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1 | SCHOOL LIFE

OBJECTIVES

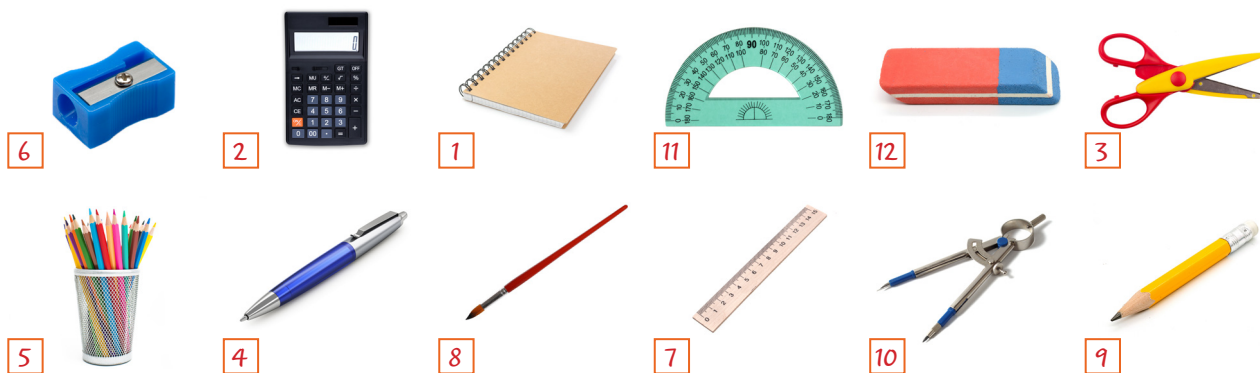
GRAMMAR: quite / very / extremely / too

VOCABULARY: school supplies

VOCABULARY

- 1 What do you like most about school life? What is your favourite school subject and why?
- 2 Match the following words with the pictures.

1 notebook | 2 calculator | 3 scissors | 4 pen | 5 colouring pencils | 6 pencil sharpener
7 ruler | 8 brush | 9 pencil | 10 pair of compasses | 11 protractor | 12 rubber



READING

- 1 Read the text and put the paragraphs in the correct order.

SMARTPHONE – FRIEND OR ENEMY?

3 Besides, certain websites and apps can replace paper tests and exams **extremely** well. So, teachers won't have to use a lot of paper, and this will help to save the environment. Every smartphone has a calculator and a notepad app, so children will not need to use pens and pencils. Also, there are special apps that could easily replace rulers and protractors. Some can even measure long distances and temperature.



4 Lastly, we have to remember that the teaching and learning process is just as important as children's safety and connection with their parents and friends.

1 Using smartphones during school lessons has become **quite** a hot topic. Some people think that smartphones can be **too** distracting, as children often play mobile games and surf the Internet during the lessons. Also, a student can **very** easily cheat in an exam by using a smartphone. More and more parents would like schools to ban the use of smartphones during school hours. But could smartphones be useful during lessons?

2 First of all, there is software that can very effectively block certain apps during school hours. This software is powerful enough to block applications like Facebook or Instagram. Second, there are many apps and websites that offer lots of learning opportunities.

2 Read the text again and answer the questions:

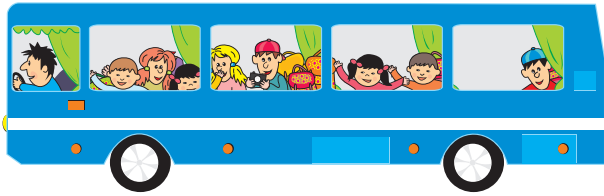
- There is software that can very effectively block certain apps during school hours.
- Educational websites and apps; no need to use a lot of paper and even some school supplies.

GRAMMAR

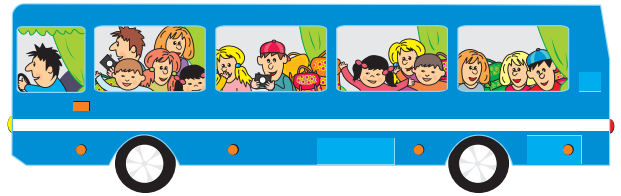
Adverbs of degree

1 Read the following sentences and answer the question below.

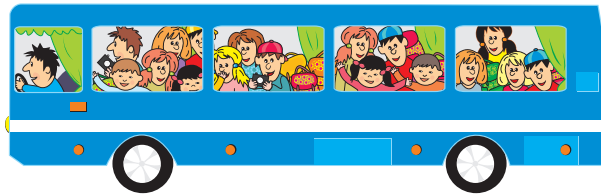
- Besides, certain websites and apps can replace paper tests and exams **extremely** well.
- Some people think that smartphones can be **too** distracting, as children often play mobile games and surf the Internet during the lessons.



1 b



2 c



3 a

3 Look at the modifiers (words in bold) from the sentences in ex. 1 and 2 and choose the correct alternative in the rule.

- We use **quite**, **very**, **extremely**, and **too** (before) / after an adjective.

RULE: We use adverbs of degree to make an adjective or an adverb stronger:

The weather is **extremely** hot. The pencil is **quite** sharp. The ruler is **too** long.

Quite / very / extremely / too + adjective

4 Read the following sentences and choose the correct option. In some sentences, both options are possible.

- 1 Maths is (quite) / very a hard subject, so I always ask my mum to help me.
- 2 This chair is (quite) / too comfortable. I don't need another one.
- 3 I never play basketball because I am (very) / (too) short.
- 4 Pete is only 8 years old. He is quite / (too) young to go to university.

- Using smartphones during school lessons has become **quite** a hot topic.
- Also, a student can **very** easily cheat in an exam by using a smartphone.

Which words (nouns, adjectives, adverbs or verbs) do the words in bold describe / modify in these sentences? well, distracting, hot, easily (adjectives and adverbs)

2 Match the following sentences with the pictures below.

- a The school bus is **too** crowded.
- b The school bus is **quite** crowded.
- c The school bus is **very / extremely** crowded.

5 Look at her, she always has good grades and does everything (very) / too well!

5 Work in pairs and make sentences about your school equipment using the following words.

Pen	very
Pencil	too
Ruler	extremely
Rubber	quite
Schoolbag	
Calculator	
Pencil sharpener	

0 This pencil isn't very sharp. Can I borrow your sharpener?

Students' own answers.

2 EDUCATION IN UKRAINE

OBJECTIVES

GRAMMAR: adverbs of manner and modifiers

VOCABULARY: school life; rules of conduct

READING AND SPEAKING

1 Look at the pictures. In which photos can you see the interactive whiteboard, casual clothes, the school uniform, a modern and spacious library? Which of these photos can describe your school?



2 Do you need to wear a uniform at school? What other school rules do you have to follow?

3 Work with your partner. Discuss and place the following rules in the table on the right. Add two rules in each column using your ideas.

- Share new ideas. *do*
- Play mobile games during lessons. *do not*
- Be polite. *do*
- Speak while the teacher's speaking. *do not*
- Use fireworks in the classroom. *do not*
- Be on time. *do*
- Eat another student's lunch. *do not*
- Wear a school uniform. *do*
- Join after-school clubs. *do*
- Be more than 15 minutes late. *do not*

Do	Do Not
• Share new ideas.	•

4 Read the first paragraph of the text on page 5 and answer the question: what are the two main changes in the Ukrainian system of secondary education nowadays? *Pupils have to study for 12 years in school. Schools follow "The New Ukrainian School" programme.*

5 Read the rest of the text on page 5 and answer the questions.

- *Lina likes her classmates and teachers. Mark likes the classrooms, the swimming pool, the gym and the library in his school.*
- *Lina: change the start time of the first lessons; make the number of pupils in classes smaller; make the classrooms more modern; study only school subjects she needs for the future.*
- *Mark: change the start time of the first lessons; wear casual clothes at school.*
- *Both pupils want the first lessons to start later.*

EDUCATION IN UKRAINE

The education system in Ukraine is changing. Now a child has to study in school for 12 years, like a lot of pupils in Europe. Also, more and more schools are following the 'New Ukrainian School' programme that promotes innovation, creativity, and cooperation between teachers, parents, and their children. We asked two pupils from a state school and a private school to share what they like about their schools and what other changes at their schools they want to see.



Lina I study in a state school. I like my school, my classmates, and the teachers. Everyone is friendly to each other; the teachers are **very** kind and helpful, they explain the material in an interesting way and make it easy to understand. However, there are a few things I would **happily** change in my school. Firstly, the start time of the first lessons – why do we have to wake up so early? Secondly, I would make classes smaller – there are around 30 children in every form, and it often becomes **too** noisy during lessons. I would also make our classrooms more modern and add more technology like interactive whiteboards, tablets, and computers. Besides, I would prefer to study only the subjects we need for the future, like in most European schools.



Mark My parents chose a **really** great private school for me. The school building is **quite** spacious and modern. All the classrooms have interactive whiteboards, computers, tablets that everyone can use **freely**. We also have a big swimming pool and the gym, and I enjoy our PE lessons there. But the most amazing place is our library – there are not only paper books and magazines; pupils can also surf the Internet and watch different educational films there.

Is there anything I would like to change? The compulsory school uniform. I would like to wear something more casual like jeans and pullovers instead of jackets and trousers. Oh, and one more thing – the lessons should start a little later because I would like to stay in bed for longer in the morning.

GRAMMAR

Adverbs of manner and modifiers

1 Read the sentences with the adverbs in bold in the text and choose the correct alternative.

Adverbs such as **quite, very, really, too** modify adjectives/ verbs.

Adverbs such as **happily** and **freely** modify adjectives / verbs.

2 Read the following sentences and fill in the gaps with the adverbs below.

safely | slowly | fully | very | loudly | too | nicely

- All pupils should know traffic rules to travel to school safely.
- Walk along the school corridors slowly.
- When the teacher asks you a question, answer it fully.
- English is very important for university education.

- Spending too much time playing computer games can harm your eyes.
- We mustn't speak loudly in the school library.
- Our English teacher always talks to us nicely.



3 | SCHOOLS ABROAD

OBJECTIVES

GRAMMAR: reported questions

VOCABULARY: schools abroad

READING

- 1 What do you know about schools abroad?
How are they different from schools in Ukraine?
- 2 Do the quiz and check your answers with the answer key at the bottom of the page. How many questions did you answer right? Are you surprised by any of the facts?
 - 1 The school with the largest number of pupils is located in ...
 - a China
 - b India**
 - c the USA
 - 2 The school with one teacher and one pupil is located in ...
 - a Cyprus
 - b Australia
 - c Italy**

- 3 The country with the highest school in the world is ...
 - a Ukraine
 - b Tibet**
 - c Indonesia
- 4 The pupils that get the most homework in the world are from ...
 - a China**
 - b Korea
 - c Japan
- 5 It's common for the school day to start at 7 am in ...
 - a Iceland
 - b Canada
 - c Brazil**
- 6 Children don't have to go to school in ...
However, they go anyway.
 - a Finland
 - b Kenya**
 - c Peru



1b 2c 3b 4a 5c 6b

3 Read the dialogue below and find out about the types of schools in the UK and Japan. Do we have the same school system in Ukraine?

THERESA: Hi! My name is Theresa, and I'm from the United Kingdom.

TAKESHI: Hello! I'm Takeshi, and I'm a senior high school student from Japan.

THERESA: What's senior high school?

TAKESHI: In Japan, we have elementary, junior, and senior high school. We study in elementary school for six years, three years in junior high school, and three years in senior high school. Japan

THERESA: Oh, I see! We call them primary and secondary school in the UK. Primary school usually takes six years, and in secondary school, we have to study until we are 16. The UK

TAKESHI: Elementary and high schools are also compulsory in Japan. So you are going to finish secondary school at the age of 16?

THERESA: Right.

TAKESHI: Lucky you! I have to stay in school until I am 18...



GRAMMAR

Reported questions

1 Read the following sentences and answer the questions below.

What's senior high school?

Theresa asked what senior high school was.

- Which question did Theresa ask? *the 1st question*
- Which question did somebody repeat after Theresa? *the 2nd question*
- Which question has the word order of a positive sentence? *the 2nd question*
- What are the grammar forms of the verbs in both questions? *the 1st - Present Simple
the 2nd - Past Simple*

A reported question tells someone what another person asked. The most common reporting verb for reported questions is 'ask': Theresa **asked** what senior high school was.

- We use the same question words (**what, when, where, why, how**) in reported questions:

'**Where** did you grow up?' – He wondered **where** I grew up.

- We change tense forms (**Present Simple – Past Simple**) and word order (**question – statement**) when we make a reported question from a direct question:

'What **is** your **name**?' – She asked what her **name** was.

'Where **does** Nick **live**?' – He asked **where** Nick **lived**.

2 Read the following sentences and transform them into direct questions.

- Alice's mother asked the teacher how many lessons Alice had on Mondays. – How many lessons does Alice have on Mondays?
- Who is that smart woman?
- Where do you want to live after the graduation?
- Why are you so happy?
- Why are you always late for classes?
- What grades do you usually get at school?

3 Change the direct questions below to reported questions.

- 'How do you feel?' he asked. – He asked how I felt.
- She wondered what the weather was like.
- My mother asked (me) what I wanted for breakfast.
- She asked (me) what I enjoyed about watching movies in the cinema.
- He asked (me) when I woke up on week days.
- She wondered why I was sad.
- He wanted to know what time it was.
- She asked (me) where the bus stop was.
- He wondered what time the lesson started.



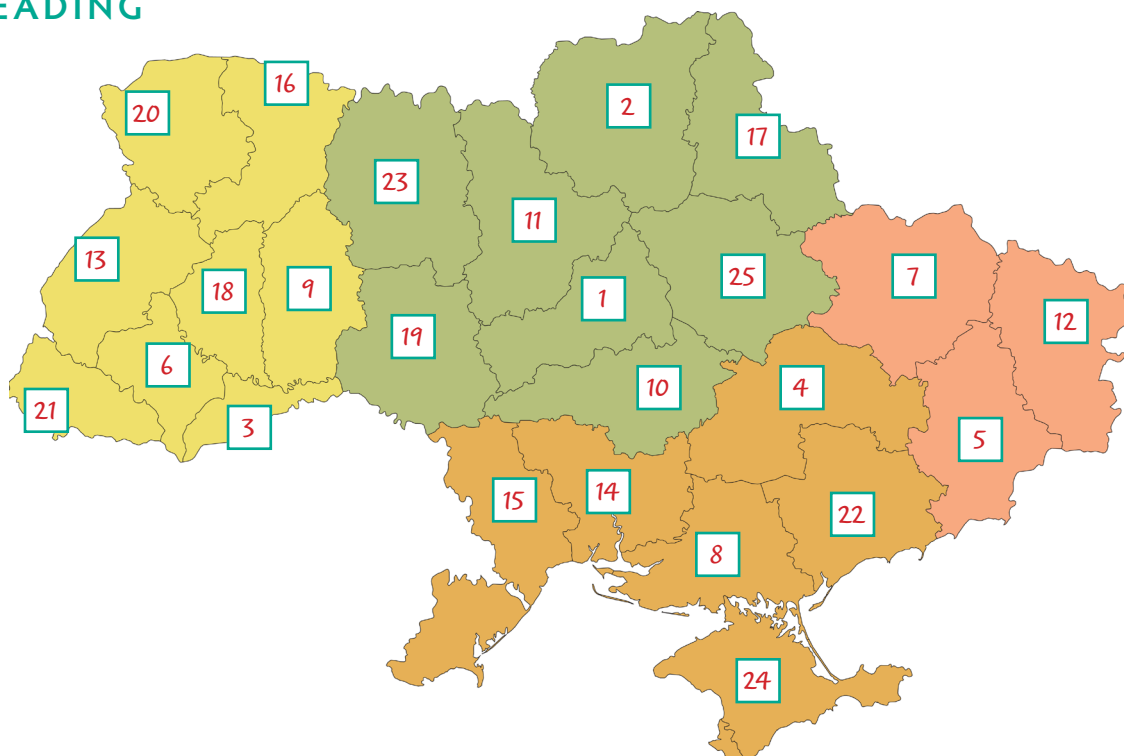
4 UKRAINE

OBJECTIVES

GRAMMAR: quite / almost

VOCABULARY: Ukraine:
geographical position, climate,
nature

READING



1 Name and label Ukrainian regions on the map based on the list below:

1 Cherkasy region | 2 Chernihiv region | 3 Chernivtsi region | 4 Dnipropetrovsk region | 5 Donetsk region
6 Ivano-Frankivsk region | 7 Kharkiv region | 8 Kherson region | 9 Khmelnytskyi region | 10 Kirovohrad region
11 Kyiv region | 12 Luhansk region | 13 Lviv region | 14 Mykolaiv region | 15 Odesa region | 16 Rivne region
17 Sumy region | 18 Ternopil region | 19 Vinnytsia region | 20 Volyn region | 21 Zakarpattia region
22 Zaporizhzhia region | 23 Zhytomyr region | 24 The Autonomous Republic of Crimea | 25 Poltava region

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

- 1 Ukraine borders on Germany. **F**
- 2 Ukraine is the third largest country in Europe. **F**
- 3 There are no mountains in Ukraine. **F**
- 4 Ukraine is rich in coal. **T**
- 5 Other nationalities also live in Ukraine. **T**
- 6 A few people from other countries come to Ukraine. **F**

Ukraine is located in Eastern Europe and surrounded by Poland, Hungary, Russia, Belarus, Moldova, and Romania. Ukraine is the largest country in Europe and the 46th largest country in the world.

Ukraine has various geographic landscapes ranging from highlands to lowlands. The most famous

mountainous part of Ukraine is the Carpathian Mountains; the other areas are almost completely covered by plains. The tallest mountain is Hoverla with a height of 2061 meters. The Dnipro, the Dniester, and the Southern Buh are the rivers that flow south into the Black Sea and the Sea of Azov. The country is quite rich in natural resources such as iron, natural gas, and coal. The climate in Ukraine is mild with quite cold winters and warm summers.

The official language is Ukrainian. Ukrainians are the main ethnic group of the population. There are also small groups of other nationalities like Crimean Tatars, Armenians, and Jews. Thousands of tourists visit Ukraine to enjoy the beauty of its natural attractions and see the architecture of the big cities and small towns.

GRAMMAR

Quite / almost

- 1 Read the following sentences and put the words in bold on the scale.

Other areas are **almost** completely covered by plains.

The country is **quite** rich in natural resources such as iron, natural gas, and coal.



- 3 **SPEAKING** Look at the photographs below. In which regions of Ukraine are these places located? What are their names? What do you know about them?



- 2 Complete the following sentences with 'quite' or 'almost.'

- 1 My English pen friend says that Ukrainian is quite a difficult language to learn.
- 2 Almost all forests in Ukraine are rich in berries and mushrooms.
- 3 Winters in the south of Ukraine are quite warm.
- 4 Almost all regions of Ukraine have important natural resources.
- 5 Ukraine has quite a long and interesting history.
- 6 The climate in the eastern regions of Ukraine is quite dry and hot.
- 7 Ukrainians are quite friendly and positive people.
- 8 In summer, it's quite rainy in the west of Ukraine.

5 THE UK

OBJECTIVES

GRAMMAR: adverb clauses of time

VOCABULARY: the UK

READING

- Match the following pictures with the names of the UK capitals: Edinburgh, Belfast, London, Cardiff.
- Have you ever been to any of the cities in the photos? Which city would you like to visit and why?



Cardiff



Edinburgh








London



Belfast

- Match the countries of the UK with their capitals.

3		UNITED KINGDOM
4		WALES
3		ENGLAND
1		SCOTLAND
2		NORTHERN IRELAND



- | | |
|-------------|-----------|
| 1 Edinburgh | 3 London |
| 2 Belfast | 4 Cardiff |

- Read the text on page 11 and mark the following sentences True (T) or False (F).

- The Republic of Ireland is part of the United Kingdom. **F**
- The United Kingdom unites five countries. **F**
- The climate of the UK is quite wet. **T**
- Other languages that are usually taught at schools in the UK are Japanese and Italian. **F**
- In the UK, there are a lot of people whose grandparents are from other countries. **T**

5 Read the text again and complete the table with the information about these numbers, names and things.

1949	<i>The Republic of Ireland became an independent country.</i>
the Act of Union	<i>After signing it, Scotland and England became one kingdom.</i>
the Scotland Highlands	<i>Some of its areas have a cold and windy climate.</i>
one-fifth	<i>In 2004 it appeared that only one-fifth of Welsh people speak Welsh.</i>
the 1730s	<i>Since then, the UK has had quite a large Afro-Caribbean population.</i>

The United Kingdom is located off the northwest coast of Europe and consists of the island of Great Britain and part of the island of Ireland. The Atlantic Ocean surrounds the United Kingdom. In 1949, the Republic of Ireland became an independent country, and so there is a border between the Republic of Ireland and Northern Ireland. The English Channel separates Great Britain and France. The Irish Sea is located between Great Britain and the island of Ireland.

The United Kingdom consists of England, Wales, Scotland, and Northern Ireland. Each country has its capital and a government with different levels of independence. Wales

was not part of the United Kingdom until the Middle Ages. After the Act of Union in 1707, Scotland and England became one kingdom.

The United Kingdom has a generally temperate climate with large amounts of rainfall. Winters are usually mild and dry. At the same time, some areas of the Scotland Highlands have a climate similar to the tundra regions.

English is the most common language in the UK. In some regions, people speak Welsh, Scottish Gaelic, and Irish. While the 2004 census was taking place, it appeared that only one-fifth of Welsh people speak Welsh. The same study showed that only ten per cent of the population of Northern Ireland speak Irish. In most schools, pupils learn French, Spanish or German as foreign languages. Mandarin Chinese is also becoming more popular.

Since the African slave trade in the 1730s, the UK has had quite a large Afro-Caribbean population. Also, the United Kingdom has the oldest Chinese community because of the sailors who travelled from China in the nineteenth century. Besides, around 14 per cent of the population are people who belong to various ethnic groups from Africa, South Asia, and the Caribbean.



GRAMMAR

Time clauses

1 Read the rules in the table and complete them with the underlined words from the text.

- We use **when** to show the start point of an action.
- We use **before** to show that one action happened earlier than the other action.
- We use while to show that one action is / was happening at the same time with another action.
- We use after, **once, as soon as** to show that one action happened later than another action.
- We use until to show the end point of an action.

2 Fill in the gaps with *when, before, while, after, once, as soon as* or *until*. In some gaps, more than one option is possible.

- 1 I always take this road when I go home from work.
- 2 You should visit Cardiff before leaving the UK.
- 3 I didn't know that it's so wet in the UK until I visited London.
- 4 Don't forget to show me the photos after/when/once/as soon as you come back from Scotland.
- 5 After Mike had visited London, he decided to come back there some day.
- 6 While Ben is staying with his aunt in Edinburgh, his family are travelling around Wales.

3 Finish the following sentences and make them true about you. Compare them with your partner.

- 1 **As soon as** I finish school, I would like to ...
- 2 **Before** I visit the UK, I need to ...
- 3 **Once** I get a visa to the UK, I will ...
- 4 I won't be able to travel around the world **until** ...
- 5 I would like to take a bus tour around London **after** ...
- 6 **While** I am finishing these sentences, my partner ...

6

LIFE SKILLS RECOGNISING GOOD WORK

Life skills 1

Recognising good work

Ask: *Why do people work?* Elicit as many different suggestions as possible (for example: money, personal development, to support their family, passion). Guide students to include working to make other people's lives better. Elicit some examples for how people can work for others in society. Then ask students to read the introductory paragraph.

1. Ask students to quickly recap what happens in the first episode of the photostory on page 18 of the student's book, including the ending on the video, before you discuss their ideas about the questions. The first question asks them to look at the events from Megan's point of view. Elicit ideas about what might motivate Megan in the story. The second question asks students to empathise with Mr Lane. Elicit adjectives to describe his feelings.

Suggested answers

1. Mr Lane keeps the park looking beautiful. Therefore it's a way to say thank you.
2. It's nice that others enjoy your work. It makes you happier and more connected to your community.
2. Write the expression *community hero* on the board. Elicit examples or explanations to clarify its meaning. Encourage students to interpret the expression using their own words rather than rely on translation. Focus attention on the Quickshop poster at the top of the right-hand column. Ask students to read it quickly, then compare ideas in pairs before you elicit answers in class. Make sure they understand that the poster doesn't ask people to do all those activities mentioned in the first paragraph – they are examples of what good work some people do for others.

Answers

1. Quickshop asks people to help them find local heroes: people who do good work for others. They want to give them a special award.
3. Refer back to the expression on the board. Ask students to find the examples mentioned in the poster. Check answers as a class, and write the activities on the board.
Then ask students to work in pairs or small groups to think about other types of activities people do for others – these could be real people in their own community or people they have read or heard about. Elicit some suggestions in class, and make notes about them on the board.

Answers

- Volunteering in a hospital, cleaning the school every morning, emptying the litter bins around the town centre.
4. Explain that Julie and Milo have already suggested some people for the award. Ask students to read the two web posts, find out who they nominated, and what those people do to deserve the award. Students compare

their ideas in pairs before checking as a class. Elicit the meaning of lollipop lady (or lollipop man). Ask if people do a similar thing in the students' own country and whether there is a special expression for it.

Background information

Lollipop ladies (or lollipop men) are officially called 'school crossing patrol officers' in the UK. Their job is to stop traffic temporarily to allow children to cross the street safely on their way to school. The informal name is based on the fact that the sign they use to stop traffic resembles a lollipop (a round sweet on a stick). Many countries employ similar 'crossing guards' (which is the North American term for the same role) at busy intersections, especially in the area of primary schools, where a lot of small children have to cross.

5. Lead a class discussion about the questions, or put students in small groups to discuss them before openclass feedback. For question 2, ask students to speculate what they think motivates John and Mrs Wilkins to do what they do. For question 3, emphasise that there is no correct answer, and encourage students to express their own opinions. Elicit at least two or three other ways of recognising their work (for example: writing them a thank you letter, organising a party for them, buying them a present, talking to them).
6. **SPEAKING** Put students in pairs to talk about who they would nominate in their own community to receive a special award. Ask them to use the questions to prepare a short written proposal on a piece of paper, similar to the web posts by Julie and Milo. Monitor and provide help with language as necessary. Refer back to the ideas on the board from Exercises 3 for the types of activities that deserve recognition and to the discussion in Exercise 5 for alternative ways of recognising someone's good work.
7. **SPEAKING** Organise a local hero nomination ceremony. Ask each pair to stand up and present their nomination in one minute. Encourage them to make the proposal as persuasive as they can. After all the proposals have been heard, display the pieces of paper for students to read. If a person received more than one nomination, display the proposals for them together – and for the purposes of voting, consider them as a single nomination. Give out a sticker to each student, and ask them to put their sticker next to the proposal they would support. You may like to ask them to choose any proposal except their own. Check which proposal received the most votes.
To wrap up, ask students to read the Tips, and give them three or four minutes to think about the places they visit in a typical week and the people whose contributions allow them to do so. Put students in pairs or small groups to discuss their ideas.

LITERATURE EXTRA

'THE BOOK'

BY H.P. LOVECRAFT

7

Literature Extra 2

The Book by H.P. Lovecraft

Background information

H.P. (Howard Phillips) Lovecraft (1890-1937) was an American who became famous after his death for his stories about supernatural themes. In his lifetime, he remained largely unrecognised and lived a life of poverty. His unfinished story, *The Book*, was probably written around 1933. Based on his own earlier selection of poems called *Fungi from Yuggoth*, it was first published posthumously in 1938. In 1969, American author Martin S. Warnes completed Lovecraft's story and integrated it into his *New Tales of the Chtulhu Mythos*.

Ask students to cover the text and look at the picture. Elicit ideas for what kind of story they expect to read. Then ask students to skim read the whole story quickly to check their predictions. Write the word *supernatural* on the board and elicit a definition. Elicit or explain that supernatural stories describe characters and events that cannot be explained by the laws of science and often seem to involve magic. Lovecraft's extract is an example of a supernatural short story.

1. Ask students to scan the extract for passages that describe or make reference to the speaker's age. Elicit suggestions and direct their attention to the last sentence, if necessary, where the narrator mentions having lived through 'many ages and dimensions'. Then focus on the introduction. Elicit ideas why the narrator might say his memories are confused (perhaps there are too many of them) and why he's not sure how he's communicating (he may be a ghost or other type of supernatural being himself). Explain that in stories of this type, authors often leave some details unclear and unexplained to create tension. This technique forces the readers to use their own interpretations and explanations, to engage with the text both on a cognitive (thinking) and emotional (feeling) level.
2. Read the list of adjectives together. Elicit what kind of adjectives they are (they all have negative connotations) and what effect they have on the reader. Using powerful negative or dark imagery creates the atmosphere necessary to make the reader ill at ease. Ask students to read the description of the bookshop. Ask whether any of them would like to visit the bookshop and the reasons why or why not.
3. Focus attention on the third paragraph. Elicit students' explanations for why the book is described as a 'key'.

Explain that the author uses a complex metaphor here.

He describes our world as a room from which doors and passages lead to other, supernatural places.

Optional extension

Ask students to recall other stories or films where a supernatural world is visited. Does visiting these worlds require a key – either a symbolic one (like magical words in a book) or an actual object? How did the protagonists find this key?

One well-known example is German author Michael Ende's 1979 fantasy novel *The Neverending Story* (*Die unendliche Geschichte*), which was adapted for the cinema by Wolfgang Petersen in 1984. In this novel, a young boy steals a book from a mysterious bookshop and as he reads, he is transported into a fantasy world built around people's imaginations. Ask if any of the students are familiar with the book or film – and elicit their responses to it. You may also like to watch the film in English with the class and discuss students' thoughts and feelings about it.

4. Elicit students' ideas for the shopkeeper's motivations. Accept any suggestions, no matter how far-fetched, but invite comments from the rest of the class.
5. Read out the sentence: 'I think I had a family then and I know there were many servants.' Elicit ideas why the narrator might not remember. It may be because the event that triggered his later 'unique, incredible experiences' was so long ago that his memory of that time has now faded over the ages.
6. **SPEAKING** Put students in small groups to discuss their ideas about how the story might continue and what their own actions would have been in the narrator's situation. Monitor their discussions and make a note of the most interesting ideas to elicit during feedback. Ask some of the groups to share their ideas with the rest of the class and invite responses from the other students.

8

LIFE SKILLS ACHIEVING YOUR GOALS

Life skills 2

Achieving your goals

Write *achieving your goals* on the board and elicit explanations and examples from the class. Ask students to read the introductory paragraph to check their ideas.

1. Ask students to think back to episode 2 of the photostory on page 36 of the student's book and describe Megan's feelings for questions 1 and 2. Write any adjectives the students mention in two columns, then ask students to say which adjectives they think are more negative and which more positive. Do the same for Gregory Harris's feelings in question 3. Elicit or point out that in order to turn a negative situation around, we often need to work hard to achieve our goal.
2. Put students in groups of three and give them three or four minutes to look through the first three units to find examples of people overcoming problems to achieve their goals. You may like to suggest that each of them looks through one unit, then shares their findings with the group. Elicit suggestions from a few groups. The point here is that students should be prepared and able to justify their suggestions.
3. **SPEAKING** Ask students to read through the advice quickly, and check comprehension. Check/clarify as necessary: *divide, plan of action, encouragement, review, focused, reward*. 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. The students' own ideas are important here as they are going to develop their own plan in Exercise 6. If a student can demonstrate how for a certain goal one of the bits of advice isn't useful, this is fine. The idea of having a plan, or being able to adapt a plan when necessary, is the key.
4. Ask students to read the situation, and check comprehension. Students then work individually to complete Alex's plan with their own ideas in their notebooks. Encourage them not only to add notes for the missing points, but also to check and add to the points she's already written wherever appropriate.
5. **SPEAKING** Students return to their partners and compare notes. Monitor and check that their suggestions match the advice in Exercise 3 – and if in doubt, ask the student to try and justify their ideas. Be sensitive to any shy students in class. Avoid pushing them too far to come up with solutions as the

aim of the activity is not to suggest that it is easy to overcome shyness.

6. Give students a minute or so to read through the three suggested ideas, or to come up with their own. Check that they all know what they would like to prepare a plan for (although there is no need for every student to share this with the whole class). Before they begin preparing their plans, ask students to read the Tips. Check comprehension, then remind students to use this advice as well as those in Exercise 3, and to follow Alex's plan in Exercise 4 as a model. Give students up to ten minutes to write their plans. Monitor and help with any difficult language and check that they remain focused on the task. As this is a very personal activity, avoid commenting on what the students choose to write about – just make sure they prepare a relevant plan of action to achieve it.
7. **SPEAKING** For this pairwork activity, you may like to allow students to choose the partner they want to work with – but make sure every student finds a partner. Ask them to read each other's plans and suggest improvements. For question 2, ask them to focus not on what's problematic about the plan, but how they think the goal could be achieved instead. Their comments should be constructive (that is, leading towards the goal) rather than critical. Monitor, help with any challenging language, and make sure the discussion remain positive and goal-oriented. For some students, making a change in their behaviour may be a sensitive topic and negative attitudes about their potential weaknesses could be more harmful than helpful.

Optional extension

Ask students to work in pairs or small groups to write their own tips for achieving their goals in English classes. Ask them to use the advice in Exercise 3 and the Tips as the basis for their own lists but to make it more focused on language learning goals. Either arrange some time in class for pairs or groups to present their suggestions, or ask them to turn them into a poster to display in the classroom for the class to view. Have a vote on the best advice.

LITERATURE EXTRA

'PLANTING THE APPLE TREE (AFTER WILLIAM CULLEN BRYANT)' BY STEVEN WATTS



Literature Extra 3

Planting the Apple Tree (after William Cullen Bryant) by Steven Watts

Background information

The poem is based on William Cullen Bryant's *The Planting of the Apple Tree*, adapted for B1 level learners of English. William Cullen Bryant (1794-1878) was an American nature poet and journalist. From 1829 until his death, he was editor-in-chief of the *New York Evening Post* newspaper. He was one of the leading proponents for both the creation of Central Park and the foundation of the Metropolitan Museum of Arts in New York City.

Ask students to explain the title of the poem. Clarify that the verb *plant* means 'to put a plant into the ground or into a container of soil so that it will grow'. Check/clarify: *roots* and *branches*. These are words to describe parts of a tree.

1. Ask students to read the poem, then elicit suggestions for who the intended reader might be. There is no correct answer, but through imagining the intended audience, we build up a context for the ideas and views in the poem.
2. Ask students to find the reasons the poet mentions in the text. They could work in pairs to write a list of these, then ask them to evaluate which they consider to be good reasons and not so good reasons. Elicit some ideas from a few pairs and invite comments from the rest of the class. Explain that a poet often wants his readers to consider the arguments he outlines and decide for themselves if they share the same views or not. Again, there is no correct answer here, but each reader creates their own meaning for themselves.
3. Ask students to decide where the main emphasis lies in this poem. Ask for a quick show of hands to find out whether nature or people are more important in the text. You may like to partner students with opposing views together to discuss their ideas, or just elicit a few suggestions from each side in open class. Nature poetry often has two layers of meaning. On the surface, it describes events and things in the natural world, but through these descriptions it also contains the poet's comments and reflections on human society. Such focus on the natural world was a typical feature of Romanticism in the first half of the 19th century when Bryant's original poem was written. In Romantic poetry, a common theme is the effect of nature upon the artist.

4. Ask students to look through the poem and find what things are mentioned in connection with the four seasons: spring, summer, autumn and winter. Ask them to compare their ideas in pairs before moving on to answering the question in open class.

In literature, the cyclical changes of the seasons are often compared to the different ages in human life. Throughout history, seasons served as of the main ways for people to keep track of passing time. The parallels between spring and childhood, summer and youth, autumn and middle age, and winter and old age have often been exploited for artistic effect in literature and the arts.

5. Ask students to decide for themselves if they consider the overall message of the poem to be positive or negative. Through a quick show of hands, find out how students' views range within the class. Ask some individuals from each side to give their reasons and invite comments from the rest of the class.

Elicit or point out that differences in interpretations of literary texts prove the complexity of the world around us. In any positive, there may also be negative elements and vice versa. For each reader, a poem (or indeed, any literary text) may carry slightly different meanings.

6. **SPEAKING** Put students in pairs to consider the questions and come up with some arguments for (and if they can, also against) why planting trees is a good idea and to make a list of ways in which people can provide a better world for future generations.

Elicit some ideas in open class and, to wrap things up, ask some students to say how much they liked the poem and why – and if they can think of any similar poems they are familiar with.

Optional extension

In stronger classes, you may like to bring into class a copy of the original poem by Bryant and ask the students to read and compare it to the adaptation. What do they notice about the language of the two versions? How much has language changed since the early 19th century? What, if any, reasons do they think there are for rewriting works of literature from the past for today's young people? You may like to ask students to work in pairs or groups to make lists of arguments for and against such adaptations. Then elicit some of these ideas in open class and invite comments from the rest of the class.

10

LIFE SKILLS TAKING RESPONSIBILITY

Life skills 5

Taking responsibility

Write the expression *take responsibility* on the board, and elicit ideas from students for what it refers to. Although they may assume that it is connected to taking control (that is: *take on responsibility for something*), clarify that as a collocation, *take responsibility* has a similar meaning to accept it's your fault or accept blame. Read the introductory paragraph together for students to check their ideas.

Ask students to think back to the units so far and try to find people who had to take responsibility for something they did wrong. You may like to allow them three or four minutes to look through the nine units quickly. Elicit some examples and ask students to explain briefly who the person was, what they did wrong and how they took responsibility for it (or why they failed to take responsibility when perhaps they should have).

1. Refer students back to the photostory on page 90 of the student's book and ask them to think about the two imaginary situations. Elicit how the characters in the photostory behaved, what they did and how they may have felt about it.

You could then lead an open-class discussion, eliciting suggestions and inviting comments from the class, or you could put students in groups to discuss their ideas. If you decide to do the groupwork, give them three or four minutes to come to an agreement about both questions. Wrap up by asking students to summarise the key conclusions.

2. Check/clarify: *go crazy* and the expression ... *and that's that*. Also check the meaning of *excuses* by eliciting a translation in L1. Explain that Amy is trying to explain why she failed an exam. Ask students to read the text quickly and identify the excuses she gives. Ask them to compare ideas in pairs before you check answers as a class.

Possible answers

Mr Jones never gives her good marks because he doesn't like her.

She didn't have time to study because she was organising going to the cinema and the pizza restaurant on her birthday.

She took too many phone calls on Sunday because she didn't want to offend people wishing her a happy birthday.

She watched TV late on Sunday night and fell asleep.

Her mother didn't give her money for the bus, so she had to walk to school on Monday.

She was late and didn't have time to study in the morning.

3. **SPEAKING** Put students in pairs to consider Amy's excuses. Give them three or four minutes to evaluate them and decide what she should say to her parents now.

Put pairs together in groups of four to compare their ideas, giving reasons for their suggestions. Elicit some ideas from each group, inviting comments from the rest of the class. Ask the students to say if they think Amy showed she was prepared to take responsibility for failing the exam or not and why they think so.

4. Students continue working in pairs or groups. Ask them to think about a situation for each excuse mentioned and how well they worked. Monitor, and make a note of the most interesting ideas to elicit during feedback.

Ask a few students to share a story briefly for some of the excuses listed. Ask the rest of the class to give their opinions.

5. Refer students to the Tips before they begin their discussions. In their pairs or groups from Exercise 5, students decide what a more responsible thing would have been for them to do or say in those situations they described. Encourage them to give each other advice as they do this. Monitor, and make sure all students are involved in the discussions and a few stronger students don't dominate the activity too much.

6. **SPEAKING** In pairs or groups, ask students to consider the three situations and think about what people at different ages would (or should) do or say. Monitor and make sure all situations and age groups from the task have been considered.

Form new groups for students to share their conclusions in three or four minutes. Then elicit a few ideas for each situation from the class and invite comments.

Optional extension

You may like to look up and watch together a clip from the cartoon series *The Simpsons* where Bart knocks over the set at a TV show in full view of the audience. He immediately claims, 'I didn't do it.' ('Bart Gets Famous', season 5 episode 12.) Elicit students' responses to the scene: *Did Bart take responsibility? Would this be acceptable behaviour from a child? a teenager? an adult? Do different norms apply as we get older?*

LITERATURE EXTRA

'TWELVE YEARS A SLAVE'

BY SOLOMON NORTHUP

11

Literature Extra 6

Twelve Years a Slave by Solomon Northup

Background information

Solomon Northup (1808–1863) was a landowner, a farmer and a professional violinist in Hebron, New York. In 1841, he visited Washington D.C. on a work trip as a musician, but he was drugged, kidnapped and sold as a slave.

Northup spent the next twelve years working as a slave on a plantation in Louisiana.

At that time, slavery was illegal in the states of the North, but legal in the South – both in the District of Columbia and in Louisiana. Northup was finally freed with the help of a Canadian visitor and the governor of New York State in 1853. Although his kidnappers and the slave-owner that he worked for were later taken to court, none of them were sentenced guilty or received any punishment. Northup's memoir formed the basis of a 2013 film adaptation by renowned British director Steve McQueen, starring Chiwetel Ejiofor. The film won three Oscars, including Best Picture.

1. Ask students to read the introductory paragraph, which provides some background information for the extract. Check comprehension of *slave*, *slavery*, *memoir* and *plantation* (see Glossary box for the latter).

Put students in small groups to brainstorm some ideas about the everyday lives of slaves. Ask: *What do you think they normally do in a typical day? How much time do you think they spend working? How much time do they spend doing anything else? What other things are they allowed to do?* Monitor and help with any challenging language, making a note of the most interesting ideas to elicit during whole-class feedback. After two or three minutes, elicit students' suggestions and invite comments from the class. Discuss, in open class, how Christmas or other special holidays may be different for slaves. Again, elicit students' own ideas. Don't confirm whether they are correct before they read the text.

Ask students to read through the extract to get a general idea and to check their predictions. Ask: *In what ways is Christmas different from a normal day?*

2. Students discuss the question in pairs first for a minute or so before you elicit their ideas in open class. Ask them to find the passages which support their answer (lines 2–3, lines 18–19).

Explain that in a literary text we can form an impression of a character, not only through the descriptions provided by the author, but from the actions and words of the character in the story. In this

way the author allows and encourages us to make our own judgements whether the actions or words are those of a bad or a good person.

Answer

The two pieces of information we have about Master Epps are a bit contradictory – he seems mean as he only gives his slaves three days off. On the other hand, he lets Solomon play his violin and earn some extra money.

Optional extension

Ask students to discuss what might make a good or bad master. You may also want to raise the question whether anyone who keeps slaves can ever be said to be a 'good' master. These ideas can form the basis of a class discussion.

3. Focus attention on the second paragraph, which describes the slaves' clothing. Ask students to scan the passage to find what items of clothing are mentioned (coats, shoes, scarves, hats, ribbon). Ask: *Do the slaves wear anything special for Christmas?* (a hat or a ribbon for the women).

Explain the meaning of reading between the lines (to try to understand someone's real feelings or intentions from what they say or write). Ask the students what else we can tell about the slaves' 'best clothes' from the extract. Ask: *Where do the women's hats or ribbons come from? Are they new?* You may want to point out that the women only have a hat/ribbon if their 'mistress has given them one of her old hats'. The slaves don't have any nice or new clothes of their own. The hat is 'old' to the mistress, so is she really being generous by giving it away? The narrator says that the slaves 'dress up in their best clothes', but also that they 'wash their coats and clean their shoes' – the implication is that the slaves have very few items of clothing, and for this special occasion all they can really do is clean the best of what little they have.

Ask students to check whether the extract tells us why red is a preferred colour for the women (there's no information about this). Elicit students' own suggestions for what might be the reason, and invite the rest of the class to agree or disagree with their ideas.

Answer

Slaves wear their 'best clothes': coats and shoes for men; scarves on their heads for the women. It mentions that they wear hats, but only if they're 'lucky enough' to have one.

Women might wear a bright red ribbon.

Possible reasons include: it is a colour associated with Christmas, it is considered an attractive colour which captures people's attention, or perhaps slaves are not usually allowed to wear red.

You may like to ask students why they think the text doesn't give us an explanation about the colour red. Elicit some ideas before pointing out that the extract is from a memoir – an account based on the personal memories of the author. In memoirs, we are often given an incomplete story as the author often doesn't know all the details or wants to focus on other aspects of a scene described. In this genre, readers must accept the limitations of having a first-person narrator who can only describe events that he personally witnessed as they happened.

4. Students work in small groups or pairs for two minutes or so to discuss ideas about the questions. Monitor, help with any challenging language, and make a note of the most interesting suggestions. Elicit these ideas in open class and invite comments from the rest of the class. Also ask them to refer to the extract and check if it confirms or contradicts any of the emerging suggestions.

Suggested answer

Suggestions for the celebration might include: because the masters want to give the slaves something special; because they feel guilty; because they think the slaves will be easier to manage if they are happy; because they were Christians themselves and felt it was their duty.

Suggestions for why there was only one party for all the slaves in the area may include: because it's cheaper; because it's more fun (and more motivating for work) for the slaves; because organising it involves less work from each individual plantation owner.

5. Ask students to find the passage where Solomon describes his violin as his best friend (last paragraph) and find the reasons he gives for why he says this. Check ideas as a class.

Answers

The violin means Solomon was welcomed, respected and valued for a skill he had, and he even got paid for it (when slaves did not usually get paid any money at all). Music was also an escape for him from the life of a slave – it saved him from the hard physical work in the fields (line 21). He was also able to enjoy playing music alone as well as socially.

Music can bring joy, as well as 'consolation' (line 23).

6. **SPEAKING** Divide the class into small groups for students to discuss their experiences. Ask them first to make a list of the various holidays and festivals which involve food, music and dancing, then look at the examples together to say what makes them attractive for people. Monitor and help with any language queries. After the students have finished their discussions, ask two or three groups to share their ideas with the class and invite comments from the other students as well.

Optional extension

Elicit students' responses to the text in open class. How did they feel when they read about the slaves' celebration? Was their general impression positive or negative? Were they surprised by any of the things they learned about the lives of slaves from this extract? Ask them to give reasons for their views. You may like to conclude with a brief whole-class discussion about how they would feel in Solomon's situation, and whether any of those feelings were described or alluded to in the extract they have just read.

THINK about Ukraine 2.2 / Є.О. Грекова.

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