor the discussion, and help with any challenging language. Ask students to number the qualities in the order of importance for success in sports.

Form new groups with members from different previous groups, and ask them to compare their ideas. Do they agree or disagree with each other's suggestions? Ask the groups to revise their lists of qualities, and try to agree on a definitive list together. Monitor as before.

To wrap up, elicit the top three qualities from each group, and record these on the board. Work out together which quality was mentioned most often as a key ingredient of sporting success.

THINK about Ukraine 1 / Є.О. Грекова.

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THINK ABOUT UKRAINE

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Теми охоплюють культурознавчий аспект про Україну та англомовні країни світу, а лексика та граматики відповідають вимогам Міністерства освіти та науки України.

Think – це єдиний курс для шкіл, який об'єднує все те, що ми очікуємо від мотивуючого живого навчального курсу для підлітків.

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