



ЛІНГВІСТ

THINK

ABOUT UKRAINE 2.1

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B1

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1 FAMILY

HOUSEHOLD CHORES

OBJECTIVES

GRAMMAR: let / make

VOCABULARY: household duties

VOCABULARY

1 Which household duties do you have to do every day?
If your family could have a robot helper, which household duties would it do?

2 Match the following household duties with the pictures.

- 1 sweep the floor
- 2 do the cooking
- 3 wash the dishes
- 4 take out rubbish
- 5 wash the windows

- 6 dust the furniture
- 7 vacuum the floor
- 8 water the plants
- 9 do the laundry
- 10 walk the dog



7



8



10



9



5



1



3



4



6



2

READING

1 Read the texts about three teenagers. Whose family life is similar to yours? Whose attitude to housework and free time activities do you like most? Why?

2 Read the text again and answer the questions:

What household duties do Hannah, Maksym, and Maria have to do in their houses?
What can they do in their free time?

Hannah: wash the dishes, vacuum the floor

Maksym: water the plants, take out the rubbish

Maria: take out the rubbish, walk the dog, wash the dishes, do the cooking, do the laundry

Hannah: play computer games

Maksym: hang out with his friends, surf the Internet

Maria: spend time with her family, eat out, have fun



Hannah My parents are quite strict when it comes to my studies at school and the order in our flat. They **make** me do my homework and then

check if everything is done properly. I also have to wash the dishes after dinner and vacuum the floor at the weekend. My mother and father **let** me play computer games only on Saturdays, when all the housework is done.



Maksym I never argue with my parents about housework and my free time because they only **make** me water the plants and take out the

rubbish. They say that childhood happens only once in a lifetime, and I will have enough responsibilities when I grow up and have my own family. My father **lets** me hang out with my friends until late and surf the Internet whenever I want.



Maria In our family, my parents never **make** me and my sister do a lot of housework. But we understand that they get very tired after work, so we always take out the rubbish, walk the dog, and wash the dishes after dinner. Our mom sometimes **lets** us cook some simple food and do the laundry at the weekend. And when all the work is done, we like spending time together, eating out and having fun.

GRAMMAR

1 Complete the sentences with *let* or *make*. Check the text about Hannah. Then complete the rules with *let* and *make*.

They make me do my homework and then check if everything is done properly.
My mother and father let me play computer games only on Saturdays, when all the housework is done.

- We use let to show **permission** (we allow somebody to do something).
- We use make to show **obligation** (we force somebody to do something).
- Subject + **make(s)** + object + **verb**: My parents **make** me **water** the plants and **take out** the rubbish.
- Subject + **let(s)** + object + **verb**: My father **lets** me **hang out** with my friends until late.

2 Read the sentences and choose the correct alternative – *let* or *make*.

- 1 Diana lets / makes me use her computer when she doesn't need it.
- 2 Our teacher often lets / makes us learn poems, but no one really likes it.
- 3 Teachers never make / let pupils use phones in exams.
- 4 When I turn 18, my parents will make / let me go clubbing.
- 5 Miriam is an active person, and she hates when her parents make / let her stay at home.

3 Read the dialogues and complete them with 'let' or 'make.'

Dialogues for exercise 3



1 Daniel: Please, Mom, I won't stay late at John's place, but I really want to play Fortnite.

Mom: Okay, Daniel, I will let you go and visit John if you come home by 9 pm.

Later at John's place.

John: It is nice to see you, Daniel. I'm so glad that your Mom let you come.

Daniel: I'm happy, too, as I was sure that she would make me stay and visit grandma.

John: I like spending time with my grandparents but not as much as playing video games with you, Daniel.



2 Clara: Don't make me choose between staying at home and going out with friends.

Dad: Or what?

Clara: Or I will run away!

Dad: Know your place, young lady! You have to prepare for exams. I am not going to let you go to any parties for the whole month!

Clara: Whatever.

2 COOKING AND EATING

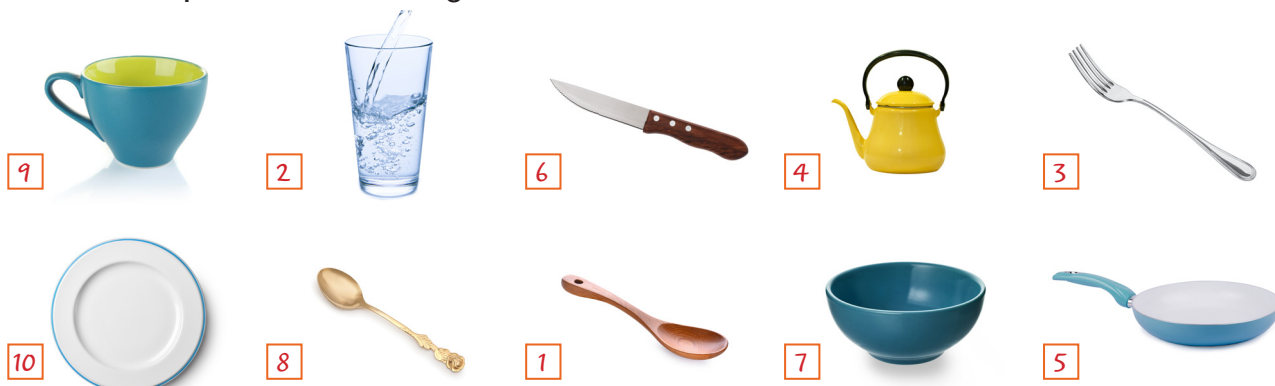
OBJECTIVES

GRAMMAR: adverbs of manner

VOCABULARY: cooking and eating

VOCABULARY

1 Look at the pictures that show things in the kitchen and match them with their names.



- | | | | | |
|---------|----------|--------------|------------|----------|
| 1 spoon | 3 fork | 5 frying pan | 7 bowl | 9 cup |
| 2 glass | 4 kettle | 6 knife | 8 teaspoon | 10 plate |

2 Complete the sentences with some words from ex. 1.

- | | |
|---------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------|
| 1 Where is the <u>knife</u> ? I need to cut the pizza into slices. | 4 A spoon is not good for eating spaghetti. You'd better get a <u>fork</u> . |
| 2 I'm thirsty. Can I have a <u>glass</u> of water? | 5 If you want some tea, get some water from the <u>kettle</u> – it's still hot. |
| 3 The omelette is ready. Take it from the frying pan and put it on the <u>plate</u> . | 6 Please take the biggest <u>bowl</u> for the salad – we are going to have a lot of guests tonight. |

READING AND VOCABULARY

1 Read the recipe on page 5 and put the photos in the correct order according to the recipe of keto-pizza.

1 A ; 2 E ; 3 K ; 4 D ; 5 J ; 6 H ; 7 G ; 8 B ; 9 F ; 10 I ; 11 C .



2 Read the recipe again and write the underlined words and phrases under the photos in ex. 1.



How to Make a Keto-Pizza

If you would like to lose some weight, but you really love pizza, then this recipe is for you.

Ingredients for the dough:

Almonds – 200 grams

Butter – 100 grams

Eggs – 3

Ingredients for the filling:

Green olives – 1 can

Gouda cheese – 200 grams

Mozzarella cheese – 200 grams

Eggs – 1

Bacon – 200 grams

Dill – 20 grams

Dough:

Grind the almonds and put them into a bowl.

Melt the butter in a frying pan and pour it slowly into the bowl.

Add the eggs, and carefully mix all the ingredients.

Make the dough by hand and put it into the fridge.

Filling:

Cut olives into pieces.

Grate Gouda and mozzarella cheese and put the mixture into the bowl.

Chop the dill and add it to the cheese mixture.

Add an egg to the cheese and dill mixture.

Chop the bacon.

Preheat the oven to 180 C.

Lay out the chilled dough on the baking sheet.

Put the olives and bacon on the dough, then add the cheese and dill.

Put the pizza into the oven and bake it for 30 minutes.

3 Use the underlined words above to write the recipe of your favourite dish.

GRAMMAR

1 Read the sentences with the adverbs of manner in bold. Do the adverbs describe actions (verbs) or things (nouns) in the sentences?

Melt the butter in a frying pan and pour it **slowly** into the bowl.

Add eggs, and **carefully** whisk all ingredients together.

Adverbs of manner tell us how something happens and describe actions:

Look how **quickly** the chef is chopping the onions!

Read the recipe **carefully** and follow all the instructions.

2 Fill in the gaps with the correct adverbs of manner.

angrily | carefully | quickly | easily | happily
loudly | slowly | noisily

- We've got only 30 minutes before the guests arrive. We need to cook something quickly.
- Omelette is a simple dish. I can cook it easily.
- The knife is very sharp – cut the onions carefully and slowly.
- Mrs Thompson didn't like the dish and was talking to the waiter loudly and angrily.
- The boy got the ice cream and smiled happily.
- Please don't eat noisily with your mouth open.

3 HEALTH

OBJECTIVES

GRAMMAR: adverbs of frequency; adverbs of time

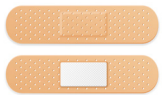
VOCABULARY: health: illnesses and medicines

VOCABULARY

1 How often do you visit a doctor? What can you do to improve your health?

2 Write the words under the pictures.

plaster | pills | vitamins | mask
bandage | sterile gloves | sanitizer
cotton | cough syrup | thermometer



plaster



sterile gloves



sanitizer



pills



thermometer



cough syrup



vitamins



mask



cotton



bandage

3 Fill in the gaps with the correct words from ex.2.

- The doctor said that vitamin A is very important for healthy skin and hair.
- Before lunch at school, I use sanitizer to kill viruses and bacteria on my hands.
- 'Why are you wearing a plaster on your finger?' – 'I cut it yesterday when cooking a meal!'
- Doctors always wear masks and sterile gloves in a hospital.
- I am not feeling well. Can I have a thermometer to take my temperature?

READING

1 Match the questions with the answers about COVID-19.

- How often and how long should people wash their hands?
- Do vitamins protect from COVID-19 infection?
- Do non-smokers get infected with coronavirus more often than smokers?
- Should people wear masks during the pandemic?
- Is social distancing really important?



4 Wearing a medical mask is important to stop flu or COVID-19. But people **often** wear the same mask the whole day, and this is very unhealthy. We should **always** have 4-5 masks in our bag and change them every 2-3 hours. However, the use of a mask alone is not enough to stop the pandemic.

2 We all know that vitamins make our immune system stronger. As a result, our body can fight different diseases more easily. However, taking vitamins cannot protect you from catching COVID-19. Apart from taking vitamins, we should **generally** eat healthy food, avoid drinking alcohol or smoking, and exercise more.

5 Yes, it's important to stay away from each other in public places during the pandemic. The safe distance is 1.5 metres. However, people **rarely** keep the right distance on public transport, and this is when wearing a mask becomes even more important.

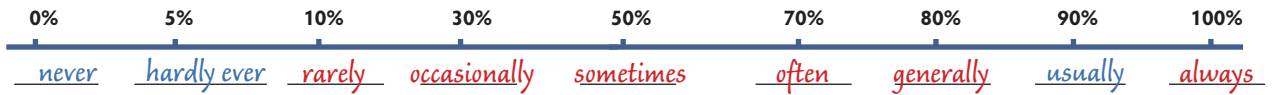
1 There is no information on how long coronavirus can live on our skin, but it's important to wash hands regularly because we **occasionally** touch our eyes, nose, and lips. So, take at least 40 seconds to wash your hands with soap after being in public places. Also, use hand sanitizer when you can't use soap and water.

3 We **sometimes** see information like this on the Internet and in newspapers. But there are no scientific facts that prove this. All doctors know for sure that smokers touch their mouths with hands more often than non-smokers and can get a virus more easily. Also, nicotine makes our immune system weaker and unable to fight illnesses effectively.

GRAMMAR

Adverbs of frequency

1 Look at the highlighted adverbs of frequency in the text and put them on the scale below.



2 Choose the correct alternative in the sentences.

- 1 My grandfather often / hardly ever goes to the dentist because he has healthy teeth.
- 2 Tim normally / never eats chips – he knows that fast food is unhealthy.
- 3 People usually / rarely catch flu in winter because it is cold outside.
- 4 I often / occasionally take vitamins – only in autumn or winter.
- 5 Before school, my mum never / always checks my temperature – if I have a fever, I stay at home.

3 Look at the prompts on the left and make sentences that describe how often you do something to stay healthy.

100%	<i>I <u>always</u> do exercise in the morning.</i>
90%	<i>Students' own answers.</i>
80%	<i>Students' own answers.</i>
70%	<i>Students' own answers.</i>
50%	<i>Students' own answers.</i>
30%	<i>Students' own answers.</i>
10%	<i>Students' own answers.</i>
5%	<i>Students' own answers.</i>
0%	<i>Students' own answers.</i>



GRAMMAR

Adverbs of time

- 1 Read the rules and complete them with *present / past / future*.

Adverbs of time are used to show when something happened in the past, in the present or will happen in the future.

To talk about the past we use: *yesterday, the day before, ago, last week / month / year*.

To talk about the present we use: *still, yet, now, at present, at the moment*.

To talk about the future we use: *soon, then, next week / month / year, in 2 days, tomorrow, the day after tomorrow*.

- 2 Fill in the blanks with the correct adverb of time.

yesterday | yet | at the moment | soon | tomorrow ago | last | in 2 days

- 1 I swam in the cold river yesterday, and today I woke up with a sore throat.
- 2 All our family got vaccinated last week.
- 3 In two days, I will go to the countryside to relax.
- 4 I think I've got a cold, but I haven't checked my temperature yet.
- 5 At the moment, I am staying at home because I have a fever.
- 6 Soon everyone will be able to fly to other countries.
- 7 Tomorrow you will get well if you take all the prescribed pills today.
- 8 At the moment I feel better, as I drank the cough syrup two hours ago.

- 3 **SPEAKING** Look at the activities: which of them are good for your health and which ones are not? Discuss with your partner how often you do them / when you last did them. Compare your lifestyles. Whose lifestyle is healthier?

go to the dentist

take vitamins

go jogging

eat fruit and vegetables

go swimming

sleep at least 7 hours

brush teeth

drink enough water

surf the Internet

eat fast food

do exercise

drink cola

get vaccinated

eat sweets



OBJECTIVES

FUNCTIONS: I think so / I hope not

GRAMMAR: too / enough

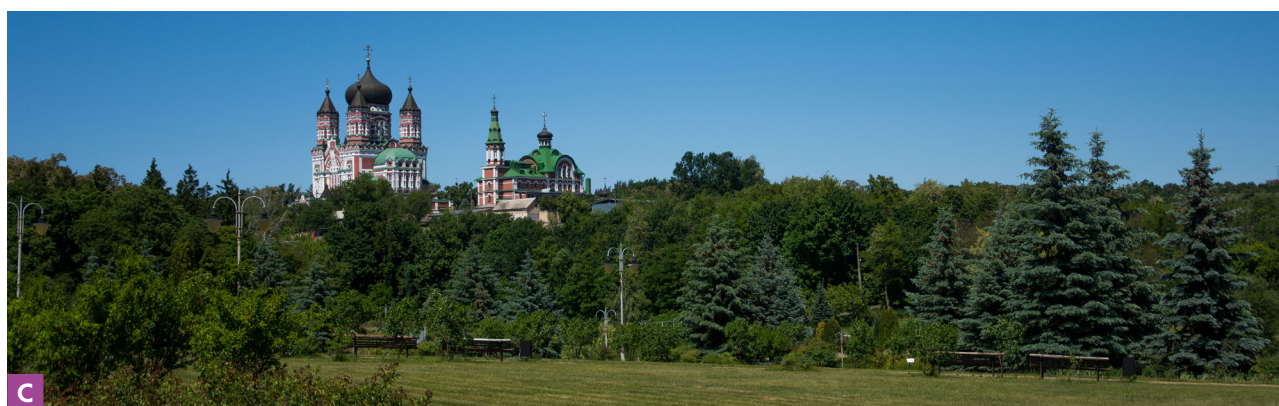
VOCABULARY: places of interest in Kyiv

PLACES OF INTEREST IN KYIV

4

READING AND VOCABULARY

- 1 What places of interest in Kyiv do you know?
Which of these places are the most popular with tourists?



- 2 Read the article quickly and match the photos with paragraphs 3, 4, 5.
3 Read the article again. What does it say about these numbers, names, and things?

Mezhyhirya Residence	<i>It was an official residence of Ukrainian presidents from 1935 to 2007.</i>
140	<i>140 hectares is the area of the estate in Mezhyhirya.</i>
1471	<i>In 1471 Feofaniya was first mentioned under the name Lazorivshchyna.</i>
Feofan Shyjanov	<i>He was the owner of the estate.</i>
1958	<i>In 1958 the Expocenter of Ukraine opened.</i>
175	<i>175 hectares is the area covered by gardens and forests near the Expocenter.</i>

THE BEST DESTINATIONS IN KYIV FOR DREAMERS AND NATURE LOVERS

Are you tired of living in a busy city? Do you want a bit of calm and nature? We've got some suggestions for you.

If you are a Ukrainian citizen, then you have probably heard about the Mezhyhirya Residence. If not, get ready to find out about it right now. So, what makes this place so special?

- B** The Mezhyhirya Residence was an official residence of Ukrainian presidents from 1935 to 2007. One of the presidents used this place as his **sanctuary**, where he kept different animals and birds. The **estate** is over 140 hectares and is situated on the bank of the Dnipro river. There are a lot of places to visit, such as a parking garage with retro cars, an ostrich farm, golf fields with lakes, and the residence itself. It is quite a nice **destination** for a day trip, as it is **interesting enough** for both kids and adults. If you get **too tired** of walking, you can rent a scooter or a golf cart.
- C** Another suggestion is Feofaniya park which is 1,5 km². It was first mentioned in 1471 but under another name – Lazorivshchyna. Later it was named after Feofan Shyianov, the owner of the estate. You can walk along the path through the park, enjoy beautiful flora, and relax. You can also take beautiful photos there.
- A** The last place to enjoy some fresh air and to have some fun is the Expocenter of Ukraine, which opened in 1958. There were a lot of exhibitions

about science and agriculture. Now it is a place where a lot of **fairs** take place, so you can buy some food, souvenirs, and have fun there. The gardens and forests take up 175 hectares of the site. There you can ride or watch the horses. Also, there is a small zoo where you can pet the animals and a garden where you can see a lot of butterflies. It is a good place to have a walk or take part in some activities.

4 Look at the purple words from the text and match them with their meanings.

- 1 estate a large area of land in the country, usually with one large house on it
- 2 sanctuary an area for birds or animals where they are protected and cannot be hunted
- 3 fair an outdoor event with games and things to eat and drink
- 4 destination a place (town/city) to which people travel

FUNCTIONS

I think so / I hope not

When answering another person's questions, instead of saying 'Yes' or 'No', we can use some other phrases.

- When we want to answer '**Yes**,' but we are **not sure** if the information we have is true, we can use '**I think so**':

'Can you rent a scooter to ride through the Mezhyhirya Residence?' 'I think so.'

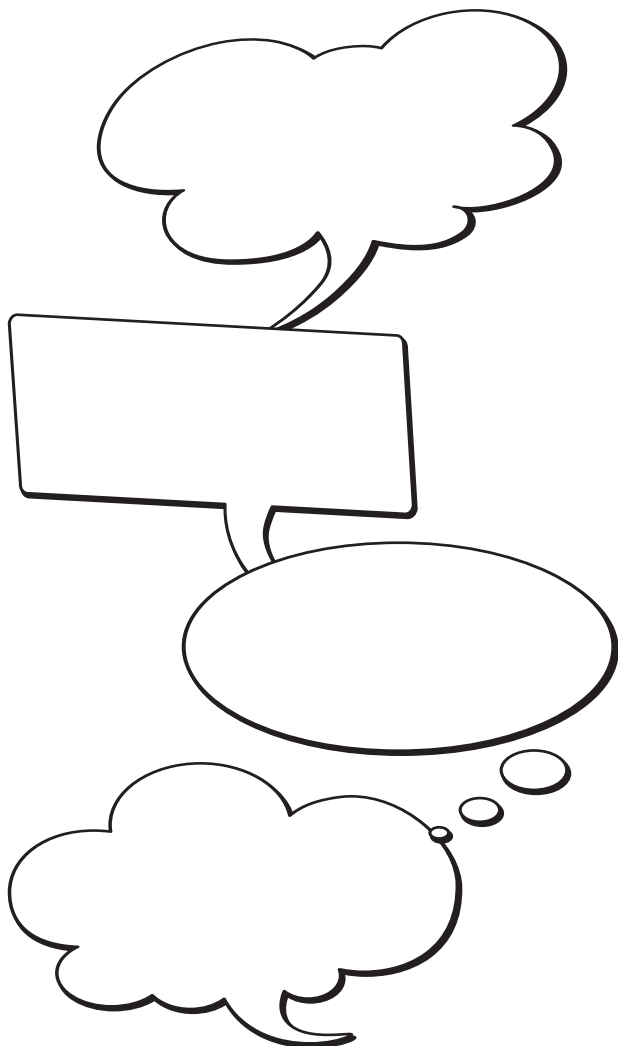
- When we want to answer '**No**,' but we are **not sure** if the information we have is true, we can use '**I hope not**':

'Can you play football on the lawns and swim in the lakes with swans?' 'I hope not.'

1 Choose 'I think so' or 'I hope not' to answer the questions based on the text.

- 0 Is the Mezhyhirya Residence a perfect place to relax? – I think so.
- 1 Can people go hunting at the national park? *I hope not.*
- 2 Can you ride the ostriches on the farm? *I hope not.*
- 3 Can you drive the cars from the garage? *I hope not.*
- 4 Can you lie on the grass in Feofaniya park? *I think so.*
- 5 Is it true that you can pet the animals from the zoo in Mezhyhirya? *I think so.*

2 Write your questions for a partner which he / she can answer with 'I think so' or 'I hope not.' Then ask your partner the questions.



GRAMMAR

Too / enough

1 Read the sentences below. Choose the correct alternatives in the rules.

It is quite a nice destination for a day trip, as it is **interesting enough** for both kids and adults.

If you get **too tired** of walking, you can rent a scooter or a golf cart.

- **Too / enough** means as much as we need.
- **Too / enough** means more than we need.

Too + adjective or adverb: The market was **too crowded**.

Too + adjective or adverb + to do something: It was **too hot to leave** the house.

Adjective / adverb + enough: This house is **big enough** for our family.

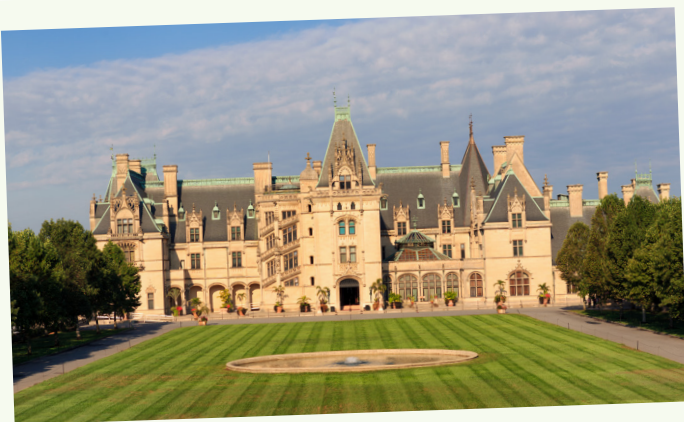
Adjective / adverb + enough + to do something: Tim is **old enough** to drive a car.

2 Complete the following sentences with 'too' or 'enough.' Work in pairs and check.

- 1 I don't like walking down Andriivskiy descent because it is often too crowded.
- 2 I don't remember all the facts about the culture and history of Kyiv well enough.
- 3 Last year, the entrance tickets at Mystetskyi Arsenal were too expensive.
- 4 Children generally dislike going to museums because they think it's too boring.
- 5 My uncle knows Kyiv well enough to take us on a guided tour.
- 6 The weather is good enough, so we could have a walk in Feofaniya.

3 **SPEAKING** Discuss the following questions with your partner.

- 1 Have you ever been to a sanctuary? Where was it? What did you see there?
- 2 Where are you going on holiday next summer?
- 3 Have you ever been to a fair? Where was it? What did you see / do there?
- 4 Have you ever been to an estate? Where was it? Whose estate was it?



5

PLACES OF INTEREST IN LONDON

OBJECTIVES

VOCABULARY: places of interest in London; expressions with *get*

READING

1 Look at the pictures. In which ones can you see a canal, a painting, graffiti, a glass roof, and a flower frame?



2 Read the texts and match them with the photos above. Which place would you like to visit? Why?

3 Read the texts again. Which text mentions:

- a perfect place for taking beautiful photos? *Saint Aymes Cafe*
- a place made by an artist? *The Painted Hall*
- a place that you can see in a film? *Leadenhall Market*
- travelling by water? *Little Venice*
- an unusual art gallery? *The Waterloo Vaults*

HIDDEN LOCATIONS IN LONDON

Are you tired of always going on the same tours around London? Do you want to learn about some secret attractions? This article will help you **get a few ideas** on where to go next time you come to London.

Little Venice 4

It is a series of canals that connect Hyde Park and Warwick Avenue. You can take one of the colourful canal boats to **get around**. Wouldn't it be wonderful to hide from noisy tourists and have a cup of tea or coffee at Waterside Cafe?

The Painted Hall 5

It is located inside The Old Royal Naval College in Greenwich and is part of the UNESCO World Heritage Site. James Thornhill painted it at the beginning of the 18th century. The Painted Hall is a formal dining room of 3,700 square meters painted by hand. Even if you are not into art, you'll enjoy it anyway.

The Waterloo Vaults 2

The Vaults are the underground tunnels located under the famous Waterloo Station in Central London. If you like graffiti and unusual things, this place is just for you. Different artists paint over each other's works on the walls and ceiling there. Are you an artist at heart? If yes, **get into** the tunnels and leave your mark.

Leadenhall Market 1

It is one of many other markets in London, but a beautiful roof with glass windows makes it different from others. The building dates back to the 19th century. Those who know everything about Harry Potter might recognise the place as one of the entrances to Diagon Alley.

Saint Aymes Cafe 3

Is there a person who doesn't have an Instagram account these days? Probably it isn't one of your friends and classmates. Passing Saint Aymes Cafe, you will see lavender-coloured waterfalls of flowers. You will **get lost** in the beauty of flower walls, fashionable furniture, ornaments, and lots of light. We are sure you already want to **get there** and enjoy this photo paradise!



VOCABULARY

1 Match the phrases with 'get' to their meanings. Use the texts above to help you.

<ul style="list-style-type: none"> • get (a few ideas) • get around • get into • get there • get lost 	<ul style="list-style-type: none"> • arrive somewhere <i>get there</i> • not know the right way / direction <i>get lost</i> • enter (a building) <i>get into</i> • travel to different places <i>get around</i> • receive <i>get (a few ideas)</i>
----------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

2 Complete the sentences with the 'get' phrases from ex. 1 in correct forms.

- 1 Take a map or a sat nav if you don't want to get lost in the city.
- 2 It's easy to get around London, as it has a well-developed public transport system.
- 3 I would like to visit Stonehenge. What is the best way to get there ?
- 4 The weather was too nasty for a walking tour, so we got into the car to travel around the city comfortably.
- 5 Tania really wanted to visit the UK, but she didn't get a visa.

3 **SPEAKING** Discuss the questions with your partner.

- 1 Have you ever got lost? Where did it happen? How did you find the right way?
- 2 What is the best way to get around your town / city for a tourist? Why?
- 3 What would you like to get for your next birthday?
- 4 What places in your town / city can tourists visit? How can they get there?

6

LIFE SKILLS SAVING MONEY

Life skills 3

Saving money

Write the expression *saving money* on the board. Elicit the meaning and ask students to give examples of why people usually save money. Ask them if they save money themselves and what they save it for. You might like to tell them briefly about yourself to break the ice and get them started. Allow them to ask you questions if they want to hear a bit more. You may then also want to elicit some ideas for how people can save money – but don't get into too much detail as this will be the focus of the lesson.

1. Ask students to think back to episode 3 of the photostory on page 54 of the student's book and to imagine Luke's feelings. Students read the photostory again quickly before they answer the questions. Ask them to compare their ideas in pairs before you check answers with the class.

Optional extension

Write the following quotes on the board:

'Money never made a man happy yet.' (Benjamin Franklin)

'Money is better than poverty, if only for financial reasons.' (Woody Allen)

'Too many people spend money they haven't earned, to buy things they don't want, to impress people they don't like.' (Will Smith)

'Money's only important when you don't have any.' (Sting)

Put students in groups to discuss which of the quotes they agree with and why. Elicit some ideas in open class and invite comments from the students.

2. Read the instructions as a class and check comprehension. Give students a couple of minutes to read through the list and check that they understand that under each heading they will need to choose one of the options (the options gradually cost more and more as they go down the list). Before they make their choices, ask them to decide which of the five things they consider the most important in their lives, or which they would like the most flexibility with.
Allow students five or six minutes to write their lists. Check that their planned spending doesn't exceed the £8 budget.

3. **SPEAKING** Put students in pairs to compare their spending plans and explain their reasons for their choices. Monitor, helping with challenging language as necessary.
4. Students review their spending plans with the reduced £5 budget. Ask them to consider carefully what they would be prepared to give up before the other options.

Optional extension

You may like to make the task more challenging by reducing the budget more radically, say to £3 total. This would make it necessary for students to compromise on at least three of the five things in the list.

5. **SPEAKING** Students return to their partners and compare their plans again. Ask them first to decide if they found the planning more difficult than before. As students discuss the five questions, monitor the activity for some interesting ideas to elicit during feedback later. Elicit some feedback from a few pairs and invite comments from the rest of the class. Are their experiences similar? Focus attention on the Tip box and ask students to read through the advice. Check comprehension. Ask them if they have any other advice they could offer about saving money based on their experiences, or advice they received from someone else.

Optional extension

You may like to suggest that students keep a record of their daily spending for a week or two – recording how much they spent, and what they spent it on. At the end of the period, ask them to go through their lists and check if any of their expenses could be reduced and how much they could save by doing things differently. Ask them to consider what they could use the money they saved for if they kept up a stricter spending plan over a month, three months, half a year or a year.

This is a personal activity for your learners to do based on the learning points from this Life skills lesson. There is no need to check or discuss it in English class later.

LITERATURE EXTRA

'SUMMER SCHOOL'

BY ROSEMARY DEL MAR

7

Literature Extra 1

Summer School by Rosemary del Mar

Ask students to read the introductory paragraph, which gives the background to the extract from a story.

1. Ask students to read the story and answer the question. Tell them not to worry about any unfamiliar language. Ask students to find any key words in the text that support their answers.

Possible answers

The text mentions he was happy to wake up. It also uses the words *impatient*, and *anxiously* as well as *the expression he couldn't wait to get there*.

Explain that in literature we can learn about a character's feelings in a situation not only through the writer's descriptions of them but also through the character's actions and responses to what happens around them. In this way, we constantly interpret and evaluate what we read to build up a mental image of the character's personality and emotional state throughout the story.

Ask students if they feel the same way at the beginning of a new experience. Elicit some examples from their own lives when they lived through a 'first day' (for example: first day at a new school, moving into a new home, first day of a summer or evening course), and how their feelings and behaviour compared to Marin's. You may like to put students in small groups to discuss this.

2. Elicit what kind of summer course Marin is going to (a music course to learn to play the guitar). To create an atmosphere where the character has a heightened sense of awareness of sounds (in essence, of music), several examples of sounds are mentioned. Ask students to scan the first paragraph for these examples. Elicit ideas in open class. Ask how the sounds are all similar to one another (they're all loud, and very easy to notice; they are also all mechanical noises). Ask students what mechanical noises surround them during a typical day. Make a list of noises around the school at the moment. Check/clarify the distinction between *sounds*, *noises* and *voices*.

Answers

angry sound of the alarm clock, engine noise of the bus, loud rock music playing, a high whistling sound on someone's mobile

3. Ask students to find the sentence that compares guitars to babies (in lines 11–13: 'They held their guitars like young parents with delicate children who don't know how to speak'). Elicit ideas about why the author might make this comparison. Accept any suggestions and invite agreement or disagreement from the rest of the class.

Possible answers

The author may wish to refer to a lack of experience, the need to learn something new, the feeling of responsibility, and the desire to communicate or to learn to communicate.

Explain that writers use metaphors or similes to identify something as being the same as or similar to some unrelated thing. This helps to draw the readers' attention to something they may not otherwise think about, or to make a parallel between a more familiar and a less familiar experience to help the reader understand it better.

4. Ask students to read lines 17–26, and use their own words to express their impressions of Miss Cole's character. There is no correct answer, so encourage them to speculate freely. Invite the rest of the class to agree or disagree with the suggestions, or add their own ideas to them.

Ask students how they would feel in Marin's situation. Point out that Miss Cole's method may seem unusual, but it could be based on her experiences of teaching new students. Ask students if they have ever had a teacher they thought was strange at first, but who they learned a lot from in the end.

5. Ask students to read the final paragraph again and find the sounds mentioned. Elicit how they are different from the sounds in the first paragraph (they are all natural sounds, and they are all softer, quieter sounds that the listener has to really pay attention to).

Answers

wind, the students own heartbeat, a bird singing, laughter.

6. **SPEAKING** Put students in pairs to discuss the questions. Encourage them to express themselves freely, as the focus is on their personal responses to the text, not on language practice. Monitor and help with any vocabulary as necessary. Elicit students' suggestions for what sounds could be considered music. Build up a list on the board. Ask students to decide together which sounds suggested are the most musical. To wrap up, ask students what they think about the story. How would they feel if they were in Marin's situation? How would they behave? You might also like to discuss what kind of person they would most like to learn a new skill from. What characteristics, what skills and what sort of personality does a good teacher have?

8

LIFE SKILLS BEING FLEXIBLE

Life skills 4

Being flexible

Write the word *flexible* on the board, and elicit ideas about what it means. Elicit what we mean when we say a person is flexible. Accept any suggestions, even if they are wrong, but ask the rest of the class to comment on the suggestions. Ask students to read the introductory paragraph to check their ideas.

1. Ask students to read episode 4 of the photostory on page 72 of the student's book again to remind them of the details. Elicit words to describe Megan's feelings at the beginning of the story. Play the video and elicit words to describe Megan's feelings at the end of the story. Ask students to say who they thought showed flexibility in the story (Megan's friends).
Ask students what they would have done in this situation. You may like to put them in pairs or small groups to do this before you listen to some ideas in open class.
2. Explain that Jade and Nicole are friends, and they are talking on the phone. Ask students to read the dialogue quickly to get a general idea of what their conversation is about and to answer the question.

Answers

Jade wants to try Urban Quest, the new computer game she's just bought.

3. **SPEAKING** Ask students to read the dialogue again, more carefully this time, and find the answers to the five questions in pairs. Monitor and help with any unfamiliar language. Ask students to compare their ideas with another pair before you check answers with the class. For the final question, find out from a few students which suggestion they consider the best and why. Then ask someone who disagrees to give their own reasons. Point out that being flexible is about accepting that all solutions have their advantages and disadvantages, and often the best for all the parties involved is agreeing on a compromise.

Answers

1. Jade seems to feel frustrated because they can't do what she wants.
2. She'll have the game to play, but she'll be on her own and, as she says, playing alone isn't as much fun.
3. Nicole also seems frustrated. She made a promise to Steve, which she wants to keep. She offered Jade a compromise, but Jade wasn't interested.
4. Steve may not be as good at computer games, but both Jade and Nicole will get most of what they want, rather than only Nicole.
5. Students' own opinions.

4. Ask students to read through the situations and think about the possible consequences of not being flexible enough in each one. Ask them to make some notes about two or three possible options for each situation.
5. **SPEAKING** Students work in pairs to discuss the options for each situation, telling each other which of them they would personally prefer. Encourage them to give reasons and try to persuade their partner. They don't have to reach agreement about any of the situations, but ask them to be prepared to consider the benefits and the drawbacks of every option suggested. Monitor, helping with language as necessary, and make a note of any interesting ideas you'd like to elicit during feedback.
Listen to a few suggested solutions for each situation, and invite comments from the rest of the class. Ask them also to say which of the four situations were the easiest and most difficult to find a solution for. Focus attention on the Tips, and ask students to read through them. Ask them to say how helpful they think knowing this will be to them in the future.
6. **SPEAKING** Put students in pairs or small groups to develop their own role play. Give them a minute or two to brainstorm ideas for what situation they might want to read about. Check that every pair or group has found their topic before they move on to writing their role plays. If any pairs or groups seem to be stuck for ideas, allow them to write about one of the four situations in Exercise 4 instead.
Allow students plenty of time to write and rehearse their role plays. Ask a few pairs or groups to do their role play in open class. Ask the class to say if they think the characters found the best solution and how flexible they showed themselves to be.

Mixed-ability

Stronger students can practise and perform their role plays without writing out the complete dialogues. Suggest that they make notes for what each character says, but use their own words to perform the dialogue and only look at their notes if they get stuck.

Weaker students may prefer to write out their complete dialogues and read their lines as they perform the role play. Encourage them to try to only look at their prepared text if they can't remember what they are supposed to say – and not to worry about using the exact words they wrote.

LITERATURE EXTRA

'THE TIME MACHINE'

BY H.G. WELLS

9

Literature Extra 4

The Time Machine by H.G. Wells

Background information

Herbert George Wells (1866–1946) was an English author of a wide range of different books. He is considered one of the forefathers of science fiction and wrote some of the best-known early examples of the genre, including *The War of the Worlds* (1898), *The Invisible Man* (1897), *The Island of Doctor Moreau* (1896) and *The Time Machine* (1895). All of his books have been adapted several times for films as well as TV and radio dramas. The most successful film adaptation of *The Time Machine* was released in 1960, directed by George Pal, and starring Rod Taylor. It won an Oscar for special effects. The film was remade on an enormous budget, but to a very mixed reception, in 2002 with Guy Pearce in the leading role.

Ask if any of the students have read the novel or seen a film version of *The Time Machine* and, if so, to briefly tell the class about the story. Then ask students to read the introductory paragraph, which provides some background to the extract. Check/clarify: *sceptical*.

1. Ask students to read the text. Elicit the answer to the question. Ask the rest of the class to say if they agree or disagree with the suggestions. There is no clearcut answer, so it should be interesting to find out if students feel the story tells us more about the invention or about the person who invented it.

In literature, the author often uses descriptions of the physical world to focus attention on a particular personality trait or the emotional state of a character.

2. Ask students to scan the text quickly to describe the machine in detail. Encourage them to speculate about any details the author has left out. Ask them why they think the description is incomplete.

Point out that literary texts are different from informative texts in that descriptions are deliberately left unfinished. This is to encourage the reader to use their imagination while reading. In science fiction, where the author sometimes needs to describe science or technology that doesn't yet exist in the real world, these gaps in the descriptions allow for 'artistic licence'. Rather than fully justify why or how things work in their created world, they imply that the details left unexplained account for the more imaginative events or outcomes.

3. Ask students to find the passages which suggest the other characters are interested in the mechanism. Elicit suggestions in open class and invite comments.

Suggested answer

Mainly through the way they are described: gathering around the table in their different positions, trying to get a clear view and drawing up their chairs. When the Time Traveller positions himself at the table and doesn't say anything, the psychologist asks him 'Well?' showing they are eagerly anticipating his response.

In literary stories, sometimes we find out more about the characters' feelings and views not from what they say, but through their behaviour and actions.

4. Elicit ideas for how the author creates an atmosphere. You may like to allow students to brainstorm ideas in pairs or small groups first, then collect suggestions in open class. There is no clear answer, so accept any ideas from students if they are prepared to give reasons. The scene suggests a mixture of nervousness, doubt (could it be a trick?) and excited anticipation. Lead students to notice how the author describes shadows and lights to create an almost ghostly atmosphere. It is a very visual scene, which helps the reader to immerse themselves in Wells's created world. (Such detailed descriptions of the physical environment are very typical of late 19th–early 20th century fiction.)
5. Elicit students' own responses to the description discussed in Exercise 4.

Optional extension

As a drama activity, the whole scene could be recreated in groups once the students have answered questions 1–5, as they should now have all the information they need to present the scene. The scene contains little dialogue, with most of the action conveyed through movement and gesture, so this is an excellent way of getting students to read the text carefully to copy the action.

6. **SPEAKING** Put students in pairs or small groups to discuss the question. Ask them first to make a list of any time-travelling stories they can recall, and share a few details of their plots with their partners. What do these stories have in common? After they have found a few examples to consider, ask students to answer the first question together. Elicit some ideas in open class, and invite comments. To wrap up, ask students to think about which time they would most like to travel to and why. Elicit a few suggestions in open class. Find out what the most popular times are among students. Through a quick show of hands, find out whether more students would prefer to go back into the past or forward into the future.

10

LIFE SKILLS BEING ASSERTIVE

Life skills 6

Being assertive

Write the word *assertive* on the board, and elicit what they think it means. Elicit what word they would use to describe someone who wasn't assertive enough (e.g. *passive*) or who was too assertive (e.g. *aggressive*). Elicit what the advantages or disadvantages of being passive, aggressive or assertive may be – and what the difference is between the three types of behaviour.

Read the introductory paragraph together for students to check their ideas. Did they have similar ideas?

1. Refer students back to the photostory on page 108 of the student's book, and ask them to think about the questions. Elicit how the characters in the photostory felt and how they behaved. You could then lead an open-class discussion, eliciting suggestions and inviting comments from the class. Alternatively, you could put students in groups to discuss the questions in two or three minutes, then wrap up by getting some feedback on each question. You may also like to ask students how they would feel and behave in either Megan's or Nigel's situation.

Optional extension

Before identifying the types of behaviour in Exercise 2, you may like to ask students to choose the most typical response for themselves, then compare their answers in pairs. Then move on to saying which responses are examples of which kind of behaviour.

2. Ask students to read the five situations and check they understand them. Explain that for each situation, there is an example of passive, aggressive and assertive behaviour. Give students five minutes or so to consider the various descriptions and decide what behaviour they are examples of. Ask students to compare their ideas in pairs before you check answers as a class.

Answers

1. a aggressive; b passive; c assertive
 2. a passive; b assertive; c aggressive
 3. a passive; b aggressive; c assertive
 4. a passive; c aggressive; c assertive
 5. a aggressive; b assertive; c passive
3. Read the instructions and check that students understand what makes someone's behaviour assertive. Refer them to the Tips that should help you clarify the key points. Students match the questions

and the situations, then compare their ideas in pairs before you check answers as a class.

Answers

■ a 2 b 1 3 c

4. **SPEAKING** Put students in pairs to choose one of the situations and think about the three types of responses to them. If you would like to ensure that all situations are equally covered, you may like to assign the situation to each group yourself. Give students up to ten minutes to come up with things to say and do. Monitor and check their progress, offering help and suggestions as needed. Encourage them to take notes and use these to practise role-playing the situation rather than write out a complete script. Make sure they agree on actions as well as words to say.
5. Put students in pairs or small groups to develop their own role play. Give them a minute or two to brainstorm ideas for what situation they might want to read about. Check that every pair or group has found their topic before they move on to writing their role plays. If any pairs or groups seem to be stuck for ideas, allow them to write about one of the four situations in Exercise 4 instead. Allow students plenty of time to write and rehearse their role plays. Ask a few pairs or groups to do their role play in open class. Ask the class to say if they think the characters found the best solution and how flexible they showed themselves to be.

Optional extension

To help students' personal development, ask them to think back to a situation they feel they handled badly in the past by being either too passive or too aggressive. Ask them to script a response in a similar way to how they did it in Exercise 4, and make a mental promise to try and behave assertively in a similar future situation. This is a personal activity for students to do in their own time, and it doesn't need to be checked or discussed later in the English class.

LITERATURE EXTRA

'THE CANARY'

BY KATHERINE MANSFIELD

11

Literature Extra 5

The Canary by Katherine Mansfield

Background information

Katherine Mansfield (1888–1923) was a short story writer from New Zealand. Having studied in Europe (France, Germany and England) between 1903 and 1906, she returned to live in Britain from 1908 until her tragic early death due to a serious case of tuberculosis. She wrote *The Canary* in 1923.

Ask students to read the introductory paragraph, which gives the background for the story.

1. Ask students if any of them keep or have kept a bird as a pet. Ask them to say how they decided to have a bird, rather than a dog or a cat. Ask students to read through the extract, not worrying too much about any unfamiliar vocabulary, and find out what reasons the narrator gives for keeping a canary. Ask if they think these are good reasons.

Suggested answer

She claims people don't realise what a bird can be, but it might also be that she feels it speaks to her (through its song and tweets), or she is free to imagine the bird thinking and feeling.

When writing a short story, authors have to decide on what viewpoint they want to describe events from. They may choose a third-person narrator, as if an unseen person was talking about things they observed, or they may choose a first-person narrator, where the writer speaks as if living through the experiences herself. Ask students why they think Mansfield chose to use a first-person narrator here. It may be because she wanted to make the experience feel more personal, or to involve the reader more intimately in her thoughts and feelings. Using a first-person narrator also allows the writer to use more informal, spoken language – which also helps bring the story closer to her audience.

2. Ask students to find the passages which explain why the woman felt scared.

Answer

She has a bad dream and when she comes downstairs to the kitchen, the dark frightens her. We also learn that she lives alone which makes her feel more afraid.

3. Ask students to speculate why she covers her face. Elicit ideas and ask the rest of the class if they agree with the suggested reasons.

Answer

There may be more than one reason: she doesn't want to face her fears, she feels depressed, she is overwhelmed by her negative emotions.

The first-person narration makes the reader live through the experience of the bad dream and the threatening environment, building up a tense, uncomfortable atmosphere.

4. Ask students to explain how the canary helps the woman.

Answer

- She comforts her and makes her feel she isn't alone.

Optional extension

Ask students if they have ever had an experience where a pet comforted someone in a similar way. Ask them to share their experience briefly with the class.

5. Students look through the text to find expressions that describe the canary as a person.

Suggested answers

The text is full of personification. The woman refers to the bird as a 'darling little fellow' and interprets her tweets as things a person might say to comfort her.

In literature, personification of animals or, indeed, even objects is often used to tell us not so much about the animal or object itself, but about the emotional state of mind of the person who's regarding it as a human being. This is also how Mansfield is employing this technique here.

6. **SPEAKING** Students discuss their ideas with a partner or in a group, first considering whether they believe the narrator. Ask them to consider if they would find her statement more or less believable if the scene was described from an outside (third-person) point of view.

Elicit some views from the pairs or groups before the students move on to discuss the second question. Monitor and make a note of the more interesting ideas to elicit during feedback.

To wrap up, elicit all the reasons why people who live alone keep pets and how it helps them.

THINK about Ukraine 2.1 / Є.О. Грекова.

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